BOUNCE ^up

train the trainer

Train-the-Trainer

- Manual -

COLOPHON

BOUNCE ^{up} train the trainer, Train the Trainer, Manual.
This is one of the three manuals of the BOUNCE package, training and awareness-raising tools in the early prevention of violent radicalisation for youngsters and their social environment.

Tools developed by:

Federal Public Service
Home Affairs

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Acknowledgements

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[1] Arktos npo is a youth guidance and training centre that works with children and young people. Arktos npo gives training to young people, supports professionals and signals to society.

Foreword

For some years there has been rising concern in Belgium, the European Union and worldwide about violent radicalisation[2], and an increasing interest in (early) preventive tools for addressing this issue. Both young people and adults can become involved in a process of violent radicalisation. In the project, supported by the European Commission: Stresaviora - 'Strengthening Resilience[3] Against Violent Radicalisation', we have developed holistic tools that empower young people and their social environment at an early stage[4] and in the broad[5] sense. This focus on young people and their environment and on strengthening resilience is a positive one. Our experience in working with young people, parents and their social environment, combined with interesting research results[6], has confirmed our feeling: change the perspective from risk to opportunity, from fear to openness and from control to empowerment, and early preventive work in this sensitive topic becomes more practicable.

We are proud to present our answers through **BOUNCE, tools for resilient young people interacting with an aware environment.**

The BOUNCE training and awareness-raising manuals (BOUNCE [young], BOUNCE [along] and BOUNCE [up]), annexes, planned BOUNCE actions and additional information can be found on the project website, at: www.bounce-resilience-tools.eu.

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[2] Violent radicalisation is the process of [an individual or group] adopting an extremist belief system [inspired by philosophical, religious, political or ideological notions], including the willingness to use, support, or facilitate violence [or undemocratic means], as a method to effect [drastic] societal change. (Euer et al., 2013). In the BOUNCE tools, 'radicalisation' and 'violent radicalisation' are two different terms. The notion 'violent' adds the use, approval or encouragement of violence to the term 'radicalisation'. From this perspective, radicalisation as itself should not per definition problematic.
[3] Resilience: The ability to bounce back from adversity. (Euer et al., 2013)
[4] This 'early stage' means: 'before the development of the willingness to use or support violence or undemocratic means.' (Euer et al., 2013)
[5] 'Broad' means that the BOUNCE package does not focus on specific forms or expressions of 'violent radicalisation', but with a general view on all possible forms of violent radicalisation.
[6] In the framework of the Stresaviora project, the Thomas More Academy (BE) performed a research to provide input for the development of the training tools.

Introduction

What?

BOUNCE ^{up} is the train-the-trainer manual for preparing, instructing and supporting trainers who want to work with the BOUNCE ^{young} resilience training tool and with the BOUNCE ^{along} awareness-raising tool. It increases capacity and confidence to work with these tools.

The three BOUNCE tools are interconnected and strengthen each other as actions in the early, broad and positive preventive on violent radicalisation. In contrast to what may be expected, the BOUNCE package doesn't take the topic 'violent radicalisation' as the central issue. Because we focus on early, broad and positive prevention, it's much more interesting to focus on strengthening protective factors.

An important premise we stand for, is: "You haven't got to be a 'violent radicalisation expert' to be effective in the early prevention of violent radicalisation." The central focus of the BOUNCE package is **'resilient young people interacting with an aware environment'.**

For whom?

The BOUNCE ^{up} train-the-trainer programme is addressed to workers who are in the front line in their contacts with young people during their puberty and early adolescence: between approximately 12 and 18 years, and work with them in a direct way. These can be professionals (teachers, educators, youth workers, social workers, mentors,…) and volunteers. These frontline workers are in a unique position, which gives them an opportunity to work with the content of the BOUNCE tools:

- Access to the target group
- Access to the social environment
- Trust
- Knowledge and experience
- Authorization to work
- Instruments
- A view on the situation

Future trainers are advised not only to use this manual for self-instruction, but also to engage in a BOUNCE ^{up} train-the-trainer course. This programme provides the information described here in an (inter)active way, focusing on the daily reality of the trainees. This means the trainees can develop their own ways of implementing the BOUNCE tools. Future trainers have an opportunity to develop their trainer skills through a mix of theory, practice, exchange and reflection. For more information on planned BOUNCE ^{up} training courses, see www.bounce-resilience-tools.eu.

Content

This manual provides all the background information needed to set up BOUNCE ^{young} and BOUNCE ^{along} initiatives. Each of these tools also has its own manual; the BOUNCE ^{young} manual contains the ten resilience training sessions for young people, that together form the training programme, while the BOUNCE ^{along} manual, contains the awareness-raising content for working with parents and frontline workers.

BOUNCE ^{up} is the necessary tool for trainers to work with BOUNCE ^{young} and BOUNCE ^{along}; it provides a vision and theoretical background. It also supports the preparations and evaluations of BOUNCE initiatives, inspires on combining the different BOUNCE tools and the setting up of networks based on the BOUNCE actions.

This manual consists of four chapters:

- **'BOUNCE perspectives'**, gives the vision and theoretical backgrounds of BOUNCE.
- The chapter **'BOUNCE handholds'** makes the bridge between theory and practice, by describing the necessary elements for trainers and facilitators to take into account when they want to set up BOUNCE initiatives.
- The chapter **'BOUNCE ^{young} training'** explains everything a trainer needs to know to organise BOUNCE ^{young} resilience training sessions for young people.
- **'BOUNCE ^{along} awareness** supports trainers who want to set up awareness-raising actions for parents and frontline workers.

At the end of the manual, an annex list[7], and a bibliography for the three BOUNCE tools are presented.

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[7] The annex list encloses a glossary for the three BOUNCE tools (Annex 1).

BOUNCE
perspectives

BOUNCE perspectives

A positive perspective

As a trainer[8] or other involved facilitator[9] of BOUNCE actions, it's important to work with a positive perspective on young people and their environment (parents[10] and frontline workers). A positive perspective is the basis for building up a relationship with participants. Themes such as identity, opinions, ideals, challenging situations, diversity, and so on are approached as positive issues. This positivity means we work with participants on a strength-based level: the qualities and strengths of their situation are the basis for further work.

This vision takes some distance of the focus on (violent) radical ideas or (violent) radicalizing young people.

EXAMPLE: The BOUNCE *young* *resilience training sessions for young people contain no direct references to 'violent radicalisation'. The focus is on the strengthening aspects, on what young people and their environment need in order to be resilient and to have a strong awareness.*
On the other hand, violence, radicalisation, extremism, racism, discrimination, hate speech, and so on can be topics that are triggered through the exercises, or which participants link to their experiences in the training. So although these themes are not the core of the training programme, they are not avoided.

A positive perspective accepts that people's actions, choices, and behaviour have a positive core, backed by a positive wish. This makes it possible to reframe negative perspectives to positive ones. For the topic 'violent radicalisation', we can choose for example, to reframe this using the less judgemental terms 'strong ideals', 'strong opinions', or 'extreme ideals'. Having 'strong opinions' or 'extreme ideals' doesn't need to be negative.

A quote from the research performed by the Thomas More Academy, in the 'Stresaviora' project:
> *'Although radicalisation is often related to violence, radical notions do not have to result in the act of using violence. Radicalism can also be described as an ideology; an expression of being politically involved, not necessarily meaning that this involvement implies using violence (Ponsaers et al., 2010). Van San, et al (2010) state that the focus should be on 'reframing' the terminology of the discourse about radicalisation: developing an extreme opinion about certain issues and having ideals about the future, are in itself not problematic. But labelling youths as 'radicals', brings the message that certain notions are inappropriate in a democratic system, even though some of the criticisms, or parts of the ideologies, might be relevant or legitimate. The passion youths have for ideologies or thoughts, can be used to support young people in developing into critical, politically aware participants in society. (Van San, et al. 2010). Benschop (2006) states that governments should focus on empowering the so called radical young people (who actually want to bring attention to complaints), instead of defeating them. Thus, by positively appreciating the young [to become] 'radical' as a person who is in search of an active citizenship, the young person is enabled to develop his or her ideals in a positive way (Van San, et al. 2010).'*

A handhold for this positive approach of young people and their networks is the 'Appreciative approach'. This approach is further treated in the chapter 'BOUNCE handholds', paragraph 'Communication handholds', subparagraph 'Appreciative Inquiry'.

For more tips on how this positive perspective can be strengthened, we refer to the BOUNCE *along* *awareness-raising tool, chapter 'A positive point of view'. These positive viewpoints are important*

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[8] By 'trainer' we refer to the specialized resilience and awareness-raising trainer. He is educated through the BOUNCE [up] train-the-trainer programme.
[9] By 'facilitator' we refer to persons who are directly involved in the BOUNCE initiatives. A facilitator can be the trainer, he can co-organize trainings, can be a co-trainer, an observer, someone who does the individual follow-up of participants or refers participants to BOUNCE initiatives.
[10] By 'parents' we mean all adults who take up a parenting role towards young people: fathers, mothers, other family members or significant others and supporting figures in the life of young people.

for trainers to be able to 'infect' parents and other frontline workers with these positive viewpoints, and to be able to build up relations with participants in BOUNCE initiatives.

In the chapter 'BOUNCE along awareness, paragraph 'Awareness-raising actions', two examples of exercises are presented to raise the awareness on this positive perspective

A broad perspective

A broad perspective means that topics are treated in their broadest meanings, and that we look at topics in a neutral, unprejudiced way. Two examples:

- Radicalisation: All forms of radicalisation are meant by this term and there is no narrowing towards one or another opinion or ideology. This can be left wing or right wing radicalisation, religious inspired radicalisation, radicalisation on animal rights, anarchism,… BOUNCE strives for results that go beyond a specific form of radicalisation. In fact the focus isn't even directly on radicalisation (as described in the previous paragraph).

- Culture: Culture can mean cultural origin, social background, subculture, life circumstances, habits of groups,… Culture is not narrowed to for example country of origin or visible aspects of culture. One of the competences trainers who work with BOUNCE tools need, is 'intercultural competence'[11].

An integral perspective

In the BOUNCE tools, we look at young people and their social environment as a system where actions involving one part of the system, affect the whole system.

An integral perspective means that in all BOUNCE actions, a link is made with the environment and the life circumstances of participants. Therefore we developed the three BOUNCE tools that are interconnected and reinforce each other, and so provide a framework for approaching young people in a holistic way.

The complete package of three BOUNCE tools are complementary in use and influence each other (See figure[12]):

- BOUNCE young: a training tool for strengthening the resilience of young people.
- BOUNCE along: an awareness-raising tool for parents and frontline workers.
- BOUNCE up: a train-the-trainer tool for professional frontline workers in working with both other tools (this tool).

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[11] See also chapter 'BOUNCE handholds', paragraph 'The role of the trainer'.
[12] The figure is thoroughly treated in the chapter 'Bounce handholds', paragraph 'Integrality and networking', subparagraph 'Combination of training tools'.

BOUNCE young

BOUNCE along   BOUNCE up
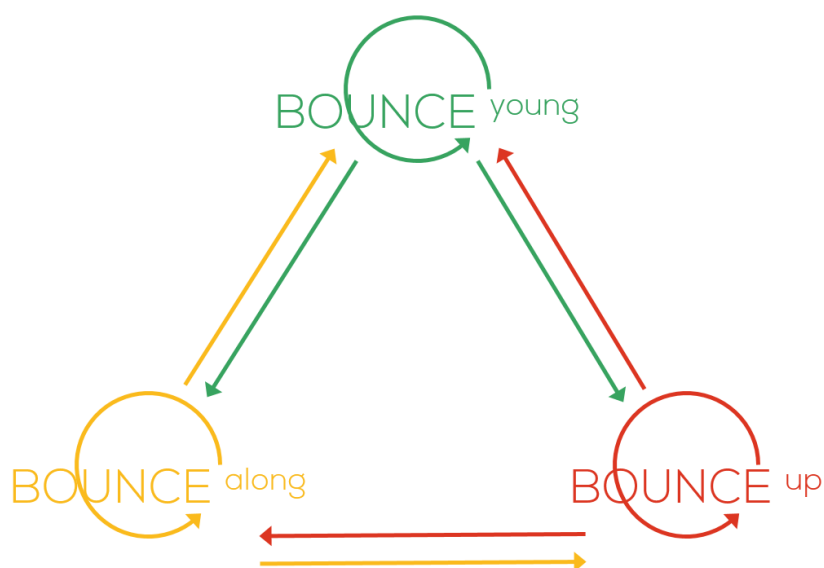
By combining initiatives of the three tools, a complete process can be set up in the early prevention of violent radicalisation, by strengthening resilience and raising awareness of all who is involved. This approach takes time, repeated efforts, cooperation and energy, but also promises the best results: resilient young people interacting with an aware environment.

The way in which the BOUNCE tools interconnect and can be used together, is dealt with in the chapter 'BOUNCE handholds', paragraph 'Integrality and networking'.

Prevention

Early prevention

An early preventive approach means initiatives are taken before there is a problem. The BOUNCE tools are used for strengthening the awareness and competence needed before there are concerns or difficulties with young people about violent radicalisation, and when concerns and difficulties arise, there is no hesitation to act.

The reason for setting up BOUNCE initiatives is to prevent problems from happening or evolving towards bigger problems. The focus of the initiatives taken, is on the other hand not problem-oriented. As mentioned before, there hasn't got to be a concern about or situation of violent radicalisation to initiate trainings and awareness-raising actions of the BOUNCE package. Who organizes BOUNCE actions, has a primary focus on what's to reach: 'resilience young people interacting with an aware environment'. When young people and their environment have tools available before difficulties arise, these can be useful when they need them and when they are confronted with violent radicalisation.

An early preventive approach also means we are targeting young people and the environment of young people who are developing their identity and are open to all kinds of influences. This development of an identity is very active in the period of puberty and early adolescence (but of course continues through the further life). The openness to influence also means it is possible to make a difference and prevent young people from becoming involved in a process of violent radicalisation. When at the same time, the environment of young people has a strengthened awareness, the chances for results can rise.

The aim of these early interventions is not to block these processes, but to address them in a positive and strengthening way.

NOTE: During this period of puberty and early adolescence, young people experiment, discover, try out all kinds of things, and that's a good thing. They learn from this, even without others having to

intervene. Young people, and also their environment, need those opportunities to experiment, to fail and to learn from these experiences and failures. This early prevention brings along an important risk of taking away these opportunities to try out and fail and learn from the failure. For trainers and other people in the environment of young people, there will always be a balance exercise between assisting young people and their environment to strengthen their resilience and awareness, and at the same time not taking away their chances to experiment and learn from this.

General prevention

NOTE: Working with the BOUNCE package and using the combination of the different BOUNCE tools may not raise the expectations to such a level that it guarantees preventing young people from all possible processes and forms of (violent) radicalisation. A process towards violent radicalisation is so complex, that no programme or training can guarantee such outcomes. A raised awareness in the environment of young people, a strengthened resilience of young people and competent trainers in working with young people and their environment, are on the other hand proven protective factors in the framework of prevention of violent radicalisation. In a wider preventive perspective, the BOUNCE tools contribute to this goal on a general level.

General prevention means we focus on all young people and all environments, diverse groups, cultures and backgrounds. In this general approach, participants are not selected in order to fix possible 'problems', or as a reaction to concerns or for presumably '(violent) radicalizing' reasons, but even before concerns occur. The figure **'The prevention pyramid'**[13] gives a good view on different levels of prevention, and how different preventive initiatives relate to one another. The primary place of the BOUNCE tools is on the second level of the pyramid: 'General prevention'.
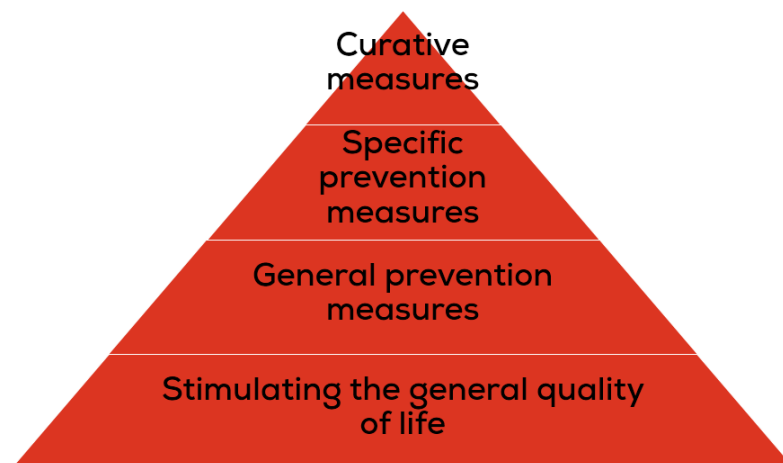
This is the level where the BOUCE tools can primary be put. There are some good reasons for this:

〰️ All young people in puberty and early adolescence, and their environments, can benefit from the content and experience of the BOUNCE tools. A wide range of people and situations can be reached and strengthened through a broad implementation of BOUNCE.

〰️ There is less risk of a stigmatising effect of approaching certain groups or environments. When choosing specific 'risk groups' and 'risk environments', there is a chance that these groups feel stigmatised, even criminalised. They can ask the question 'Why do we have to engage in this initiative and others don't?'. Research also shows that it's very complex to determine which individuals or groups are more at risk of developing a process of violent radicalisation.' Trainers and facilitators make sure the initiatives don't create an opposite effect and push participants further from the preventive goals we want to reach.

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[13] The figure used is a simplified version of the 'Prevention Pyramid', developed by Johan Declerck, Cautaert, S., Dupont, V. & Ideler, I., 2001, *Weerbaarheid van jongeren, een denk- en doeboek*, Garant, 413 p.

- The 'leverage effect': When working with all young people and their environments instead of just working with risk groups, this helps to provide a 'lift' to some of the young people in the risk groups that are part of these larger groups.
- A wide range of people, organisations, and institutions can be involved in general preventive work[14].

There are, next to the level of general prevention, three other levels in the prevention pyramid. A good preventive approach doesn't focus on one aspect alone.

EXAMPLE: When organizations, cities, other policy making institutions, want to set up a complete approach in the prevention of violent radicalisation, the other levels will need to be considered too.

Although the general preventive level is most present in the BOUNCE tools, there are some links to make with the other levels of the prevention pyramid.

Below the level of general prevention is the level of fundamental prevention: working on a general positive life-quality enhancing climate. The BOUNCE package also provides some handholds that are useful for creating such a positive climate:

- In BOUNCE [along], chapter 'A positive point of view', and chapter 'Resilient relation and communication'.
- In the BOUNCE [young] resilience training programme, the 'Start circles' and 'Energizers' used, are fundamental in nature, and strengthen a positive climate in and outside the trainings. Also the created group atmosphere and individual attention[15] can influence this positive climate.

Above the level of general prevention, there is the level of 'specific prevention': actions taken to prevent specific situations. The BOUNCE package can also be found there to some extent:

- The BOUNCE [young] resilience training sessions strengthen resilience and confidence, problem-solving and other skills that are useful in all kinds of situations, also those situations close to or dealing with violent radicalisation or situations linked to it. So even if the primary place of the BOUNCE [young] resilience training programme is on the general preventive level, the participants can use these in specific situations.
- The BOUNCE [along] tool also treats a wide range of themes, awareness topics and competences, that are useful in more specific situations. In the BOUNCE along manual, the chapter 'Concerns and challenging situations', paragraph 'Dealing with concerns', and paragraph 'Dealing with challenging situations', subparagraph 'Reacting to strong opinions', deal with more specific tips, and can be put on the level of 'specific prevention'.
- In this tool, chapter 'BOUNCE [young] training', paragraph 'Dealing with challenges' treats some specific preventive efforts that can be done during BOUNCE [young] training sessions.

There are also some aspects of the BOUNCE trainings where tips and actions, on the level of curative prevention, can be found:

- The BOUNCE [along] manual, chapter 'Concerns and challenging situations', paragraph 'Dealing with challenging situations', subparagraph 'Violated boundaries and conflicts'. These tips are for interventions when lines are crossed and situations need to be restored.
- Chapter 'BOUNCE [young] training', paragraph 'BOUNCE [young] equipment', subparagraph 'Restoration'. Here, restoration of boundaries crossed during training sessions, is dealt with.

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[14] See also the chapter 'BOUNCE handholds', paragraph 'Integrality and networking'.
[15] See also chapter 'BOUNCE [young] training', paragraph 'BOUNCE [young] equipment', subparagraphs 'The group process' and 'Individual attention'.

Despite this presence of the BOUNCE tools on the four different levels, it's important to keep a primary focus on the general prevention. Some tips for focusing on the general preventive approach, when setting up BOUNCE actions:

- **Diversity**: Involve young people and adults from different backgrounds and form diverse group of participants (more and less resilient participants, participants with strong opinions, participants quickly changing opinions, more and less influenceable participants, and so on). This diversity can be very valuable in training sessions and awareness-raising actions. Working with this diversity can create interesting learning moments for all involved.

- **Broad implementation**: Implement the training programme and awareness actions for everyone involved in the organisation, or give equal opportunities to engage in actions for everyone, and make extra efforts to engage 'hard to reach' groups.

- **Repetition**: Plan to repeat the initiatives regularly, or build a process of different actions, so all have multiple chances to participate in actions.

NOTE: Signals or concerns about violent radicalisation can lead frontline workers to look for answers in the BOUNCE tools. It's likely that organisations will consider using this training tool when concerns or situations of violent radicalisation are already present. We emphasize that BOUNCE is NOT developed for disengagement, de-radicalisation, or pulling people away from all kinds of influences. It assists and strengthens participants in making choices, and dealing with all kinds of situations from an early and broad preventive perspective. If used with young people and their environments who are at risk or with young people and environments showing (early) signs of (violent) radicalisation, the perspective of the actions may not change into 'de-radicalizing'.

The risks when using BOUNCE initiatives as a specific preventive measures would be:

- The stigmatizing idea that participants 'have got a problem' that needs to be fixed by the initiatives. This may cause resistance with participants, with trainers and with facilitators, and put a pressure on their relation.

- The high expectation that the concerns will go away or that the problems will be solved by this actions only.

- Compulsory participation, with no or little personal motivation or involvement of the participants.

- The content of the exercises may be too general, not specific enough to provide good answers or opportunities for participants to raise their awareness or to strengthen their resilience.

These tips can be useful for trainers and other facilitators to keep working with this general preventive perspective.

- Keep in mind and act by the positive approach and the positive goals of the training and awareness-raising tools. This can pull away negative attention on the problem, restore confidence and build motivation.

- Provide good information on why we involve these young people in the training programme, and about the goals of the training programme.[16]

  Combine the training sessions with other general preventive initiatives. *EXAMPLE: The 'No Hate Campaign', a youth campaign of the Council of Europe for human rights online, to reduce the levels of acceptance of hate speech and to develop online youth participation and citizenship.* www.nohatespeechmovement.org

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[16] See also chapter 'BOUNCE [young] training', paragraph 'BOUNCE [young] set-up', subparagraph 'Introducing BOUNCE [young]'.

Emancipation

The emancipation principle is an important part of the vision of the BOUNCE tools. Emancipation follows the idea that each person gets as much possible freedom and space to develop himself, taking personal and social responsibility into account. Emancipation also starts from the idea of equivalence of all persons (children, young people and adults). And from a belief in the possibilities of people (here: young people and their environment) to make their own choices.

This makes not only the trainer or another facilitator responsible for the effects or the results, but asks the participants to take up their own responsibility in making choices. Emancipation means that the answers to questions aren't in the hands of the trainer, but in the hands of the participants. There is no 'one solution' for complex situations, but people can find their own solutions.

The role of a trainer or other facilitators in BOUNCE is from this perspective to listen to how people make choices, look at these positively, and show possibilities and alternatives. Participants are owners of their own learning process, the trainer and facilitator offer chances to participants to emancipate themselves.

This will require an open attitude, avoiding making choices for participants, or using forms of power to try and influence participants.

This emancipation principle has two important consequences for the BOUNCE package, which are connected with each other:

- The BOUNCE tools and instruments as such cannot be seen as the solution to questions, concerns, difficulties or problems. There is no one 'right' answer for everybody to any question. The answers lie within the participants.

- The role of the trainer is very important to support the process of emancipation of the participants. The tools and role for the trainer and facilitators are further treated in the chapter 'BOUNCE handholds'.

We refer to two tips of the BOUNCE ^{along} awareness-raising tool that underline the emancipation principle:

- Chapter 'A positive point of view', tip 'Accept dissensus'.
- Chapter 'Resilient relations and communication', tip 'Give choices'.

BOUNCE
handholds

BOUNCE handholds[17]

Integrality and networking

Combination of training tools

The best results and effects in the longer term will be achieved when a BOUNCE [young] resilience training programme is set up in the same period as awareness-raising actions based on the BOUNCE [along] tool. And when both initiatives are lead by trainers who were engaged in a BOUNCE [up] train-the-trainer programme. This was already briefly mentioned in the chapter 'BOUNCE perspectives', paragraph 'An integral perspective'. This part treats how this integrality vision can become reality. It is advisable to make a real integration of the different tools, and thus invest in the network and in growth of the participants.

NOTE: The goals and expectations towards the effects of the BOUNCE initiatives, need to be adapted to the amount of efforts that is put in the integrality of these initiatives.

TWO EXAMPLES:
- *A 'Parachute' approach where an external trainer gives some training sessions to young people, and after that leaves the organisation without anyone doing anything more will not provide enough chances to empower young people, the parents and the social environment or the facilitating organisation itself.*

- *A group of eight young people from a neighbourhood leisure project, is engaged in a BOUNCE [young] program. Before the start, the parents are informed by the trainer and facilitators about 'strengthening resilience' and the role they can play in this. During the training period, a workshop for parents and youth workers is organized. In this workshop their awareness is raised of the positive perspective on young people and on dealing with concerns and challenging situations. After the final training session for young people, parents and youth workers are involved in the evaluation of the trainings and the awareness-raising actions.*

In the first example, not much effects on young people and their environment can be expected. In the second example, there is a good chance for success through the combination of efforts towards the different directly and indirectly involved persons and organisations.

The relation between the three BOUNCE tools is shown in the figure through the straight lines. The turning arrows indicate the effect of each tool on its participants.

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[17] The 'handholds' are useful in working with the BOUNCE [young] resilience training programme for young people and of the BOUNCE [along] awareness-raising initiatives.
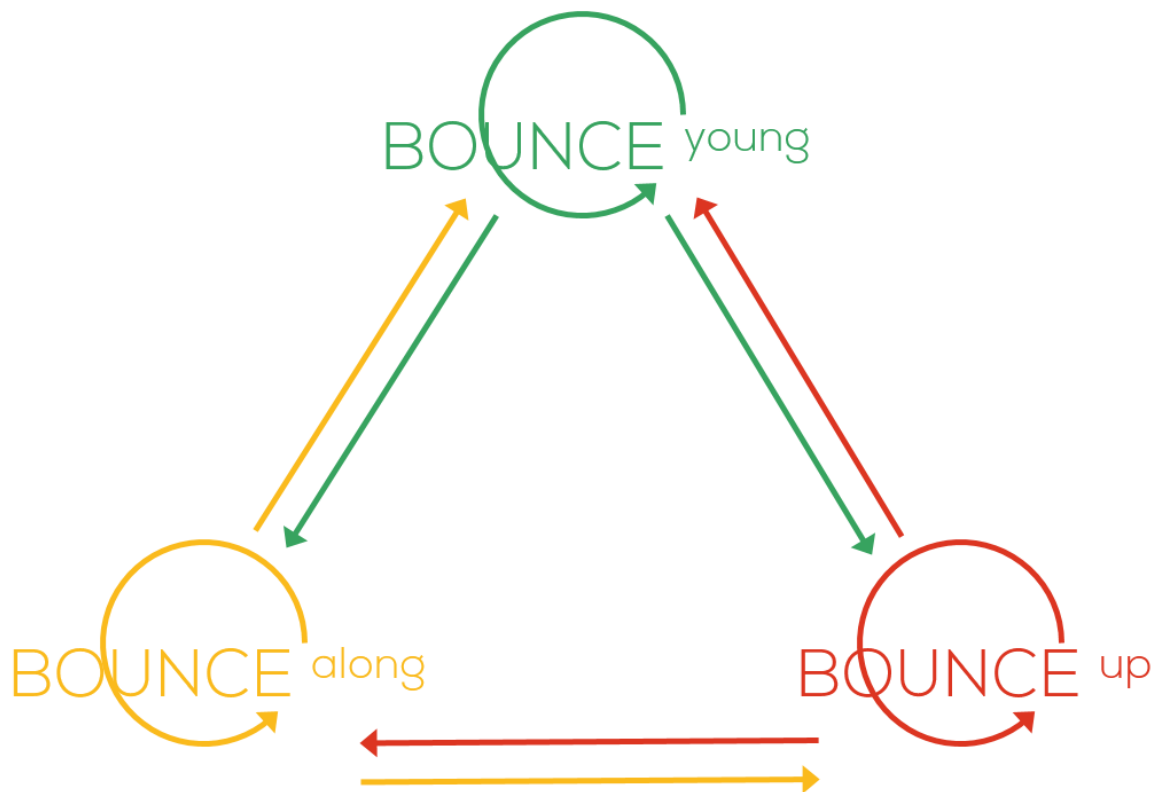
Each training tool can bring along interaction and mutual influence between the different target groups of the BOUNCE package.

ᴍᴍ Effects of BOUNCE ^{young} trainings:

- Young people can use the experience of the trainings to make personal decisions.
  EXAMPLE: A young person decides to spend less time on the internet because he[18] has realised during a training that he wastes a lot of time online.

- Young people experience a group process, where they directly have influence on one another. The content can be transferred to daily life situations with their peers.
  EXAMPLE: The young person can more easily say 'No' to others in a resilient way when they try to influence him to do things he doesn't want to.

- Through the reviews[19], the link is made with the close context (parents and family) and living circumstances of young people.
  EXAMPLE: A young person interacts with his older brother about his dreams and future plans that were discussed during the training.

ᴍᴍ Effects of BOUNCE ^{along} awareness-raising initiatives

- If the awareness-raising actions are set-up linked with BOUNCE ^{young} resilience trainings, parents and frontline workers are informed about and involved[20] in the trainings. Through this, the parents and frontline workers can support young people in their learning process.

- Parents and / or frontline workers can interact with each other when they are involved in BOUNCE ^{along} awareness-raising actions. Through these experiences, they can again transfer the raised awareness to other parents, frontline workers, colleagues, etc.

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[18] For easy reading, we use the male form in the whole manual.
[19] See also chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} equipment', subparagraph '(Active) reviewing'.
[20] See also chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} set-up', subparagraphs 'Introducing BOUNCE ^{young}' and 'Involving parents and frontline workers'.

EXAMPLE: A school organizes pedagogical sessions for the staff every three months. During one school year, three pedagogical sessions are dedicated to the BOUNCE [along] *awareness-raising actions. The first session raises the awareness on positive viewpoints on young people and their environment. The second meeting is an active initiation session about strengthening resilience. The third session treats building a relation and good communication with young people. The BOUNCE* [along] *awareness-raising actions bring along positive results as well for the frontline workers, as towards the relations with the young people and their parents.*

- Parents can strengthen the experience of the BOUNCE [young] resilience training sessions by interacting with young people about the experiences.
  EXAMPLE: Because a parent has gained an insight in what the BOUNCE [young] *resilience training programme is, he can support his young person better when using what he has learned in the home environment.*

- Parents and frontline workers can connect more easily with each other.
  EXAMPLE: By getting tips about where to find information, a parent doesn't hesitate to make a phone call to ask school about a concern he has.

  NOTE: All parents and frontline workers can participate in BOUNCE along awareness-raising initiatives, even if there are no BOUNCE young resilience training sessions for young people. The tips can be useful in their approach to and their work with the young people and their social environment.

Effects of BOUNCE [up] train-the-trainer courses:

- Frontline workers experience a group process, in where they influence and support and strengthen each other in their future role as trainer.
  EXAMPLE: A social worker organises a local meeting involving his colleagues about 'dealing with concerns'.

- Participants can set up BOUNCE [young] trainings for young people and BOUNCE [along] initiatives for parents and frontline workers.
  EXAMPLE: An educator in a welfare organisation sets up a programme of ten trainings for young people.

Build a network

The combination of training tools and the illustrated triangle young people – parents – social environment from the previous subparagraph, already provide a lot of opportunities and suggestions on how to create a network around the BOUNCE tools and initiatives. How this network looks like and how it's built up, are questions we can't answer here. Each frontline worker who engages in this BOUNCE [up] train-the-trainer tool will make his personal analysis of possibilities to create a network and / or make use of existing networks.

After this analysis, actions can be planned and taken to build and strengthen those networks. This way, a trainer can support the integrality of the BOUNCE initiatives.

Such a network around BOUNCE initiatives can be both internal and external. The network can strengthen the involvement in the BOUNCE initiatives of people inside the organization and of the network around the organization and of the participants themselves. We advise trying to create and use both.

On the micro-level (the personal, family, neighbourhood,…) a network can be of great value and mean a lot to all involved. Some examples:

- For young people, it can mean they feel more connected, they find and recognize the same approach of different individuals and organisations in their social environment, they are followed-up in a good way, they know where to go with their issues and questions, etc.

- For parents, it can mean they know where to go for information and support, they can contact people and organisations, they can feel supported and understood, they can strengthen their own resilience and skills through the contacts, etc.
- For frontline workers, it can mean they can spread the information, experience and expertise inside and outside the organisation, they can support colleagues, they know where to go to when concerns or challenging situations arise, etc,

On a meso-level (city, organisation, community, etc.), a network can lead to cooperation, creative projects, shared responsibility, and so on.…

On a macro-level, (country, State, EU level, etc.) a network can bring inspiration, can lead to widespread of tools, can reinforce cooperation on a higher level, and so on. (For example, the BOUNCE website www.bounce-resilience-tools.eu can be important for this.)

We refer to:

- The BOUNCE ^{along} tool, where the chapter 'Information and support' provides tips for creating a network.
- The chapter 'BOUNCE ^{along} awareness', paragraph 'Awareness-raising actions', subparagraph 'Information and support: Network'.

How to inform and involve target groups about the BOUNCE initiatives, is treated in:

- Chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} set-up', subparagraphs 'Introducing BOUNCE ^{young}' and 'Involving parents and frontline workers'.
- Chapter 'BOUNCE ^{along} awareness', paragraph 'Introducing BOUNCE ^{along}'.

NOTE: Not all parents or organizations are easy to reach and to involve. Facilitating organizations and trainers will need to make extra efforts to involve parents, organizations, and other frontline workers, and take these efforts into account when preparing actions. We advise being creative, flexible and persistent when trying to reach and involve individuals and organizations, especially those "hard to reach".

BOUNCE roles

In BOUNCE ^{young} and BOUNCE ^{along} initiatives, there are different roles possible. In an 'ideal training', or 'ideal awareness-raising action', three persons take an active role:

- **Trainer**: the expert who has the knowledge and experience for working with the BOUNCE ^{young} programme and the BOUNCE ^{along} tool. He was trained through a BOUNCE ^{up} train-the- trainer program. The trainer does the preparation of each training and briefs the other facilitators. He takes the lead in the training sessions and / or awareness-raising initiatives. The trainer can be a person who works in the organisation that initiates the programme and already knows the participants. Also this can be an external trainer. Working with an internal or external trainer both have their benefits.

  EXAMPLE: A trainer who already knows the young people will be able to use this knowledge and experience in the training, while in the case of an external trainer, independence can be an advantage for creating a safe space for participants. Another advantage of an external trainer is that he only has one role for young people.

- **Co-trainer**: the co-trainer can also be internal or external. The co-trainer may have attended a BOUNCE ^{up} train-the-trainer program, but it's not required as in the case of the trainer. He helps facilitating the trainings and awareness-raising initiatives on a practical and contentual level (practical arrangements, follow-up of young people, facilitating group process, extra individual attention,…). He is involved as much as possible, so he can become a support figure to transfer the content of the training to daily life, especially when the trainer is an external one.

🎵 **Observer**: this is an optional additional assistant at the resilience training sessions and awareness-raising actions. He observes the individuals, the group, the trainer and co-trainer and other factors of influence on the training. He can note striking or important things for the evaluations. He does not intervene during the sessions, but can be involved by the trainer if needed.

EXAMPLE: An observer can take part in the start circle of every BOUNCE ^{young} training. He can share his observations with the trainer, co-trainer and participants. An observer can also be filming and photographing during sessions (if possible).

🎵 **Other facilitators**: Mostly these will be frontline workers, but they may also be parents, volunteers, or support figures in the network of participants. These facilitators can communicate with participants and organisations, take up individual attention of participants, co-organize trainings. It can be a strength in BOUNCE initiatives to divide the tasks around the trainings for young people and / or around the awareness-raising initiatives, and work with the tools as a team. This can be a strengthening factor for the integrality of the tools.

Communication handholds

Non-violent communication[21]

Non-violent communication is the choice for an alternative communication, where there is a consciousness of not intending to harm another person or group. Non-violent communication is a way of communicating that making one's own needs and those of others central, and lets people connect in a compassionate way.

Some non-violent communication rules and examples:

🎵 Sharing of observations: For example: 'I see you doing that, it's not what we agreed.'

🎵 Interacting about emotions. For example: 'I'm surprised to hear you say this.'

🎵 Saying what values you want to live by. For example: 'I find it important to respect other cultures.'

🎵 Saying what we ask of ourselves. For example: 'I want to be a positive influence for young people.'

🎵 Saying what we desire of others. For example: 'I need you to have some patience'.

This non-violent communication handhold perfectly streams with the BOUNCE perspectives, because:

🎵 Non-violent communication supports the positive approach of young people, their environment and situations.

🎵 It also has its preventive value, because non-violent communication prevents harming others and being harmed through communication.

🎵 It supports emancipation: getting loose of pressure, power, and other 'violent' ways of communicating.

EXAMPLE: Historical figures, famous persons, like, for example, Martin Luther King and Mahatma Ghandi, can be used as examples of positive ways to be radical and at the same time non-violent in their communication. In their communities and times, they were 'radicals'. They achieved things through their 'radical' belief and the way they chose to do this: in a non-violent way. Those who achieved their goals in a non-violent way deserve special attention.

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[21] See also the BOUNCE ^{along} tool, chapter 'Resilient relations and communication', the tip 'Non-violent communication'. **The center for nonviolent communication, What is nvc?, http://www.cnvc.org/about/what-is-nvc.html**

Layers of communication[22]

When interacting with people, different ways and 'depths' of communication are possible. Here, we present a framework that shows what kinds of communication we can have:

The four different layers of communication:
- **Superficial layer**: learning to know each other, possibly with mutual prejudices and clichés influencing the communication.
- **Fact layer**: this layer is about where, what, who, when, why, etc. On this level, information is exchanged about life experiences, interests, work, school, and so on.
- **Attitude layer**: this layer of communication requests a relationship with trust and confidence: the subjects can be aspirations, views, dreams, concerns, etc. The attitudes and behaviour of the subject and interlocutor are part of this layer.
- **Emotional layer**: talking about emotions is the most profound layer of communication. This layer gives information on how we feel about life conditions, on how we look at ourselves and at the world. Giving young people chances to have emotional interactions, can be an opening towards positive change.

When building up a relationship at first there will usually be some superficial interaction and interaction about daily life (the weather, learning to know each other, interaction about what, who, when, interests, school, work, etc.). After some time, there will be also interaction about attitudes and emotions (wishes, concerns, dreams, feelings, views, and so on.). For interaction about attitudes and emotions, the relationship needs trust. In a good relationship, all these items can come across.

During BOUNCE initiatives, we advise trainers to try to interact with participants on all four levels. Of course, not all levels can be reached at once, but through a good build-up, and by creating safe space for dialogue, the different layers of communication can gradually be reached.

EXAMPLE: Before a first BOUNCE young *resilience training session starts, the trainer can take some time to communicate on the superficial level, to get to know the participants a bit. At the start of the training, the subjects of communication and interaction will generally be more about interests, daily life, and so on (the 'Fact layer'). After a few sessions, there will be more interaction and openness about opinions, strengths, identity, aspirations, for example (the 'Attitude layer'). When safe space is guaranteed there is a good chance that emotions, deeper values, ideals, etc. will also become the subject of interaction (the 'Emotional layer').*

NOTE: It isn't possible to reach the four layers of communication in every situation. A lot depends on the circumstances. The trainer, with his personality, communication and other skills, is but is not the only factor. The group atmosphere, the backgrounds of individuals, the situation, the subjects treated,… all can be influencing the communication.

Appreciative Inquiry

As mentioned in the chapter 'BOUNCE perspectives', the Appreciative Inquiry[23] theory provides a good handhold to interact with participants in BOUNCE young and BOUNCE along initiatives. In short, it's about asking questions and stimulating to reflect, through appreciating what people say, and so create positive interaction, that provides chances for growth. This asks some more clarification:

Appreciative Inquiry (AI) offers a framework and guidelines to interact with people not from a 'problem solving' point of view, but from the viewpoint of appreciating what's already present. It

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[22] See also the BOUNCE along tool, chapter 'Resilient relation and communication', tip 'Communication in different layers.
[23] The center for Appreciative Inquiry, 1990's, Principles of appreciative inquiry, http://www.centerforappreciativeinquiry.net/more-on-ai/principles-of-appreciative-inquiry/; Cooperrider, D.L., Whitney, D. & Stavros, J.M., 2008, Appreciative Inquiry Handbook (2nd ed.), Brunswick, OH: Crown Custom Publishing.

doesn't set the possible solution or the desired situation up front for the participants, but let's participants find their own answers to 'What should be'. It's clear that this AI approach combines perfectly with the emancipation principle (See chapter 'BOUNCE perspectives'). And this also means the trainer doesn't necessarily have all the answers, he also is eager to learn from the experience and expertise participants have on their own lives.

The appreciative approach tries to understand the positive core of behaviour, and ask questions that unveil these. The AI method looks at the underlying wishes that build the reasons for behaviour and thoughts.

AI creates possibilities and stimulates the strengthening of qualities and strong elements present in individuals, groups, systems, and organisations. There are some elements (amongst others) of AI that can be handholds for a constructive communication with participants in BOUNCE initiatives:

〰 All systems / individuals / groups / organisations have things that work well.

EXAMPLE: A trainer in BOUNCE [young]*, reviews a group task that was not totally successful. He focuses on what went well during the review of the exercise.*

〰 What you pay attention to grows.

EXAMPLE: In BOUNCE [young] *trainings, each training session starts with an energizer. After some trainings, young people come up with own ideas for an energizer.*

〰 Each behaviour has a positive intention.

EXAMPLE: In a meeting for frontline workers, organized as an action of BOUNCE [along] *awareness-raising, the participants search for the positive core of 'the word radicalisation'. After some discussion, they end up with the term 'idealism',*

A way to work with the Appreciative Inquiry handhold is the 4D cycle[24]. During BOUNCE actions, the 4 D's of this cycle can get attention:

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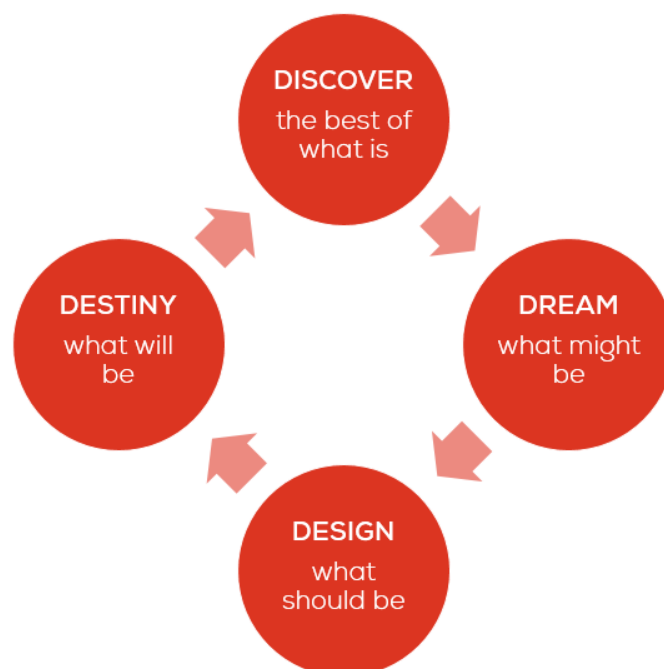
24   The center for Appreciative Inquiry, 1990's, Principles of appreciative inquiry, http://www.centerforappreciativeinquiry.net/more-on-ai/principles-of-appreciative-inquiry/ en Cooperrider, D.L., Whitney, D. & Stavros, J.M., 2008, Appreciative Inquiry Handbook (2nd ed.), Brunswick, OH: Crown Custom Publishing.

- **DISCOVERY**: Positive elements can be discovered by interaction: storytelling, interacting on positive, strong experiences, focusing on 'what works', and 'what goes well'.

  EXAMPLE: In a BOUNCE ^{along} awareness-raising action, parents start by telling each other what experiences they had when they felt they had a good way of communicating with their children. In this part of the exercise, elements that made this to a strong experience, are listed.

- **DREAM**: Dreaming is allowed: to take the best from the past and present, and to dream of how the world would look I if things were always like that.

  EXAMPLE: During a BOUNCE ^{young} training, participants may dream about their perfect future, and write their dream down on a piece of wood[25].

- **DESIGN**: We can make plans to move forward towards achieving goals and a positive future, using the dream, and making it realistic and achievable.

  EXAMPLE: A frontline worker makes a planning of how he will set-up a network around the BOUNCE tools, starting from the dream of 'the ideal network' and then checking what he can achieve in building this network.

- **DESTINY**: People can take action and implementing ways to achieve their goals and plans they made.

  EXAMPLE: A young person who participated in a BOUNCE ^{young} training programme gives more compliments than before to his friends, after an exercise about talents and strengths.

Appreciative Inquiry also comes across in other parts of the BOUNCE tools:

- In the chapter 'BOUNCE ^{along} awareness', paragraph 'Awareness-raising actions', subparagraph 'Resilient relations and communication: 4D Cycle'. This exercise makes use of the Appreciative Inquiry method, using the 4D Cycle.
- In the BOUNCE ^{along} awareness-raising manual, there are some references and examples linked with AI:

  - Chapter 'A positive point of view', tip 'What's behind behaviour?'
  - Chapter 'A positive point of view', tip 'What works?'
  - Chapter 'Resilient relations and communication', tip 'Appreciative questions'.

NOTE: Appreciating what's present and what people tell us does not mean we have to ignore problems or negative feelings. But the primary focus is working around positive elements and strengthening these.

The role of the trainer

NOTE: This part is in the first place directed to trainers, who will guide BOUNCE actions. Also the tips are important for co-trainers, observers and other facilitators. It's the trainer's task to 'spread the word' and inform other facilitators in BOUNCE actions, and so 'infect' them with his trainer competences.

The first and most important factor in a training is the person of the trainer. His personality and skills are decisive for the learning process of the participants. They are crucial for adding meaning to the actions taken in the BOUNCE initiatives, and for creating a working relation and connection with participants. Here, we give some handholds and examples for creating this connection and working relation. It's a mix of personality, attitudes, skills and knowledge.

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[25] See also the BOUNCE ^{young} manual, Chapter 'BOUNCE ^{young} training', paragraph '(3) Talents and strengths', exercise 'A positive goal'.

NOTE: The trainer skills described below give us an image of 'the perfect trainer'. Of course 'the perfect trainer' doesn't exist. Taking the Appreciative Inquiry method of the 4D Cycle into account (see previous paragraph), the 'Dream' of the perfect trainer may bring us closer to this.

- **Safety**: A trainer needs to be able to provide a safe space for dialogue and interaction with and between participants. When preparing, executing and evaluating BOUNCE actions, the safety of the individuals and the group is taken into account.

    EXAMPLE: Greeting all participants individually before starting a training or awareness-raising action. This makes all the participants feel safer.

    Also, the trainer's own safety is important; he has to be able to create a safe space for himself to work in a positive atmosphere.

    EXAMPLE: asking a co-trainer to assist in the BOUNCE actions can be an element that supports a safe space for the trainer.

- **Authenticity**: A trainer has authenticity, and is willing to show something of himself. At the same time authenticity means he has a respectful attitude. Authenticity creates credibility towards participants.

    NOTE: Showing something of yourself is also linked with the 'safety' aspect: this must be a 'safe choice', and not compromise the position as trainer.

- **Communication skills, dialogue skills and teaching ability**: This contains a whole package of aspects: Asking suitable questions, confronting participants, leading discussions, listening skills, addressing difficult subjects, reframing topics, mirroring what participants say or do, confronting, using humour, supporting critical thinking, allowing controversial issues, deciding not to ask a certain question, respecting silence, etc,

    EXAMPLE: A trainer guiding an awareness-raising action doesn't avoid discussing racism, knowing some participants have racist views.

- **Role model awareness**: People learn amongst other ways, by imitation of role models. Trainers have an important role model function. The messages and behaviour of a trainer have an influence on participants. By seeing how a trainer behaves, finds solutions, interacts with others, and so on, participants can also decide to do the same.

    EXAMPLES:

    - *If we expect young people to have an open mind towards other cultures, we as trainers also need this.*
    - *Take part in the exercises. Participating can be a way for a trainer to be on an equal level with the participants.*
    - *There is a good chance that an enthusiastic attitude will have a contagious effect on participants.*

- **Positive orientation:** Trainers tend to see and select positive things. It's giving consequent, constructive and positive feedback to participants[26]. Trainers also look at tensions or conflicts as learning opportunities.

    NOTE: A positive orientation towards participants is important, but may not be exaggerated to a point where the self-image becomes too confident (having unrealistic self-image) or narcissistic (unhealthy self-praising).

- **Engagement**: Trainers have a willingness to connect, to discover how participants think, behave, feel, and so on. This engagement means trainers are genuinely interested in the lives of participants.

    EXAMPLE: After a young person didn't show up for the third BOUNCE ^young training, the trainer contacted him personally and tried to find a solution by which he can engage the participant in the training again.

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[26] See also the chapter 'BOUNCE perspectives', paragraph 'A positive perspective' and the BOUNCE ^along tool, chapter 'A positive point of view'.

〰️ **Openness, giving space, flexibility**: participants need space to experiment and discover. An open attitude towards what participants do, say and contribute, is important. Participants, especially young people, learn by trial and error, A trainer doesn't need to have all the answers ready, nor does he need to foresee every action. This means dealing with unexpected situations, being able to improvise, and being resourceful.

EXAMPLE: During a BOUNCE [young] training, a trainer chooses an exercise from another training than the one planned, because a reaction of a young person leads to it.

〰️ **Provide explanation, clarification and structure**: People can learn more easily when they know what the goal, reason, and finality of an action is. These can be given before, during and / or after exercises, actions or trainings.

EXAMPLE: A BOUNCE [young] trainer refers at the start of every training to the ground rules and agreements that were made with the group.

〰️ **Expertise, knowledge**: It is essential for a trainer to have basic knowledge of the topics he comes across. A trainer also has knowledge of the participants, their backgrounds, culture, living circumstances, individual difficulties and sensitivities, etc. At the same time, he's also willing to admit knowledge gaps, avoids the pitfall of reducing participants to their role, culture, or background, and see every person as unique.

NOTE: As mentioned before, there is no need to be a specialist on every subject dealt with, some basic knowledge is enough, and the preparedness to search further information when needed.

EXAMPLE: A trainer who has experience of the exercises and actions of the BOUNCE tools, will be able to work on the basis of out this knowledge and experience.

〰️ **Connecting**: A trainer facilitates participants to connect: he sees similarities, names these, searches a common ground, and assists in creating connections. The connections made can be on different levels: between participants, but also between participants and organisations,

EXAMPLE: A trainer brings two parents of different young people together after an information moment about a BOUNCE [young] initiative, because he knows they have the same concern about their child.

〰️ **Self-awareness**[27]: A trainer knows who he is, what values, opinions and views he stands for, what his preferences are. He is aware of his personal (cultural) preconceptions, prejudices and stereotype images. This allows him to easily interact on the values, opinions, etc. of participants and see different viewpoints as equivalent. A self-aware trainer is ready to be challenged.

EXAMPLE: A participant in a BOUNCE [young] training asks what prejudices the trainer had about him during an exercise about prejudices[28].

〰️ **Intercultural competence**: In a super-diverse[29–30] society, where different world views come up against each other and cultural identity is complex and diverse, this skill is very important. As mentioned before, a trainer understands culture in the broad sense. He is able to manage interaction between people who differ, has an eye for differences and similarities, is able to interact about cultural diversity, etc. Intercultural competence is such a broad skill, that parts of it have been covered by the descriptions of a trainer already discussed.

NOTE: Intercultural competence can bring along a high resilience regarding strong opinions (or extreme ideas, or violent radicalisation), because items like a multi-perspective view, critical thinking, tolerance, conflict competence, self-consciousness, and so on are part of intercultural competence and are needed to deal with strong ideals.

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[27] See also the 'BOUNCE [along] manual, chapter 'A positive point of view', tip 'Be self-reflective'.
[28] This refers to the BOUNCE [young] tool, 'How I think', session, 'Picture person' exercise.
[29] See also the BOUNCE [along] manual, chapter 'A positive point of view', tip 'Super-diversity as a challenge'.
[30] Super-diversity is a term first used by Steven Vertovec, and is intended to underline a level and kind of complexity surpassing anything previously experienced in a particular society.

EXAMPLE: in the BOUNCE ^{young} manual, a 'Greetings' exercise is presented in the 'Group work' training. A note is added about avoiding the creation or confirmation of stereotype images of people and their nationalities.

NOTE: 'Our society changes faster than our way of thinking' (Geldof, D., 2013). An open view on societal changes, can push away a closed mind-set, and take away mental barriers to find answers to all kinds of challenges. The longer we keep thinking as we are used to, the more time we waste finding successful answers.

Evaluation of BOUNCE initiatives

Introduction

A final handhold for trainers who engage in working with the BOUNCE ^{young} resilience training programme and / or with the BOUNCE ^{along} awareness-raising actions, is the evaluation of the initiatives. Trainers, other facilitators and participants engage, during and after each BOUNCE initiative, in formal and informal evaluations. They can evaluate the actions to be able to communicate their outcome, to learn from the experiences and take the results into account when organizing new BOUNCE initiatives.

Each BOUNCE tool evaluated

We refer to the next chapters 'BOUNCE ^{young} training' and 'BOUNCE ^{along} awareness', that each have a paragraph which instructs trainers in the evaluation of these BOUNCE initiatives, through for instance the use of evaluation forms.

NOTE: In this part, the evaluation of engaging in a BOUNCE ^{up} train-the-trainer programme is not treated. Yet, when such a programme is set-up, participants, trainers and other involved facilitators, will also evaluate this programme. To do this, the formal evaluation can be based on the document 'BOUNCE ^{along} evaluation form for participants' (see annex 12).

- Multi-perspective evaluations: all participants and involved persons are involved in the evaluations.
- Qualitative and quantitative aspects: Not only measuring. Also intuitive, relational, emotional aspects are of value when evaluating the trainings.

Evaluation report

Once the BOUNCE initiatives are completed, the gathered information can be combined through the different evaluations in a coherent evaluation report. Such a report can help allow trainers, facilitators and organizations involved to learn from the experiences. And to strengthen future initiatives.

What is most important to learn from the evaluation of BOUNCE ^{young} trainings, is whether the resilience of young people has been effectively strengthened, and if the networks of young people were involved and participated in a good way. For the evaluations of BOUNCE ^{along}, it can be checked if and to what extent the awareness on the chosen themes is raised. This can help decide if and which further individual and/or group initiatives can be set up for and with young people in strengthening resilience and raising awareness in their networks.

NOTE: Share conclusions: it is advised to share the information of the evaluations with participants and other persons involved. This creates an open atmosphere, appeals all actors involved for their engagement and helps strengthen trust between all who is involved.

Notes

BOUNCE young training

BOUNCE ^{young} training

The BOUNCE ^{young} training programme

The BOUNCE ^{young} training sessions are thoroughly described in the BOUNCE ^{young} manual. This manual provides a guideline, a walkthrough for trainers. The full training for young people contains ten sessions, each one taking approximately 90 up to 120 minutes.

NOTE: During a BOUNCE ^{up} train-the-trainer course, a lot of practice of the exercises of the BOUNCE young training programme are done and experienced.

There is a build-up, a logical sequence of themes through the ten sessions in the program. The training programme is developed for following all ten sessions as described in this manual. The first sessions are very accessible, easier to start with. They build the base needed for the rest of the training programme: a safe space for dialogue, interaction and for a positive group process. Sessions later on in the programme can be more demanding and challenging for participants; the themes and exercises ask for a stronger interaction and more reflection. (For example influence, thinking styles, identity, etc.) On the other hand, the themes become more accessible because of the progress made through the first sessions, (For example in the group process and in the interaction with the trainer.)

During the sessions, the perspective changes gradually. In the first sessions, general topics concerning resilience (group work, talents and strengths, standing strong) are treated. These seem to stand far away from the theme of violent radicalisation or themes linked to it (racism, extremism, vandalism, harassment, violence, discrimination, polarisation, radicalisation, hate speech, and so on). In the sessions later in the programme (staying strong, can you feel it, think about it,…), the link towards violent radicalisation and the themes linked to it, can be made more easily. (For example information and influence, critical thinking, identity awareness, and so on are themes treated further in the program.)

The sessions don't exist on their own; there will always be actions in the preparation of the sessions, in the follow-up during the sessions, and in the evaluation and follow-up after the sessions. Also the BOUNCE ^{young} sessions are always linked with BOUNCE ^{along} awareness-raising actions. For these actions accompanying the sessions, see:

- The chapter 'BOUNCE perspectives', paragraph 'An integral perspective'.
- The chapter 'BOUNCE handholds', paragraph 'Integrality and networking'.
- The chapter 'BOUNCE handholds', paragraph 'Evaluation of BOUNCE initiatives'.
- The chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} equipment', subparagraph 'Follow-up of participants'.
- The chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} evaluation'.
- The chapter 'BOUNCE ^{along} awareness, paragraph 'BOUNCE ^{along} evaluation'.

BOUNCE ^{young} set-up

Introduction

This paragraph treats how a complete BOUNCE ^{young} resilience training programme can be set up and organized, and what is to be taken into account when preparing this. For the structure of the trainings, a view on the framework of goals and objectives, and the detailed build-up of the trainings, see the BOUNCE ^{young} manual.

Target group

This tool is developed for working with all young people in puberty and early adolescence, i.e. the age group between approximately 12 and 18 years. Strengthening resilience is a challenge for all young people who are developing their identity. We choose to work with this age group because puberty and adolescence is a period where young people are exposed to a wide range of possibilities, information, choices and opportunities, but they also come across doubts, difficulties and challenges. Strengthening their resilience empowers them in various situations.

Because of the positive and broad perspective of the BOUNCE tools, and the focus on early and general prevention we do not target specific groups with the BOUNCE ^{young} trainings. This was already explained in the chapter 'BOUNCE perspectives'.

In the subparagraph 'Composing the group' (see further), we provide more information on what to take into account when a group for BOUNCE ^{young} trainings is composed.

Settings for the BOUNCE ^{young} trainings

This tool can be used by **all youth oriented organisations that want to create opportunities for young people to strengthen their resilience in the framework of early, positive and broad prevention of violent radicalisation**. The training programme can be used in all kinds of groups of young people: in educational settings (schools, guidance centres,…), in welfare settings, and in the organized leisure time of young people.

- **Educational settings**: a wide range of 'learning places' for young people. These can be schools and other formal learning environments, but also non-formal learning spaces.
- **Welfare settings**: organisations that work with young people providing assistance in targeting difficulties in social, cultural, individual life domains and combinations of these life domains. A welfare setting can also be a centre where young people who are under judiciary surveillance are assisted.
- **Leisure time:** organisations that work with young people in organized leisure time.
- The trainings can be organised **inside one organization**: an organization sets up a training programme for a group of young people they reach.
- It is possible to organize trainings **in cooperation between organizations**.

EXAMPLES:
- *A BOUNCE ^{young} training for a class group in a school.*
- *A BOUNCE ^{young} open training series: Young people are engaged from out different educative, welfare and leisure time organizations. They can participate in a training programme organized by a collective of these welfare organisations.*

Composing the group

The group composition is important to take into account when preparing the sessions. The individual participants have an important influence on the group process, and on the effect of the sessions.

NOTE: For more information on guiding a group process and giving individual attention, see paragraph 'BOUNCE ^{young} equipment, subparagraphs 'Guiding a group process and 'Individual attention'.

Although each group is unique and we can't predict what's going to happen, there are some considerations to be made when composing the group. We present some items to consider when composing the group.

𝖒𝖒 **New or existing group**

The choice of working with an existing group or forming a new group for the sessions is equal. Both choices have their advantages.

- *New group*: the trainer can start from 'a blank sheet'. If the participants don't know each other before the start of a training, a new group process is started. The trainer can have a lot of influence on this. The group dynamics and the experience of a group process can be very strong.

- *Existing group*: the trainer and facilitators can make some estimations about how the group process can evolve, and take these into account in the preparation and execution of the sessions. A group that knows each other can experience positive changes in the group dynamics, and can also grow through the sessions. After the training programme is finished, the strengthened resilience can be further practiced and used in the same group.

𝖒𝖒 **Voluntary or obligatory**

A minimum of motivation[31] for participation is required. During the sessions, active participation is necessary to create learning experiences. Depending on the setting where the sessions take place (school, welfare organisations, leisure organisations), trainers and facilitators will need another strategy to involve and motivate young people for this training, and to keep them motivated during the sessions. There are different possible situations concerning voluntary or obliged participation:

- The most accessible groups are those where young people choose to participate (*for example in an open training by a leisure organization*). Voluntary participation doesn't need extra efforts, the motivation is present.

- A training programme can be obligatory (*for example when a school decides what class group will get the training*). Logically, in the case of obligatory participation, working on motivation will be more necessary.

- A BOUNCE ^young training may be presented as one of the alternatives young people can choose from. For some young people, a 'push' will be needed. Trainers and facilitators need to be creative and think about how they will gain motivation before and during the sessions.

NOTE: We advise not using the sessions as a punishment or sanction for young people. (For example after a conflict or because of violating a boundary.) This can have stigmatizing and contra-productive effects.

𝖒𝖒 **Age**

The training programme is developed for all young people approximately between 12 and 18. Working with different ages in one group is possible. Trainers and facilitators can decide what age group they will target when organizing a training. It's important to take the differences in age and maturity into account when preparing the sessions. Sometimes training will work better if the age differences within the group are not too great.

EXAMPLE: It's possible to set up training for young people from 12 to 15 years, or training for young people from 16 to 18 years. It's also possible that young people of 12 may take part in the same training as young people of 18, when trainers take possible difficulties into account.

𝖒𝖒 **Number of participants**

BOUNCE ^young is set up as group training. It's advisable to work with a minimum of four participants, up to a maximum of 12 participants. In such groups, there will be enough interaction for having a group process to work with. Also, the group size stays manageable

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[31] See also paragraph 'BOUNCE ^young equipment', subparagraph 'Dealing with challenges'. This part also treats dealing with difficulties concerning motivation of participants.

for interactions between all participants, and for finding a balance between attention to the group and to individuals[32].

〰 Mixing or not

It's both possible to work with mixed groups and with gender-specific groups. The choice to mix the sexes or not can have an influence in the group dynamics and on the individual participants. The expertise and experience of the trainer and of the facilitators of the training is important to make this choice. Each choice can have its advantages. Some examples:

- Mixed groups provide chances to practice situations close to daily life, where young people also have contacts with boys and girls, man and women. When it's considered safe for participants, we advise to work with mixed groups.

- A gender-specific group can create more mental safety for participants. In some cases, a gender-specific approach can bring along more safe space and so have a positive effect on the experience of participants.

Planning the sessions

We suggest two ways of planning the training programme:

〰 An intensive programme in which young people get all the sessions in a few days. For example this can be done during a residential two- or three-day formula.

〰 An extended programme in which the training is spread over a longer period. For example one training every week, for a period of ten weeks.

The choice of whether to do an intensive programme or a spread programme can be made on both practical grounds and on grounds of content, based on the question of what is most applicable given the situation of the young people and the facilitating organisation. The total time spent working with the target groups will be similar in both approaches.

The value of both choices:

〰 In an intensive program, the participants are 'submerged' in the themes, what can give a strong experience and effect on participants. The group process is very intensive and can create strong connections. The experience can be captivating and generate a long-lasting memory. (In an intensive training programme, the part 'experiences' in the start-up of each training, is less relevant, because there is less opportunity to use the experiences in between sessions.)

〰 In a spread program, the participants have the time to reflect on themes in between the sessions, they can experiment with the attitudes, knowledge and skills they picked up in the previous sessions. In this case, the 'Experiences' part in the start-up of each session is of more use than in an intensive programme.

Adaptations to the programme

We encourage to use the whole BOUNCE ^young^ programme, and to complete each training from start till end. In this programme as it is presented, there is always a task for trainers and facilitators to select and highlight exercises, reviews and variations for their target groups. In doing so, the BOUNCE ^young^ trainings become a tailored training programme.

Depending on different factors, the content of the programme can be adapted. The reason for this is that for example the available time, the group size, the group composition, its rhythm, the trainer's rhythm, organizational issues, challenging situations with the group,… require adaptations.

We present hereafter some possibilities for adaptations:

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[32] See also paragraph 'BOUNCE ^young^ equipment', subparagraphs 'The group process' and 'Individual attention'.

〽️**Adapt the timing**: For some groups or due to organizational reasons, it is hard or impossible to work on a training for 90 up to 120 minutes. In that case, it is possible to:

- Make each training shorter and select the most achievable exercises.
- Split up each training and do more trainings. In this case, some other adaptations will be necessary: using an extra energizer, as well as a second finisher

    NOTE: It is more important to use some exercises in a decent way, than quickly try to use all exercises without regard to quality, safety or atmosphere.

〽️**Adapt the programme**: Make a selection of trainings and skip other trainings.

EXAMPLE: A group of young people of 12 and 13 years of age in a school engage in a programme of six trainings: the first five trainings as described in the BOUNCE young manual, and an adapted final training 'Future proof'. The school considers organising a new BOUNCE young programme two years later for the same group, focusing on the four other trainings. Here are the reasons to do these six trainings only:

- The trainer and facilitators find that the exercises are too demanding on a verbal and cognitive level for this group of young people.
- Ten trainings will take too much time from the normally planned lessons.

〽️**Broaden the programme**: It's possible to organize 'returning moments' after completing the BOUNCE young training programme. The content for these moments can vary. Here are some examples:

- Evaluation sessions: evaluation moments with the group and / or individually.
- 'Fresh-up' sessions: one-time or regular moments where a selection of exercises and themes is treated again with the young people.
- 'Demo'-sessions: a group demonstrates exercises for others (young people, parents, teachers, frontline workers,…)
- 'Display'-sessions: participants return for looking at photos and video material recorded during trainings, possibly involving other people from the social environment (parents, family, support figures,…).

Introducing BOUNCE ^{young}33

Properly introducing a BOUNCE ^{young} training programme to the (possible) participants and their network (parents and frontline workers) is very important. Bringing a clear message can create a shared view of the content. When all who are involved have the same view on what BOUNCE ^{young} is and the role they can play, there is a better chance to reach the expected results. The following items can be used to provide young people and their social environment with information tailored to their needs.

NOTE: This information can be used in creating an information flyer for young people, publish information about the BOUNCE ^{young} training on the website of a facilitating organization, etc.

What is BOUNCE ^{young}?

BOUNCE ^{young} is a resilience training programme for young people between approximately 12 and 18 years. In ten active group trainings, young people can train and strengthen different aspects of their resilience.

The training sessions are based on the following main themes:

Who and what?: getting to know each other and resilience training.

Group work: working together in the group.

Talents and strengths: working with the talents and strengths in the group.

Standing strong: learning to stand strong.

Staying strong: using standing strong in social challenging situations.

Can you feel it?: working with feelings and emotions.

Information and influence: dealing with information and influence in a healthy critical way.

Think about it: being aware of how we and others think and strengthening critical thinking styles.

Connected identity: being aware of the personal identity and connections we have.'

Future proof: looking confident and resilient at the future.

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33 A lot of information in this paragraph can also be found in the BOUNCE ^{along} awareness-raising manual: one of the themes is raising the awareness on 'Strengthening resilience'.

🎵 **What is resilience?**

Resilience is the ability to 'bounce back' when being confronted with all kinds of challenging situations, or adversity. It is about being ready for things to come, dealing with and learning from events, and even become stronger after challenging experiences. It is having the awareness and competence to prepare for and deal with challenging situations in a positive, strong and respectful way.

Young people who are resilient have different options in dealing with all kinds of situations. They are able to develop and choose ways to cope with the challenges they come across. They choose ways to do this in a self-respectful manner and with respect for others.

Physical awareness   Emotional awareness   Physical self-control

Problem solving   Emotional resilience   Expressing feelings

Assertiveness   Competence for dialogue   Capacity to argue

Listening skills   Flexibility   Sharing an opinion   Awareness of influence

Dealing with information   Conflict handling

Self-awareness

Self-knowledge (strengths, emotions, reactions, identity, etc.)

Awareness of a personal network

Self-reflection   Having self-confidence

Trusting others   Tolerance

Team working   Negotiation   Autonomy   Solving problems

Tackling personal problems   Critical sense

Forming an opinion

Building networks   Coping with stress   Connecting with others

Having alternative reactions   Having future aspirations

Changing an opinion   Having influence   Sense of relativation and humour

Physical awareness   Intercultural competence

Positive attitude towards challenges   Finding solutions

Understanding others

Asking for help   Openness to different views   Changing a plan

Sense of multiple perspectives   Optimism   Speaking in group

Setting boundaries

Media literacy   Confronting others

Making choices

🎵 **What are important features of the trainings?**

Some elements of the resilience trainings can help describe how the trainings look like:

- Group work
- Action and interaction
- Reflection
- Fun and playful atmosphere
- Positive look at things
- Mutual respect
- Involvement of the social environment (parents, frontline workers,…)
- Guidance through the training programme by a fix trainer, a co-trainer and possibly an observer

〽 **What can young people learn?**

- The general goal of the resilience training programme: The trainings give opportunities for young people to strengthen resilience on different levels: **emotional, physical, social and mental resilience. This can provide young people equipment to develop a positive identity and constructive relations with their social environment.**

- Some examples of aspects of resilience that can be strengthened through BOUNCE ^{young} trainings:

  o Knowing yourself better (your strengths, emotions, reactions, identity,…)

  o Strengthening social competences (working in group, talking in group, sharing an opinion, setting a boundary, confronting others,…)

  o Knowing and understanding others better (your attitude, the attitude of others, diversity of opinions, dialogue about differences and equalities, trust in others,…)

  o Strengthening confidence (building self-knowledge and self-reflection, knowing and building strengths,…)

  o Having an open view on subjects (practicing interaction and discussion, dialogue, openness towards other views, etc.)

  o Making own choices and going for them (choosing personal goals, defending an opinion,…)

  o Dealing with all kinds of situations (practicing reactions, having more alternatives, awareness of influences,…)

〽 **Why is the resilience training developed?**

The BOUNCE ^{young} trainings aim at serving as a form of early, positive and broad preventive action to prevent young people from being involved in processes of violent radicalisation[34]. Young people who have a healthy resilience are self-aware, confident, capable of critical thinking, and will be able to react appropriately to all kinds of situations and all kinds of influences. They can 'bounce back' from adversity and even become stronger after experiencing challenging situations.

Involving parents and frontline workers[35]

A BOUNCE ^{young} training programme is not only designed as a training to 'parachute' towards young people, but also to invest in the involvement of parents and other frontline workers. Besides being informed about the content and the goals of the BOUNCE ^{young} training programme (see previous subparagraph), parents and other frontline workers also play a facilitating role so young people can assist each other to **transfer the content of the trainings in their daily life**. It is the task of trainers and facilitators to seek ways to involve parents and frontline workers. Here are some suggestions on how parents and frontline workers can be involved:

〽 *BOUNCE along initiatives*: When a BOUNCE ^{young} resilience training programme for young people is set up, BOUNCE ^{along} initiatives are also taken in order to raise awareness among parents and frontline workers. See also:

- The chapter 'BOUNCE handholds', paragraph 'Combination of training tools'.

- The chapter 'BOUNCE ^{along} awareness' for more information on setting up these awareness-raising actions.

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[34] This message must be given with some precaution, because of the risk of misunderstandings. A good understanding and explanation of what is meant by violent radicalisation and how we look at it, is important. Therefore, we refer to the chapter 'BOUNCE perspectives' and to the BOUNCE along awareness-raising tool.
[35] See also chapter 'BOUNCE perspectives', paragraph 'An integral perspective', and chapter 'BOUNCE handholds', paragraph 'Integrality and networking'.

EXAMPLE: Some weeks before the first resilience training session with young people, the whole staff of the organization, from the logistic personnel to the educative workers and the management, experience an active introduction training.

〰 ***Involvement of parents and the social environment of young people*** (parents, family members or other support figures of young people).

EXAMPLE: The final hour of the last training can be attended by parents, so they get an image of the training.

〰 ***Involvement of other organizations***: When young people are in contact with or accompanied by different organizations or services, it is valuable to link the trainings to these organizations and share information about the training programme or the process of young people[36].

EXAMPLE: A young person who participates in a BOUNCE ^young open training programme. (See above: subparagraph 'Settings for the BOUNCE ^young trainings'.) is temporarily guided by a welfare organization. After each training, the trainer reports to the educative worker of the welfare organization about the experiences with the young person (his participation, behaviour, strong moments etc.).

BOUNCE ^young equipment

Introduction

The following items provide trainers and other facilitators with equipment they can use in the practical guidance during the process of a BOUNCE ^young resilience training programme.

NOTE: Most of this equipment can be useful for trainer when guiding BOUNCE ^along initiatives with groups.

The group process

BOUNCE ^young resilience trainings, and BOUNCE ^along awareness-raising actions are developed as tools to be used with groups of participants: groups of young people, groups of parents, groups of frontline workers and a mix of them. The group interactions are important to create learning experiences that help strengthen awareness and competences. The level of group cohesion, cooperation, interaction,… will influence the quality of the actions and the results of the initiatives.

Especially in a BOUNCE ^young programme, the group process can be determining for the success of the trainings. These longer-term and intensive trainings within a group require a good guidance of the group process. A group can be seen as a micro-society, where group members can discover, experience things, make choices, learn, get insights, etc. Within this 'micro-society', the combination of providing safety and challenge is the guideline for creating the best circumstances for a good group process.

NOTE: Because of the importance of the group process, it is recommended to work with a fix group during all trainings.

This part gives trainers some insights to help them be aware of their role and possibilities to influence and guide group processes.

The paragraph 'The role of the trainer' in the chapter 'BOUNCE handholds', (see above), already gives a lot of handholds that are both important on an individual level and for the group process. A good guidance of a group process can bring along different positive effects:

〰 Participation and motivation

〰 Safe space for dialogue and positive interaction between all participants

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[36] When sharing information about young people, take privacy legislation and deontological and ethical issues into account.

〰〰 Mutual understanding between participants

〰〰 A good atmosphere

〰〰 Growing group cohesion

We briefly describe five group stages, each stage being characterized by more and stronger interactions between participants. Each part of the process has different features and requires another approach and guidance by the trainer. Not all groups go through all these stages. A group can 'hang' in a stage or return to a previous one, depending on what happens. (For example: a new group member arrives.)

NOTE: Guiding a group process is no 'exact science': each group is different and can have features of different stages, the group process can quickly change through all kinds of influences.

The build-up of the BOUNCE ^{young} trainings is logical and can help developing a group process through the different stages.

EXAMPLE: The training 'Who and what' of BOUNCE ^{young} is designed to work with a starting group of loose individuals.

Group stages and trainer approaches[37]
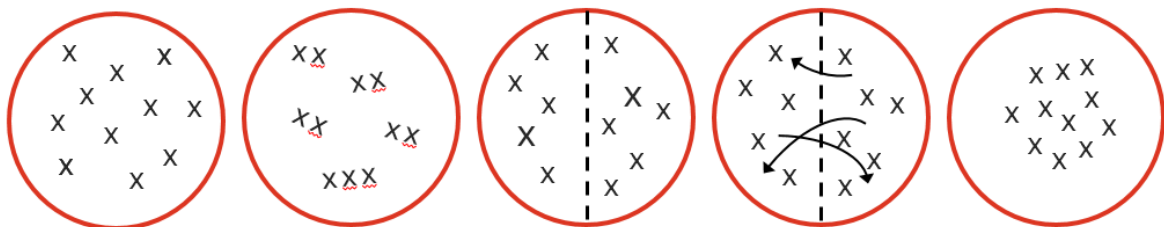
〰〰 **Loose individuals**: A starting group consists of loose individuals. Participants will first get to know each other in this group stage. This is the first process for the trainer to guide. Participants will avoid conflicts and trust will need to be built-up. There is a lot of dependency on the trainer, who gives structure and is the reference (For example on rules, agreements, explanation, etc.). The tasks and exercises used are easy and accessible.

〰〰 **Duo's / trios**: After a while, duo's and trio's are formed spontaneously. Participants who feel safe with each other will seek to interact and work together. They find safe space with each other. There is not much spontaneous interaction with other duo's or trio's. Still, conflicts are avoided, but there can be already some opposition between the small groups, or even some frustration towards others. The trainer can use the safety in duo's and trio's, stimulate participants to find one or two 'matching' participants, and at the same time stimulate participants to interact also with others outside their 'safe duo or trio'. The trainer still gives a lot of structure and guidance and stays the reference for installing and safeguarding the safe space for interaction. The difficulty, tasks and exercises for the group can be a bit more challenging, but not too complex. The trainer can stimulate to openly talk and share experiences.

〰〰 **Sub-groups / competition**: Participants begin to know each other quite well. The relations between the different group members becomes clearer and sub-groups can take shape. The sub-groups can oppose and compete or even come into conflict. The trainer guides this conflict but doesn't have to avoid it. Conflicts may happen, and are usually manageable. They are a way to divide the roles in a group. There is interaction about roles and behaviour. The trainer makes sure that every individual finds his place and that oppositions between roles or between sub-groups don't compromise the group process. The trainer can take some distance from the group to observe it and intervene when necessary. The trainer still has a lot of influence on the group process, can guide the feedback between participants and sub-groups and deepen the themes.

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[37] Group dynamics model, http://www.viaexperientia.net/uploads/Group_dynamics_model.pdf

- **Exchange between sub-groups**: Group members know each other quite good and there is a certain group loyalty. The sub-groups still exist, but the competition and possible conflicts between sub-groups are overcome. The places and roles in the group are clear, and participants can interact on this. Participants dare to leave the safety of the sub-group and interact constructively with others. There is a rising equivalence between participants. The trainer can take some more distance, doesn't need to intervene a lot in the group process. The group can take longer and more complex activities on their own.

- **Tight network**: In these groups, the sub-groups have dissolved. There is a sense of equivalence and intimacy. Sensitivities are known and taken into account. The trainer has a place between the group members. This group can take responsibility on complex tasks. Interaction and reflection on emotions, visions, ideals are easy.

For more support on managing a group, we refer to the chapter 'BOUNCE handholds', paragraph 'The role of the trainer', and to some of the next subparagraphs in this 'BOUNCE ^{young} equipment chapter (see further):

- Individual attention
- Ground rules
- Dealing with challenges
- Restoration
- Follow-up of participants

Individual attention

Working with groups of young people sometimes means that (too) much attention goes to the loudest, the most enthusiastic, the extravert participants or to participants who show defiance, less motivation or cause conflict.

Besides focusing on guiding the group process, trainers also invest in individual attention for each group member. They pay attention to both, and try to find a balance between attention for the group and individual attention for all group members. Individuals in groups can be very sensitive for their part of attention. Divide the individual attention fairly.

NOTE: Divide attention 'fairly' does not mean 'equally': not every participant needs exactly the same degree of individual attention. A trainer takes the different individual needs into account.

When there is an individual connection with each participant, there is a better chance for safe space, for a good group process, more effectively dealing with challenging situations,…. This individual attention can be given during the trainings and beside the trainings.

Some ways to provide individual attention:

- During group training moments, the trainer involves all group members in each exercise. He can sense what's going on in the group and adapt his style to the needs of the individuals.

- Participants can interact about personal experiences in the trainings. The reviews of exercises of the BOUNCE ^{young} programme provide questions and actions to do this.

- Participants can ask the trainer for informal individual moments. This can be done before and after trainings, during breaks,…

  NOTE: Trainers also take their limits into account in giving this individual attention: personal limits, the role as trainer, the available time, the own expertise,… In cases where the individual attention is not sufficient, trainers can redirect young people to other sources for individual attention or individual guidance[38].

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[38] By individual guidance, we mean a process in which specific issues are treated with individuals.

🎵 The trainer can use individual assessments with young people before, during and after trainings[39].

Experiential learning

The BOUNCE [young] training programme uses experiential learning: experiences of participants are the source for learning. We use the model of David Kolb[40] to explain experiential learning and make the link with the BOUNCE [young] tool.
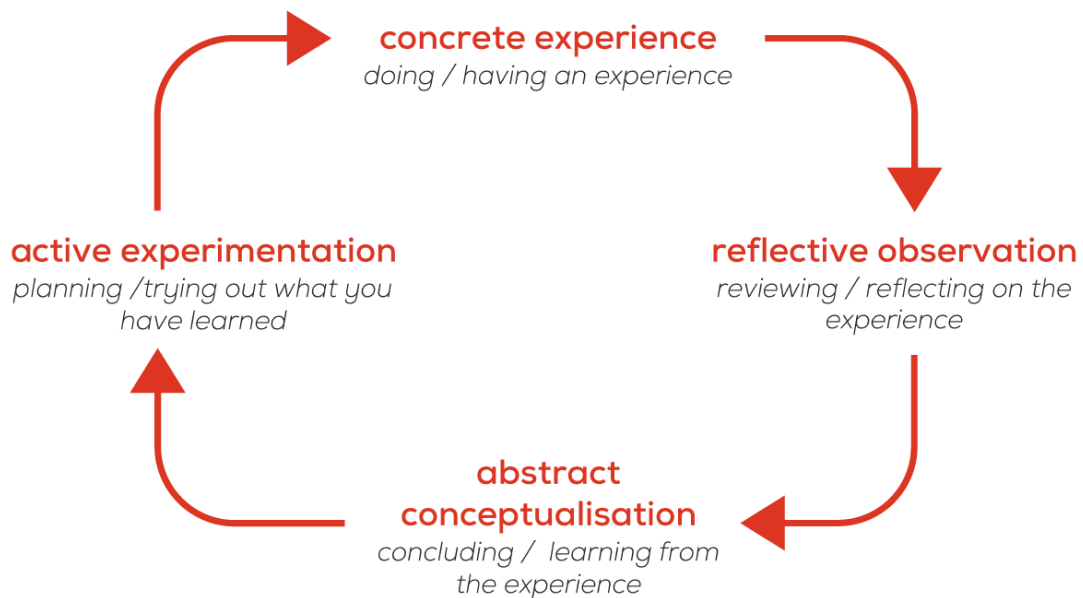
There are four phases in an experiential learning process, that are continuously repeated. To have an optimal learning effect, people need to go through the four phases of the cycle:

🎵 **Concrete experience:** Experiencing an activity, doing something, taking action.

EXAMPLE: In a BOUNCE [young] training, young people give a compliment and also get a compliment from another participant. (See the BOUNCE young manual, training 'Talents and strengths', exercise 'Talent tick').

🎵 **Reflective observation:** Observing, thinking and reflecting about what happened during the experience. This thinking process can be a conscious or an unconscious process. In 'Experiential learning', we will try to make this learning moment conscious.

EXAMPLE: In the BOUNCE young trainings, this is done by the reviews of each exercise, by the finisher at the end of each training, and through the follow-up and evaluation of the programme.

🎵 **Abstract conceptualisation:** Through the refection, it's possible to draw conclusions, make concepts, link the experience and reflection to a theory.

EXAMPLE: After young people experienced that some of the first impressions they had about other group members, weren't right, and this was discussed, they can have a new concept about first impressions: 'First impressions aren't always right'. (See the BOUNCE [young] manual, training 'Think about it', exercise 'The first time I saw you'.)

🎵 **Active experimentation:** The new concept will be tested in experiments in order to find out if it is correct.

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[39] See also paragraph 'Follow-up of participants' further in this chapter.
[40] McLeod, S., 2010, Kolb - Learning Styles, http://www.simplypsychology.org/learning-kolb.html

> *EXAMPLE: A young person will test if the 'Walk in the park' – posture, has effect on his confidence when walking on the streets. (See the BOUNCE* young *manual, training 'Can you feel it, exercise 'Body language').*

> After the fourth phase, the experiential learning cycle can start again.

A learning experience can start at each phase and, from there on, go through the other phases.

EXAMPLE: Experiential learning, starting from a concept: 'When I go to work, the train is the fastest way to get there' → Active experimentation: I decide to take the train on one day, and then I will take the car on the next day → The concrete experience is taking the train and the car the next day. → Reflective observation: I calculate that I was at work [15] *minutes earlier with the car. → Abstract conceptualisation: My first concept was not right, taking the train is not the fastest way to work.*

The theory of David Kolb says that each person has his preference in how to learn: learning styles. Someone who knows his learning style can choose which learning approach suits the best.

In Experiential learning with young people in the BOUNCE young tool, all four aspects of the cycle have their place.

In the exercises, one mostly starts with the concrete experience: doing an exercise (Concrete experience). In the reviews, there are reflective observations and abstract concepts can be formed and discussed. Through the build-up of awareness and competence during the trainings, participants can actively experiment using the concepts they implement in other exercises and in daily life. Through the part 'Experiences' in the 'Start-up' of each training, participants get the chance to share how they further experimented with the concepts of the trainings.

(Active) reviewing[41]

In the BOUNCE young training programme, all exercises have reviews. They are thoroughly explained in the BOUNCE young manual. In the review of the exercises and also in the 'finisher'[42] of each training, participants reflect on their experiences. They make the link between the experience and their thoughts, feelings, findings, future actions, and the objectives of the exercise.

NOTE: The objectives of the exercises can, but don't need to be clear before starting. It's the choice of the trainer to make the link with objectives before or during an exercise, or during the review.

Reviewing strengthens the awareness about an experience, stimulates reflection and interaction about it, and makes it possible to take the experiences along in the future. Making the link with the daily lives of participants is an important aspect of the reviewing, which supports the integral perspective[43] of the BOUNCE tools.

NOTE: Do not expect too much of each question or review. It is not a problem if there is not much response to questions. The question or review can stimulate reflection, what can be enough.
Reflection about the exercises is as important as the exercises themselves, so pay equal attention to both.

We present three types of reviews: Active reviewing techniques can be combined with questions and other creative forms of reviewing:

ᛗᛗ **Active reviews**: the question asked can be answered in an active way.

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[41] Parts of this subparagraph are taken over from the BOUNCE young resilience training manual, chapter 'Structure', paragraph 'Exercise structure'.
[42] See the BOUNCE young manual, chapter 'Structure', paragraph 'Exercise structure', item 'Finisher'.
[43] See also chapter 'BOUNCE perspectives', paragraph 'An integral perspective', and chapter 'BOUNCE handholds', paragraph 'Integrality and networking'.

EXAMPLE: 'How was your concentration during the exercise?' This question can be answered actively by letting participants raise one hand high or low to indicate their level of concentration.

🎵 **Questions**: questions that invite participants to give a verbal answer or explanation.

EXAMPLE: 'Were you able to use your talent or strength in the challenge? In what way?

🎵 **Extended review**: The trainer has the choice to do also the extended review or not. These can be alternative forms of reviewing, an extra message about the exercise, a more cognitive or theoretical explanation linked to an exercise,… The choice depends on the group and the estimation of the trainer if the extended review is relevant or understandable for the participants.

EXAMPLE: An exercise is linked to a film fragment to illustrate a situation linked to the exercise.

NOTE: In reviews, there is no right or wrong, but they trigger participants to interact, think, to be confronted with another view, to interact about their values, choices,…
EXAMPLE: When participants hold hands high or low to indicate a personal experience, all positions are equivalent, higher doesn't mean this participant is better than another.

In the review, not all suggested elements are obligatory to be use in a strict form. The aspects of reviewing are flexible in use. Some examples how to adapt the reviews:

🎵 Trainers can pick what's most relevant for that group and situation.

🎵 Alternating reviews with parts of the actions of exercises.

🎵 Mixing questions, active reviews and extended reviews.

🎵 The reviews do not have to be limited to the suggested aspects. Trainers use what young people say or do, and can further go into that during the review.

We briefly treat 'Active reviewing', using the theory of Roger Greenaway[44]. In active reviewing, participants get an active task to do the review. By doing so, action and reviewing can become one. A model (see figure) supports this theory. The model shows us four dimensions in an active reviewing cycle, linked to a metaphor with the symbols of playing cards.

experience
facts

express
feelings

examine
findings

explore
future

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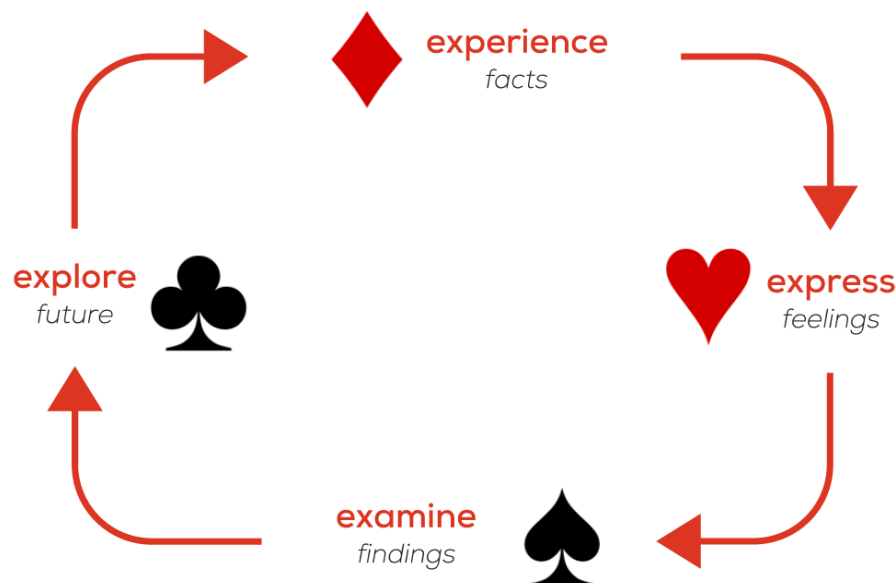
[44] Kuiper, A., & Galama, J., 2009, *Reviewingtechnieken, Voor trainers, docenten en opleiders*, THEMA, 146 p.

The red symbols focus on the moment of the action that is reviewed: about what actually happened (diamonds) and the experienced feelings (hearts) at that time.

The black symbols are about what has been learned and what can be concluded (spades), and about what can follow after the experience, translated into future intentions or actions (clubs).

Diamonds: Experience - Facts: 'What happened?', 'Who said what?', 'How was it done?'. The diamond is a stone with different faces, which symbolises experiences can be looked at from different angles and viewpoints. The different viewpoints can broaden the perspective of participants.

EXAMPLE: Take place again where you stood at that time in the exercise.

Hearts: Express - Feelings: 'How did I feel?', 'How did the situation affect me?',… The personal feelings and the feelings of other participants are treated. An often used reviewing exercise is an imaginary scale: different 'positioning exercises' can be used for this.

EXAMPLE: 'Take place far from the centre of the room / close to the centre of the room if you felt less - more involved in the exercise?'

Spades: Examine - Findings: 'What can I conclude from this?', 'What did I learn / discover / about myself / others / the situation,…?',… A spade can be used to dig. The spade digs for analysis, interpretations, conclusions,…

EXAMPLE: 'What can we learn from this experience about how we tend to think about people we don't know?'

Clubs: Explore - Future: 'What can I do in the future?', 'What steps can I take?', 'What can the group do next time?',… Clubs symbolise growth. The participants use the review to make plans for the future, they decide what actions they will take.

EXAMPLE: 'How will you react next time you stand in front of such a challenge?'

The active reviewing process can use the four dimensions as a cycle, where all dimensions are treated and follow each other. Also the focus can be on one or more dimensions to review an exercise. When the active reviewing process is seen as a cycle, from this point, the circle can start again: active experimenting with the future engagements, what can again be reviewed by the same aspects.

In the BOUNCE ^{young} exercises described in BOUNCE ^{young} manual, trainers will find questions at the topic 'Active review', and sometimes a suggestion for an active exercise. The challenge for trainers is to find and use active ways to treat the questions. Active review exercises can also be repeated. Here below, examples of active ways for reviewing are presented. These can be used as well for facts, feelings, findings and future, or combinations.

Positioning: How… was…? : Answers to questions where an amount, an estimation, a gradation can be the answer, can be given by positioning. Trainers can vary and seek creative ways for positioning:

- Hold your hand high / low (possibly with eyes closed to exclude group influence)
- Take place far / close by…
- Positions on a straight line
- Positions on a U-line
- Climb high / low to indicate how…
- Take a step forward / backward if…
- Go stand close to person who…
- …
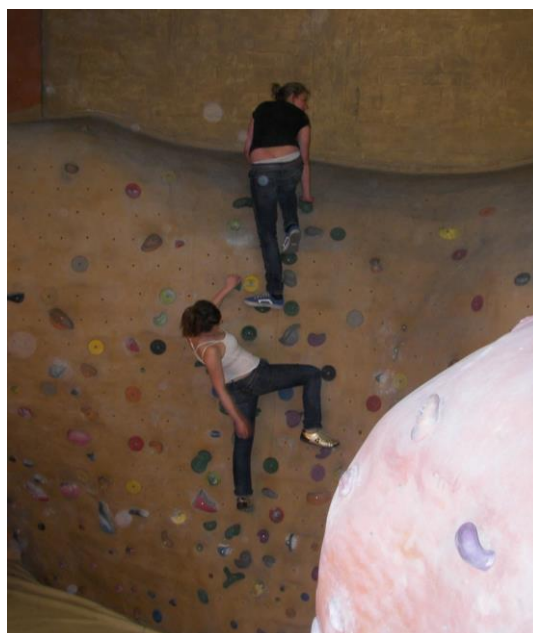
〰 **Re-enact a situation**: Refer to a moment, and participants re-enact it.

〰 **Scoring**: What score would you give yourself / the group / another person,…

- Amount of fingers shown
- Writing a number.
- Give a percentage of (how much effort did you need?, …)

〰 **Use a metaphor**: A boat, a football team, etc.

- What role / position can you take referring to the experience?
- Find and show an object that represents …

〰 **Use models**

- ***CSP model***[45] (see figure): Take position in the comfort zone, stretch zone, panic zone, showing your feeling during….

  - C: Comfort: everything is good, I feel comfortable. There is nothing new.

  - S: Stretch: There is a challenge. I'm triggered, I leave the comfort zone. An effort and adaptation is needed. I can learn new things.

  - P: Panic: It's too difficult or threatening. I can't do this.

- ***P-triangle***[46] (see figure): take position on the P-triangle, where you had most attention for:

  - P on the top: Person
  - P on the left: Product
  - P on the right: Process

- ***Feelings-chart***: On the X-axe, the timing is projected, on the Y-axe, the feeling (positive / negative) is projected.
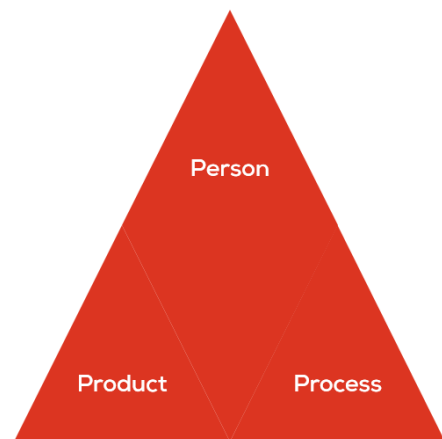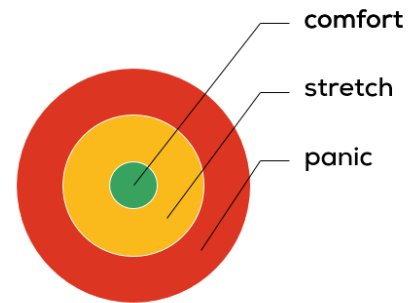
Another possibility in reviewing is that participants have a **'Review booklet'**. They get a blank notebook in the first training. This can be used during all trainings. Some reviews of exercises can be taken over in this booklet. Participants have the opportunity to write down things, draw, paste pieces, be creative,… in this personal booklet. The goals for participants in using this booklet:

〰 Participants make a personal creative report of their experiences in the trainings, using the reviews and the finisher of the training.

〰 Participants link the exercises to their personality, experiences, daily lives, future plans, and so on…

EXAMPLE: Before each training, during the part 'Experiences' and during or after the 'Finisher', participants can use this review booklet.

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[45]   Luckner,   J.L.,   &   Nadler,   R.S.,   The   Comfort,   Stretch,   Panic   model, http://researchcommons.waikato.ac.nz/bitstream/handle/10289/992/Brown%20Com?sequence=1
[46] Kuiper, A., & Galama, J., 2009, *Reviewingtechnieken, Voor trainers, docenten en opleiders*, Scouten en Nelissen, Thema, 146 p

Psychophysical approach[47]

Young people generally have a lot of energy and like to move, work with, explore the body and have physical action and interaction. A psychophysical approach gives an answer to this. The bases of the psychophysical approach is that psychological effects (awareness on thinking, feeling, interaction,…) can be reached by exercises that provide a physical experience. Through the experience of physical action, mental and social effects (psychological link) can be triggered.

A strength of psychophysical exercises is that they focus on doing and feeling, through which talking or thinking follows. A lot of psychophysical exercises are playful by nature and therefore attract young people. The physical aspect of the training makes it so accessible and attractive for young people. 'Doing' things is the approach, and is close to the learning style[48] of many young people.

The psychophysical aspect is a form of experiential learning, that is used in different trainings of the BOUNCE young programme. Especially the trainings 'Standing strong', 'Staying strong', 'Can you feel it?' and 'Future proof', but also exercises in other trainings make use of the psychophysical approach.

The awareness on a physical experience makes it possible to interact about the experience. It can make learning more effective.

An image to illustrate the psychophysical approach, is the psychophysical triangle (see figure).

The psychophysical approach strengthens these three aspects: physical awareness, emotional awareness and self-awareness. Emotional and physical awareness strengthen each other and together strengthen self-awareness.

Emotions, tensions, feelings are expressed in the body (breathe, heart rate, body position,…). When young people have a good body awareness (raised through psychophysical exercises), they can feel emotions and tensions better, be more aware of their reactions, control these reactions more easily, interact about emotions and reactions, and become more self-aware.
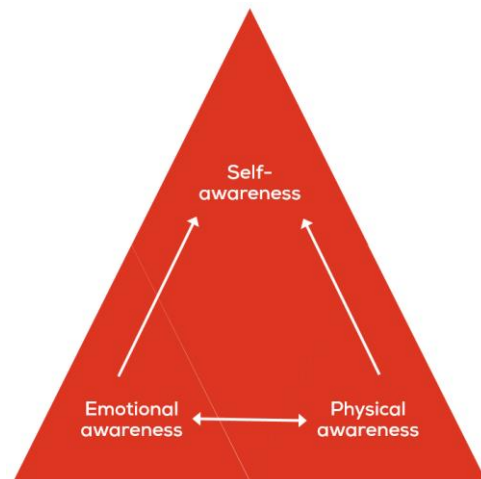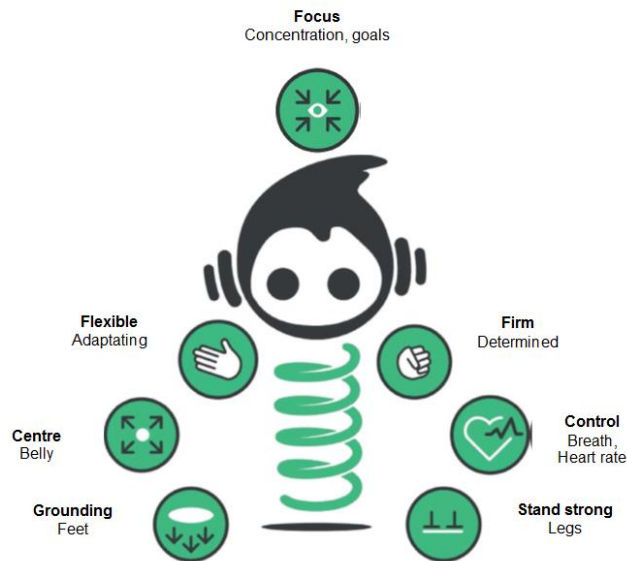

The resilient person

'The resilient person' is a conceptual figure (see figure)[49], that can be used to visualise different aspects of the BOUNCE young resilience training programme. In the figure, aspects of physical, emotional, mental and social competences, that are trained during the BOUNCE young programme, become visible:

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[47] Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.; Ykema, F, 2002, *Het Rots en Water perspectief, Een psychofysieke training voor jongens, basisboek*, SWP, 127 p.; Gadaku Institute, *ROCK and WATER Program, Psycho-Physical Social Competency Training*, http://www.ROCKandWATERprogram.com
[48] See also subparagraph 'Experiential learning'
[49] Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.; Ykema, F, 2002, *Het Rots en Water perspectief, Een psychofysieke training voor jongens, basisboek*, SWP, 127 p.; Gadaku Institute, *ROCK and WATER Program, Psycho-Physical Social Competency Training*, http://www.ROCKandWATERprogram.com

The resilient person

'The resilient person' is presented four times as the base for a finisher: in the trainings 'Standing strong', 'Staying strong', 'Think about it' and 'Future proof'. The review questions are each time different, even so are the links made with the elements of figure.

The figures of 'The resilient person' can also be used during other trainings. There are different versions of 'The resilient person' available (see annex 2). The image of 'The resilient person' where the words are filled in, is especially useful to link to trainings where the psychophysical approach is used: 'Standing strong', 'Staying strong', 'Can you feel it', and 'Future proof'.

Trainers can be creative in the use of 'The resilient person', and can link all kinds of training themes, effects, competences,… to the image.

Ground rules

We here present some basic rules that can be the base for group rules in BOUNCE ^{young} trainings:

- All participants are equivalent.
- All participants are treated with respect.
- Sensitive matter stays in this group.
- "Stop" means "stop", "no" means "no".

These ground rules can be useful for all trainings. Of course, other rules and agreements can be made tailored to the needs of the group. In the annex 3: 'Rules and agreements', an extra exercise aimed at composing the rules with the participants, is presented.

Each BOUNCE ^{young} training can have its own rules and agreements, which depend on different aspects:

- The facilitating organization. In this case, the rules and agreements can be determined in advance.
- The participants: in some groups, there is no need for extra rules or agreements. In other groups, clear rules and agreements can bring along the structure needed by the participants.

🎵 Incidents during the trainings: conflicts, discomforting elements, difficult group management, violated boundaries,… can ask for the introduction of 'new' rules and / or agreements

EXAMPLE: Because several young people were regularly texting with their smartphones during trainings, the group decided that everybody puts his smartphone away during trainings.

NOTE: Try not to 'over-rule' and 'over-agree' trainings. Even young people may have the tendency to create too many rules and agreements, that may be very difficult to preserve.

Dealing with challenges

During BOUNCE ^{young} resilience sessions, difficult, worrying, or challenging situations can occur. In these situations, trainers are confronted with their own resilience. For dealing with challenges in a resilient way, we first refer to:

🎵 Chapter 'BOUNCE handholds', paragraph 'The role of the trainer'.

🎵 The BOUNCE ^{along} manual, where the tips of all chapters, and in particular the chapter 'Concerns and challenging situations', provide preventive answers to deal with challenging situations.

When challenging situations occur during sessions, some specific tools may be useful. Next to the tips provided elsewhere in the BOUNCE package, we add up some more tips using examples:

🎵 **Concerns about possible radicalisation processes and situations of 'strong opinions' of young people.**

EXAMPLE: A strongly religious participant judges another co-participant who chooses to be an atheist. He tries to influence others to also judge the young person who says he is an atheist. The discussion between the young people hardens.

The trainer chooses to interact on the values behind the behaviour.

The trainer can question what beliefs, convictions, values are important for participant A when he's saying this. Also he directs the same question to the other participant B to think about what values are behind his choice for atheism. When participants realize they act like that because they find a certain value important, the trainer can react it's good to focus on this value. This can bring along a strengthened focus on the own value and on the positive effects it brings for them, and understanding for that same effect on other participants concerning their personal choices. By this, there may be less attention and find less negative energy in the frustration of seeing someone with another opinion or other value.

🎵 **Group work difficulties**: A group doesn't succeed in working together, in following the instructions, in focusing during an exercise or a training,…

EXAMPLE: In a BOUNCE ^{young} training, four young people from 12 to 14 years take part in a group of ten participants. In the second training, these four young people require a lot of attention and energy from the trainer, so he can't give enough attention to the other participants.

The trainer decides to stop, intervene, adapt and continue.

EXAMPLE: In a short break, the group comes together in a circle, all participants get a chance to say what they think and feel about the group process, and some extra agreements with the whole group are made:

- When coming into 'the group circle' for discussion or explanation, the four young people mix with the others, making sure they do not form a 'block'.

- When partner exercises are done, the four young people form couples with the other participants.

- All group members can intervene and react when someone doesn't act by the group agreements.

- These agreements are also communicated towards the other involved facilitators who work with young people outside the trainings.

🎵 **Participation or motivation challenges:** young people who don't participate or show little or no motivation.

EXAMPLE: A young person who was present during the first trainings, but almost didn't participate in exercises, but behaved indifferent, sits aside during the whole third training.

The trainer decides to clutch on and start a separate individual process: During the training, he lets him sit aside, but invites hem for every new exercise that is started, and after the training, makes an appointment to have an individual follow-up dialogue about the trainings some days later. There, they will together look at how they deal with this situation. The outcome can be that he continues engaging in the trainings, or that he stops the trainings in mutual agreement with the trainer. In the case of stopping the trainings, the rest of the group is informed about the change in the group.

Restoration[50]

When a violation of a boundary[51] and / or a conflict has taken place during a training, there can be material / physical / emotional / psychological / social damage or a combination of them.

In these cases, trainers or other facilitators can take up the situation in a restorative way. In various European countries, restorative practice has found its way into education, social work, care institutions,… Restoration appeals to the responsibility of everyone involved in a conflict. The focus is on the damage that is caused through the conflict or through the violation of boundaries. The facts, emotions and mutual expectations of the parties in the conflict, and the future engagements get attention. The goal is that all parties are able to proceed without frustration or other ongoing negative feelings.

The restorative approach goes beyond sanctioning the victimizer(s) and giving care to the victim(s). Often the roles of the 'perpetrator' and the 'victim' are not so clear. Restoration gives care, support and understanding to all involved (multi-directional partiality), and at the same time provides structure for all involved parties. Restorative work has different ways of carrying out interventions, each one suited to different degrees of violated boundaries or conflicts.

EXAMPLE: When a group is affected by the damage caused by someone, a 'restorative circle' or 'restorative group dialogue' can be set up.

Here, we briefly look at one of these interventions: the restorative conversation: This conversation has four steps, that are prepared with the participants, before bringing them together to restore the situation and repair the damage. In the restorative conversation, four aspects are briefly treated:

🎵 The facts: there is consensus about the facts and the focus is on the damage.

🎵 The feelings: all parties share how the situation affects their feelings at the time of the situation and afterward.

🎵 The engagements: all parties propose what they can do to restore the damage.

🎵 The expectations: all parties share what they expect of the other(s) to repair the damage.

After these four steps, agreements are made about the follow-up of the engagements.

NOTE: If the trainer was involved in the conflict, it's better another person guides the restorative intervention, because the neutrality must be assured.

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[50] Watchel, T., 2012, *What is restorative practices?,* International institute for restorative practices. IIRP Graduate School.
[51] In the BOUNCE tools, a boundary can be a law, a rule, an agreement made, a personal limit, physical integrity, a mental boundary, etc.

Follow-up of participants

When setting up a BOUNCE ^{young} training programme for young people, there is always a mix of group guidance and individual attention (See subparagraphs 'The group process' and 'Individual attention'). Besides, trainers and facilitators can do an individual follow-up for each participant. The personal awareness, competence and growth can be followed-up by this. This can be done in different ways and at different times:

〰 **Informal moments**, where participants can give relevant reactions to trainings and experiences they have.

EXAMPLE: Conversations before the start of a training, during breaks, and outside the training setting.

〰 **Reviews and finishers**: During trainings, the reactions of participants during reviews and finishers are useful for the individual follow-up of participants. They can be gathered by an observer (if available), but also the trainer and co-trainer can use this information to interact with young people on an individual level, and in preparing the next trainings.

EXAMPLE: the trainer, co-trainer (and observer) can gather briefly after every training, noting the most important elements of the reviews and finishers. Moreover, their observations and experiences on individuals and on the group are also discussed. The trainer uses this information to prepare the next trainings. The facilitators can decide who plays what role towards young people in need of extra individual attention.

NOTE: The information gathered during the informal moments, reviews and finishers, can be used to make immediate adaptations in the process of the trainings: adapting the style of the trainer, the conditions of the training, changes in guiding the group process,… These adaptations are made in order to create, behold or strengthen a positive and constructive training process for all who is involved.

〰 **Aftercare**: Trainers can seek opportunities to keep involved with the participants and/or to end the programme properly. In some cases, there will be a need to keep up with efforts towards individual young people, even when a BOUNCE ^{young} training programme is over. Some aftercare examples:

- A trainer does home visits or makes phone calls to parents of participants who were engaged in a BOUNCE young training programme, to report on the experiences. During this contact, the focus is on positive experiences.

- A young person has extra individual guidance by another supporting organization. The educative worker of this organization attended a BOUNCE along awareness-raising action. The trainer and the educative worker have a conversation about the young person's process.

BOUNCE ^{young} evaluation

This part focuses on the formal evaluation that can be done involving young people, parents and frontline workers, during and after a BOUNCE ^{young} training programme. In combination with the evaluation of awareness-raising actions of BOUNCE ^{along}, the gathered information can help carry out an integrated evaluation and an evaluation report[52].

Evaluation by participants

An individual and formal evaluation of the trainings can be done by the use of **assessment forms for participants**:

〰 Before a first training, an 'BOUNCE ^{young} assessment form before training' (see annex 4) can be used to let participants reflect on themes of the trainings, and register personal

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[52] See also chapter 'BOUNCE handholds', paragraph 'Evaluation of BOUNCE initiatives'.

estimations related to the training themes. This can give the young people and facilitators a view on how young people see themselves before the first training.

ᛜ Halfway the training programme (after about five trainings), and after the last training, new assessments can be done, using the 'BOUNCE ^{young} assessment form after training' (see annex 5). These assessments, as well as the 'BOUNCE ^{young} assessment registration form' (see annex 6), can make the evolution of how young people see and estimate themselves, more visible. These forms can be used as one aspect in the evaluation[53] of the training programme.

The combination of assessments at different times and of different participants, can be used to get an estimation of the individual processes of young people, focused on the goals of the BOUNCE ^{young} training programme.

NOTE: Numbers don't say it all: The dialogue with the trainer about the personal estimations of young people on items of the assessment forms, is of importance. It can be the case that a young person gives a lower estimation on an item in the 'BOUNCE ^{young} assessment form after training' than on the 'BOUNCE ^{young} form before training', because he realises his self-estimation was unrealistic the first time.

The individual assessments of young people can be used together to make a group evaluation and see the similarities and differences, or tendencies. This information can give an indication of the effects of trainings on the group.

The trainer, the co-trainer and other facilitators can have a great influence on the training and the group process, the relations, every aspect of the trainings. Participants can also evaluate the role, attitude, style,… of the trainer, co-trainer and other facilitators. This is also integrated in the assessment forms.

NOTE: Beside the formal assessments, there is a lot of information available during trainings. This information can also serve the evaluations[54].

Evaluation by trainers and facilitators

The trainer, co-trainer, observer and other facilitators can do a formal evaluation halfway the training programme and at the end of the training programme. For this, the 'BOUNCE ^{young} evaluation form for trainers' (see annex 7) can be used.

Evaluation by parents and frontline workers

Parents, other caretakers of young people and frontline workers who are not directly involved in the trainings, are also useful sources of information in evaluating. Giving them a role in the evaluation of the trainings enables them to be involved and to take responsibility towards the content of the trainings. Their information can also give an insight in the possible transfer of the content of the trainings to the daily lives of young people. This evaluation can be done informally, for example by a telephone call or a short visit, or more formally, for example through a meeting with parents.

ᛜ There is no specific evaluation or assessment form for parents and frontline workers concerning the BOUNCE ^{young} programme. The trainer and facilitators can decide to use the content of the assessment form for young people and / or the evaluation form for trainers. This depends on the situation and the involvement of those parents and frontline workers.

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[53] See also chapter 'BOUNCE handholds', paragraph 'Evaluation of BOUNCE initiatives', and chapter 'BOUNCE ^{along} awareness, paragraph 'BOUNCE ^{along} evaluation'.
[54] See also chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} equipment', subparagraph 'Follow-up of participants'.

🎵 Parents and frontline workers who were involved in BOUNCE [along] initiatives, linked to the BOUNCE [young] resilience training programme for young people, can fill in an evaluation form concerning those actions[55].

Notes

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[55] See also chapter 'BOUNCE [along] awareness', 'BOUNCE [along] evaluation'.

BOUNCE up | **BOUNCE** [young] **training** 52

BOUNCE along

awareness

BOUNCE ^{along} awareness

Introduction

The BOUNCE ^{along} tool

BOUNCE ^{along} is an awareness-raising tool that supports parents[56] and frontline workers. Through a wide range of tips and examples, spread over five themes, they find answers on how they can look at young people, approach them and interact with them. They are supported to do this in a strengthening, positive and resilient manner, and so can become more aware of their roles in the early prevention of violent radicalisation. Parents and frontline workers can also find more specific preventive and even curative ways to deal with concerns and challenging situations, and are supported in how they can find and spread information and support. This raised awareness can empower them to turn 'abashment to act' into 'willingness to act': to be confident in approaching young people, addressing them, confront them,…   Through such an approach, they have an important positive influence on what we strive for: **resilient young people interacting with an aware environment.**

Awareness-raising through action

This chapter is designed to assist frontline workers in using the BOUNCE ^{along} awareness-raising tool: instruct them on setting up initiatives towards parents and / or frontline workers. The presentation of a series of tips and short examples in a manual is not sufficient to raise awareness. This doesn't really fulfil the needs for parents and frontline workers to interact, to discover together, to find answers to questions,… Raising awareness will be more satisfying through active processes set up by a specialized trainer who engaged in this BOUNCE ^{up} train-the-trainer program. The experiences and support found by participants will be much stronger when the tips of the BOUNCE ^{along} manual are translated into concrete awareness-raising actions. This is the task for frontline workers and organisations: create tailored BOUNCE along awareness-raising actions, using the BOUNCE along and the BOUNCE up tools.

Content

This chapter supports frontline workers in setting up BOUNCE ^{along} initiatives, and gives ideas and worked out examples of awareness-raising actions. This package should strengthen trainers to set up BOUNCE ^{along} awareness-raising actions.

NOTE: In comparison with the extended chapter 'BOUNCE ^{young} training' in this manual about preparing and working with the BOUNCE ^{young} resilience sessions for young people, this chapter leaves the choices more up to the frontline workers and organizations about how they set up BOUNCE ^{along} initiatives. These initiatives can and must be tailored to the specific needs of the target groups (parents and / or frontline workers). These target groups are so diverse that it would be inefficient to handle such detailed preparations.

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56 By parents we mean all adults who take up a parenting role in relation to young people: fathers, mothers, other family members or significant others and supporting figures in the lives of young people.

Setting up BOUNCE ^{along} initiatives

Perspectives and handholds

When trainers set up BOUNCE ^{along} initiatives, they use the vision described in the chapter 'BOUNCE perspectives'. Also they use the support on what to take into account when doing this, described in the chapter 'BOUNCE handholds'. These perspectives and handholds are necessary background to set up actions using the BOUNCE ^{along} manual.

Tailoring awareness-raising actions

As described before, there are two ways to set up BOUNCE ^{along} actions:

- Awareness-raising actions for parents and / or frontline workers linked with BOUNCE ^{young} resilience sessions for young people. In this case, there will always be a part about 'Strengthening resilience', using that chapter from the BOUNCE ^{along} manual. This will, next to raising awareness on a general level, support parents and frontline workers in playing a role for young people to transfer their experiences of the resilience sessions to their daily lives[57]. It's advisable to go a step further then only informing them about BOUNCE ^{young}, and also use other themes from the BOUNCE ^{along} manual to raise awareness on a more profound level. The awareness-raising actions linked to a BOUNCE ^{young} training can be done before and / or during and / or after resilience sessions.

- Awareness-raising actions for parents and / or frontline workers that are not linked to BOUNCE ^{young} resilience sessions for young people. The content of these BOUNCE ^{along} awareness-raising initiatives don't necessarily need to differ much from when there is a link with BOUNCE ^{young} resilience sessions for young people. These awareness-raising actions can even be the trigger for organisations and frontline workers to set up BOUNCE ^{young} resilience sessions for young people.

The facilitating organisations and frontline workers are in the best position to set up their own actions. Frontline workers who want to set up BOUNCE ^{along} awareness-raising initiatives can mix and match elements of the BOUNCE ^{along} manual, use exercises from BOUNCE ^{young} resilience sessions for young people, and use the examples of the paragraph 'Awareness-raising actions' (see further), to tailor awareness-raising initiatives to the needs of participants and to the situation they want to approach in the framework of the early prevention of violent radicalisation.

Not one key message

Because working with the BOUNCE ^{along} awareness-raising tool is tailoring work, depending on the target groups and participants. We can't present one 'Key message' here, that can be used in every situation to announce and introduce the actions to participants. Frontline workers who set up BOUNCE ^{along} initiatives, are self-responsible for tailoring the message to the target groups, taking the sensitivity of the topic 'violent radicalisation' and other themes into account. In both this chapter and in the BOUNCE ^{along} awareness-raising tool itself, there is a lot of information that can be used to introduce the actions to participants.

NOTE: During a BOUNCE ^{up} train-the-trainer programme, participants can prepare awareness-raising actions and how they communicate about this with the target groups.

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57 See also chapter 'BOUNCE handholds', paragraph 'Integrality and networking', subparagraph 'Combination of training tools.'

Awareness-raising actions

Ideas

As mentioned before, trainers who want to set up BOUNCE ^{along} awareness-raising actions, tailored to the needs of their target group(s), can use the content of the three BOUNCE tools. Here, we suggest some ideas that can initiate trainers to create such tailored actions:

- Theme meetings: organize a meeting / a workshop / a training day around themes like 'early prevention of violent radicalisation', 'strengthening resilience', 'positive perspective on young people' and / or other themes.
- Create local awareness-raising campaigns using the themes of the BOUNCE ^{along} tool.

  EXAMPLE: All teachers of schools in a city get a bookmark or a calendar with 'Twelve tips for resilient relations and communication with young people.'

- Use the organisation website and newsletter to inform the network about sessions with young people.
- Organize 'A taste of resilience training'- sessions for parents, where BOUNCE ^{young} exercises are done combined with other awareness-raising actions.

Examples

Each of the following examples is linked to one of the five chapters handled in the BOUNCE ^{along} tool. The exercises can be used as a whole, and executed as they are presented. Also, they can inspire trainers to set up awareness-raising actions tailored to the situation they want to take action in. The build-up of each exercise has the same structure[58]. In the review, trainers can select what is most relevant to go into with the participants.

- A positive point of view:
  - A broader perspective
  - Associations

- Strengthening resilience
  - Under pressure
  - Two tasks

    NOTE: We selected two exercises as useful illustrations of strengthening resilience: 'Under pressure' and 'Two tasks'. To raise the awareness about resilience and strengthening resilience, every exercise of the BOUNCE ^{young} resilience training programme could be done with parents and frontline workers, depending on what is intended to illustrate.

- Resilient relations and communication
  - A neighbourhood issue
  - 4D Cycle

- Concerns and challenging situation
  - My concerns
  - The worst thinkable way / the most desirable way

- Information and support
  - Network

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58 This structure is also used in the exercises of the BOUNCE ^{young} resilience training programme for young people.

A positive point of view: a broader perspective[59]

Objectives

🎵 Participants broaden the perspective on negative behaviour.
🎵 Participants seek intentions, ideals, context, and feelings behind negative behaviour.
🎵 Participants seek positive outcomes of negative behaviour.
🎵 Participants interact about different aspects of negative behaviour.

Materials

🎵 Large sheet
🎵 Marker
🎵 Annex 8: A conflict situation.

Instructions

Form a circle. The situation of conflict (See Annex 8) is explained.
Participants fill in descriptions of the behaviour of both young people in the middle of the sheet. One aspect at a time is added on the sheet and discussed. The answers and reactions of participants are filled in. These can be filled in for both young people A and B.

🎵 Behaviour: what is (negative) behaviour?
🎵 Participants are asked to transfer, to empathise with the young people A and B, for the next questions.
🎵 Ideals: what ideal(s) and values may be behind the behaviour?
🎵 Intentions: what intention(s) could be behind the behaviour? What would they try to achieve with this?
🎵 Context: what contextual (social environment, group, family, etc.) factors could influence this situation and the behaviour of both?
🎵 Feelings: What feelings might be behind this behaviour? What feelings might influence the behaviour?
🎵 Positive outcomes: what positive effects could this behaviour bring along for the young people?
🎵 Other: participants can fill in other factors that can influence the situation.

Review

🎵 Does this exercise and the interaction with the other participants about this situation, broaden your view on such situations?
🎵 How can we as parents and frontline workers benefit from this broad perspective on negative behaviour (here: use of violence)?
🎵 Do we tend to focus on all the different aspects underlying behaviour? On what aspects do we tend to focus?
🎵 How can young people benefit from parents and frontline workers who have a broader perspective on the negative behaviour?
🎵 Can you / do you already / will you interact with young people about these aspects behind behaviour? Is this easy to do?
🎵 Would this exercise broaden your perspective on this kind of situations and behaviour a next time such a situation occurs?

Tips for the facilitator

The goal of this exercise is not to approve negative behaviour, but to broaden perspective, to make interaction from an open view possible. All answers to the questions are suppositions, no certainties. The next step would be to start interacting with young people about these aspects that are behind the behaviour.

This exercise can also be done when participants (parents / frontline workers) have strong ideals themselves. It can broaden their own perspective, and the perspective of others about them.

This exercise and other situations of conflict and violated boundaries, can be linked to restorative practices[60]. In restorative practice, it is not the behaviour and the opposition between perpetrator

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59 See the BOUNCE [along] awareness-raising manual, chapter 'A positive perspective', paragraph 'Positive points of view, tip: 'What's behind behaviour?'

and victim which plays a central role. The relationships, the emotions, the possible damage done, and the mutual responsibility to restore the situation are dealt with.

Variations
Do this exercise about other challenging situations concerning radicalisation issues. (For example a young person who sympathises with extremist and violent far right wing groups, wears symbols, talks positive about racist violence,….). In this case, the exercise can be used as an awareness-raising action linked to the paragraph 'Concerns and challenging situations - awareness actions'.

Do this exercise using challenging situations the participants bring along from their own experience. For example they can look for a situation they found they did not have a positive view on.

A shorter version of this exercise: 'Behaviour and intention': Participants give an example of conflict situations or challenging situations with negative behaviour. For each conflict or situation, they search for the intentions and values of both parties.

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60 See also chapter 'BOUNCE young training', paragraph 'BOUNCE young equipment', subparagraph 'Restoration'.

A positive point of view: associations

Objectives
- Participants are aware of their viewpoints on radicalisation[61] and strong ideals.
- Participants interact about viewpoints on radicalisation and strong ideals.
- Participants question their viewpoints and the viewpoints of others about radicalisation and strong ideals.
- Participants broaden their viewpoints about radicalisation and strong ideals.
- Participants are aware of the influence of positive language on targeting challenging issues.

Materials
Two large sheets
Two markers

Instructions
Form two equally sized groups. Each group gets one term: 'radicalisation' or 'strong ideals'. They do not know what term the other group has. Separately, they write down associations with the term, without literally writing the term on the sheet.
After some time, the two groups come together, show the sheets to each other.

Review
- What are the similarities between the associations on both sheets?
- What are the differences between the associations on both sheets?
- What are the causes of the differences between the associations?
- What could be the term the other group looked for associations with?
- Can radicalisation and having (or developing) strong ideals be seen as the same or similar? To what extent? What is the difference?
- Can a strong ideal be a part of radicalisation?
- Did this exercise raise your awareness of your viewpoints on radicalisation and strong ideals?
- How did you experience the interaction about radicalisation and strong ideals?

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61 In the BOUNCE tools, 'radicalisation' and 'violent radicalisation' are different terms. The notion 'violent' adds the use, approval or encouragement of violence to the term radicalisation'. From this perspective, radicalisation as itself should not be per definition problematic.

🎵 Have you questioned and / or broadened your viewpoints on radicalisation and strong ideals?

🎵 Are you aware of the influence of positive language on targeting challenging issues?

Tips for the facilitator

Highlight the difference between 'radicalisation' and 'violent radicalisation'[62]'

There is no 'right or wrong' in the associations participants make with the terms. As trainer, be aware of your own perspective on the terms, and do not refer to these associations as 'the right ones'.

Current affairs, journalism and the spirit of the time about radicalisation, violent radicalisation, extremism, activism, and so on, are important influencing factors for how people look at radicalisation. It can be useful to be aware of how this can influence personal viewpoints.

EXAMPLE[63]: History shows us examples of freedom fighting, counter speech, rebellion, etc. Figures like Martin Luther King, Mahatma Ghandi, Nelson Mandela, and Che Guevara, were all radicals in their time and are now seen as figures who had a positive influence through their 'battles'. These persons can influence the current viewpoints on radicalisation.

Define this: The difference in how we look at things (reframing) becomes clear through the language we use. The words chosen in talking about (violent) radicalisation are important. Making the choice to use 'strong ideals' is more positive, and creates more openness. The viewpoints and chosen words also influence the actions taken.

Variations

Use the terms 'radicalisation' and 'violent radicalisation' to make associations with.
Use the terms 'radicalisation' and 'counter speech' to make associations with.
Do the associations with the whole group, searching for associations to one term first, and the other term afterward.

EXAMPLE: A group of teachers[64] did the exercise 'Associations'. The 'radicalisation' associations were 'terror, violence, fear, extremism…'. The 'counter speech' associations were 'critical sense, courage, standing up, justice…'. Some terms were found in both associations: 'ideals, disapproval, belief'. The interaction about the meanings of the words and about the different associations led to a raised awareness of how they looked at the terms and at the issue of radicalisation.

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62 Violent radicalisation is the process of [an individual or group] adopting an extremist belief system [inspired by philosophical, religious, political or ideological notions], including the willingness to use, support, or facilitate violence [or undemocratic means], as a method to effect [drastic] societal change. (Euer et al., 2013)
63 This example is also used in the chapter 'Resilient relations and communication'.
64 These teachers gathered in 2013 on a Forum day on 'Counter-speech', organized by The Special Committee for Remembrance Education of Flanders.

Strengthening resilience: under pressure[65]

Objectives
- Participants are aware of peer pressure and influence.
- Participants are aware of positive and negative peer pressure and influence.
- Participants experience peer pressure and influence.
- Participants experiment with alternatives in reaction to peer pressure and influence.
- Participants are aware of how working with peer pressure can strengthen young people' resilience.

Materials
- Ball
- Material for making two lines

Preparation
Mark two lines about two metres apart.

Instructions
A stands behind one of the lines, in front of the rest of the group, who stand behind the other line. Between them, within reach of A, there is a ball. The group will try to influence A to kick the ball away. They build up the pressure by using words, searching for arguments, trying to convince A. A is tasked by the trainer not to kick the ball away and not to give in to the pressure. He will try to react in a resilient way to their influence.
Repeat the exercise with other participants, B, C, etc. in front of the group.

Review
- How strong was the pressure or influence on you?
- How easy or difficult was it for others to put pressure on you or influence you?
- How did you react to the pressure and the attempts at influence? What were resilient and less resilient reactions? What reactions are useable in such situations? What are alternative resilient reactions?
- How do you usually react when others put pressure on you or try to influence you?
- Who influences you? How do you react to pressure or influence of others?
- What are reasons to admit to pressure of others? What are reasons not to?
- Are pressure and influence always negative? Can pressure and influence be positive? What pressure and influences do you appreciate, what pressure and influences do you not appreciate? Who decides if a situation of pressure is positive or negative pressure?
- Do you have personal experiences where you were put under pressure / influenced by others?
- Was that positive or negative pressure? How did you react?
- Do you have personal experiences where you put pressure on others / tried to influence others? How? With what result? Was this pressure positive or negative?
- Is being put under pressure an excuse for actions you do? Can you be held less responsible for your actions because you were under pressure?
- Do you have personal experiences where there was pressure to do things or change your behaviour to fit in a group?
- Are you aware of how working with peer pressure can strengthen young people' resilience?

Tips for the facilitator
In the original exercise in the BOUNCE ^{young} training programme, a lot of possible tips for young people as possible reactions to peer pressure are presented.

Variations
The trainer can go away for some time while the participants raise the pressure, and come back in after some time to go to the review.

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65 This exercise is taken from the BOUNCE ^{young} programme, training 'Information and influence', and slightly adapted for working with parents and frontline workers.

After some time, at the signal of the trainer, the group may cross their line and come closer to A to raise the pressure. They even can use physical pressure: a pull on the arm, a slight push against the shoulder, for example. (In the review, the experience of this physical aspect can be questioned.)

Use other pressure situations instead of kicking away a ball. (For example offering a cigarette, persuasion to steal a wallet from a table, etc.)

Strengthening resilience: two tasks[66]

Objectives
- Participants are aware of their thinking styles.
- Paricipants experience what dichotomising thinking[67] is.
- Participants interact about dichotomising thinking.
- Participants are aware of how working with thinking styles can strengthen young people' resilience.

Materials
- 10 stackable chairs.
- 2 pieces of paper, each with one task for one group written on it:
  - Task of group 1: 'Stack all chairs in one pile.'
  - Task of group 2: 'Place all chairs against the wall.'

Preparation
Place ten chairs in the middle of the room.

Instructions
Form two equal groups. Each group takes a place at one side of the room and is given its task on a piece of paper. Without interacting with the other group, each group reads their task. After the information is clear for both groups, the trainer gives a start signal. Let the participants execute the task without intervention. Different outcomes are possible:

- All chairs end up stacked against the wall: both two groups completed their task.
- All chairs are stacked or all chairs are against the wall: one group completed their task.
- Some chairs are against the wall, some are not. Some chairs are stacked, some are not: none of the groups completed their task.
- A different result.

Review
The review is started when the participants completed their task, stop their efforts to complete the task, or after a few minutes.

- How did it go? Which group managed to complete the task? How?
- Who thought from the start they had to work 'against' the other group? Who did not think this?
- What was the task of group one? What was the task of group two? Did you discover what the task of the others was? How?
- Was there competition between the groups?
- Was there communication between the groups?
- Was there cooperation between the groups?
- If you worked against each other, why was that? Was 'working against the other group' in the task? (If that's the case, confront the participants with the 'us versus them thinking' that may be the cause of this way of doing the task.)
- If the two groups worked well together, why was that? What made you work together? This is a successful way of thinking: not seeking the conflict, but seeking how all can achieve a result.
- Do you have personal experiences where you were part of a group that opposes itself towards another group? Positive experiences? Negative experiences? Why does this happen? What are the advantages and disadvantages of this opposition of groups?
- Are you aware of how working with thinking styles can strengthen young people's resilience? (The trainer can refer to other exercises of the training 'Think about it' in BOUNCE [young].

Conclusion: The two tasks can perfectly be completed successfully, when leaving the 'us versus them' idea, and working together. There was no competition in the task. And yet, there is a

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66 This exercise is taken from the BOUNCE [young] resilience training program, training 'Think about it', and slightly adapted for working with parents and frontline workers.
67 Dichotomising thinking is duality – thinking / us versus them – thinking / thinking there are only two opposite possibilities.

possibility that we start from the supposition that its 'us against them'. If that was not the case, this group or some participants did not start from the supposition it's 'us versus them'.

EXAMPLE: In a football match, of course the two groups must work against each other. A spirit of competition and a form of positive aggression towards another group can be perfectly acceptable here. Also after a match, both players and fan clubs often can come together in peace.
In some cases, opposing another group and an aggressive approach may be irrelevant and not acceptable. For example two football club fans who engage in violence after a football match. The 'us versus them thinking' takes a negative turn.

Tips for the facilitator
When giving instructions, do not suggest to participants that it is a competitive exercise. Only say to each group what they have to achieve.

When the participants execute the tasks, the trainer observes the participants. Competitive behaviour and cooperative behaviour can be referred to in the review.

In the review, focus on both the advantages and on the disadvantages of the 'us versus them-idea'.

Variations
Use blocks, clothes or other objects instead of chairs.

Two groups are formed, each group gets the same task, without knowing that they have the same task: 'Try to let the participants of the other group come to your side of the line'. The groups stand each in front of each other. The solution is simply to change places, but most groups start arguing with or pulling at the others. (In the description there is nothing said about participants having to stay on their own side.)

Resilient relations and communication: a neighbourhood issue

Objectives
Participants interact about alternatives in approaching young people.
Participants raise their awareness about relations and communication with young people.

Instructions
Present this case to participants:
A resident of a neighbourhood daily passes by a street corner where a group of young people gather regularly. There has never been any real interaction between the young people and the resident. One day, the resident approaches a small group of young people at the street corner, and loudly complains to the young people about garbage lying around, accusing them of being responsible for the garbage. The young people react rudely and hostile. The situation almost escalates to a fight until another resident can mediate and calms everyone down.

Questions: What elements in the communication of the people involved could have made the situation turn out differently?
How would this situation maybe have turned out differently?

Review
How is it to interact about the different possibilities we have in approaching young people?
Do we always have a choice of how to approach young people?
Are there daily life situations where you can make another choice in approaching young people towards resilient relations and communication?
Did this exercise raise your awareness about approaching young people?

Tips for the facilitator
Possible answers alongside what participants bring up about what elements in the communication could have made the situation turn out different:

- If the young people and the resident had other, positive contacts before (for example greeting each other when passing when there are no problems, and having superficial communication and communication about facts[68]), the situation would be less likely to turn out so hostile.
- If the resident had chosen another way to speak to the young people about the garbage.
- If the young people had recognized they indeed are responsible for the garbage lying around.
- If the second resident had chosen the same way of communication as the other one.
- Etc.

Relate the ideas given by the participants to other tips from chapter 3: 'Resilient relations and communication'.

Variations
Participants can bring up personal experiences of situations where the communication and relation with young people was difficult. These cases can be the starting point for seeking alternatives in communicating with and approaching young people.

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68 See also the BOUNCE ^{along} manual, chapter 'Resilient relations and communication', 'Communication in different layers'.

Resilient relations and communication: 4D Cycle[69]

Objectives
- Participants interact about positive relations and communication they experience with young people.
- Participants experience the 4D Cycle[70] method for developing future plans in their communication and relation with young people.
- Participants raise their awareness about relations and communication with young people.

Materials
- Annex 9: 4D Cycle: a print for each pair.
- Pens
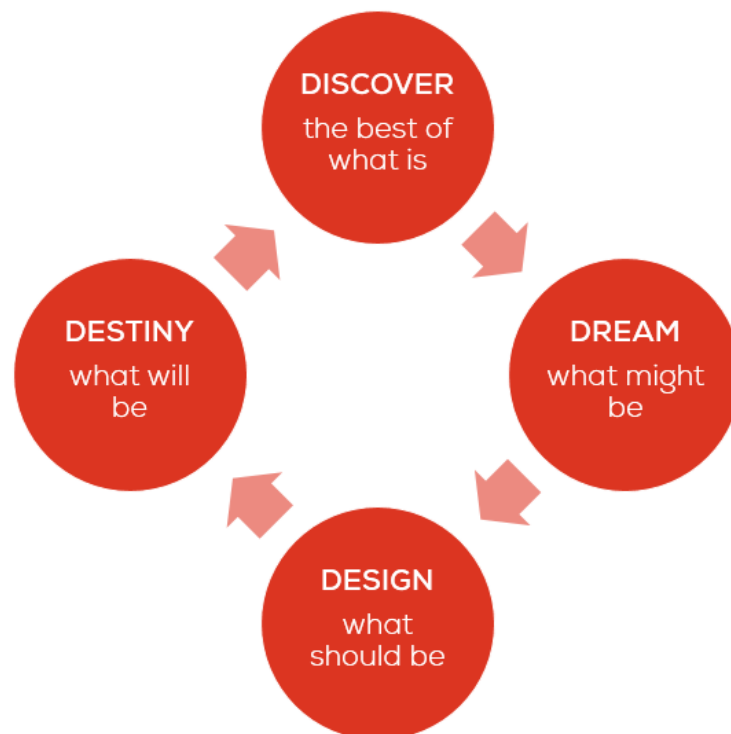
Instructions

Form pairs. Each pair takes place separately, and decides on the roles: A is interviewed by B. See annex 9 for directional questions for each part of the interview. B makes a report of the answers of A.

- **Discovery questions**:
  B: 'Tell me about a personal situation where you experience(d) a good, strong, resilient relation with young person(s). This situation can be in the present or in the past.'
- **Dream questions**:
  B: 'Imagine yourself in the future having 'the ideal relation' with young people, and having 'ideal communication' with young people, what would that ideal relation and communication be like?'
- **Design questions**:
  B: 'What may you be able to achieve of this dream of the ideal relations and communication?'

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[69] The center for Appreciative Inquiry, 1990's, *Principles of appreciative inquiry*, http://www.centerforappreciativeinquiry.net/more-on-ai/principles-of-appreciative-inquiry/; Cooperrider, D.L., Whitney, D. & Stavros, J.M., 2008, *Appreciative Inquiry Handbook* (2nd ed.), Brunswick, OH: Crown Custom Publishing.

70 This exercise makes use of the Appreciative Inquiry method, using the 4D Cycle. See chapter 'BOUNCE handholds', paragraph 'Communication handholds', subparagraph Appreciative Inquiry'.

🎵 *Destiny questions*:
    B: 'What are your first steps towards this future?'

Gathered in the group, the B interviewers summarise the outcomes of the interview to the group, referring to A's answers to the four types of question.

The trainer makes a synthesis of which items from the different stories can be used when communicating with young people and building a resilient relation with young people.

Review
🎵 How was it to interact about positive relations they experience with young people?
🎵 How did it go working by the 4D cycle method?
🎵 How sure are you that you will act on the engagements made?
🎵 Can this exercise raise your awareness about approaching young people?

Tips for the facilitator
This exercise can be complicated for participants. It's possible to adapt it to a more simple form.

Variations
More simple form: Only do this the 'Discovery' phase: 'What is/was good?', go to the 'Destiny': 'What are the steps you can take to have more of these positive experiences in the future?'. Note that some of the strength of the development process will be lost through skipping the 'Dream' and 'Design' phase

EXAMPLE: A mixed group of teachers, school staff and parents engaged in a meeting around resilient relations and communication with and about young people. The '4D cycle' method was used. The experience of participants was the basis for raising their awareness about how they can approach each other and young people in a positive way.

Concerns and challenging situations: my concerns

Objectives
- Participants interact about situations that raise their concerns.
- Participants place their concerns in a broader perspective.
- Participants interact and decide on actions to react to their concerns.
- Participants are aware of their willingness and ability to deal with concerns.

Materials
Chapter 5 of this awareness-raising tool: 'Concerns and challenging situations', paragraph 'Dealing with concerns'.
Paper and pens

Instructions
Each participant searches for one example of a situation from their own experience that raised / raises their concerns or challenged / challenges them to deal with a challenging situation of violated boundaries or conflict. The situations may be linked to concerns about a possible (violent) radicalisation process or situations linked to (violent) radicalisation.

EXAMPLES: Change of behaviour, strong opinions, changing interests and time spending, worrying online behaviour, being withdrawn, conflicts, aggressive language… negative peer pressure, harassment, repeated conflicts about opinions, discrimination, racism, vandalism, violence, provocation, discrimination, polarisation, hate speech, extremism, etc.…

Form pairs. Each pair takes place separately. In each pair, each participant briefly presents his situation to the other. They decide together which situation they will choose to handle further. Then participant A interviews B and notes the answers to these questions:

- Did you already interact about this with the young person(s) and / or with the group(s)?
- Did you interact about this with (a) colleague(s) / other parents / other support sources?
- How did you react towards the young person(s)? How would you react towards the young person(s)?
- What would / did this approach / reaction bring along for you / for the young person(s)?
- If you would come across a similar situation, would you do the same?
- Are there useful tips in the chapter 'Concerns and challenging situations', paragraph 'Dealing with concerns', to approach the young person(s) and others involved?
- What future actions can you plan for dealing with this (kind of) situation?

After the work in pairs, the group comes together. Each pair reports on the experience and on the tips they plan to use in dealing with these concerns about their situation and / or in the future.

Review
What is the effect of the questions on your concerns? Do you have a broader perspective on them?
What actions did you decide to take in responding to your concerns?
Does this exercise strengthen your willingness and ability to act in dealing with the concerns?

Tips for the facilitator
During their work in pairs, coach the participants to ask good questions,…

Concerns and challenging situations: the worst imaginable way / the most desirable way

Objectives

- Participants are aware of pitfalls and unconstructive reactions to challenging situations.
- Participants interact about desirable reactions to challenging situations.
- Participants are aware of their ability to deal resilient with challenging situations.

Instructions

The trainer asks the participants in the group: 'What are the worst imaginable ways of reacting to a discriminative statement by a young person?'. Participants give their answers to the question through a quick verbal brainstorm. The trainer notes the highlights of the answers.

After some 'worst imaginable ways' are given, ask participants: 'What are the most desirable ways to react to a discriminative statement of a young person?'. Again do this by a quick group brainstorm.

Link the answers of participants to the tips in the Chapter 'Concerns and challenging situations.' Also tips in the chapter 'Resilient relations and communication' can be useful.

Review

- Do you have personal experiences where these 'worst thinkable ways' were (close to) real reactions to challenging situations? How did these situations turn out?
- Do you have personal experiences where the 'most desirable ways' were used? How did these situations turn out?
- How does this exercise influence your awareness on how to deal resilient with challenging situations?

Tips for the facilitator

Create an open atmosphere where participants dare to say what they think.

Note that it's possible and understandable that people do not always react in the 'most desirable ways'. The situation, circumstances, personal emotions, habits, etc. can influence reactions in a positive or negative way.

Variations

Use other situations to work with instead of 'reacting to a discriminative statement', or give different situations to the participants. (For example: vandalism by a young person, verbal violence towards girls and women by a young person, etc.)

Information and support: network[71]

Objectives
- Participants are aware of persons and organizations they can go to for information and support concerning young people.
- Participants interact about the persons and organizations they use concerning young people.
- Participants are aware of the possibilities of their support persons and organizations concerning young people.
- Participants plan how they can address persons and organizations for information and support.

Materials
- Annex 10: 'Life domains'[72]: A4 print of each life domain for each group.
- Pens and paper

Instructions 1

Form groups of about 3 to 5 participants. Each group gets a sheet with the 'life domains'. Each group makes a list of:
- Persons in the personal social environment.
- Organizations they could connect with when there are concerns or challenges about young people.
- Organizations that can provide information and support for concerns or challenges about young people.

Guiding questions in making this list are:
- Who do you believe in / look up to in your personal network when it comes to young people?
- What organizations do you know where you can find information and support when it comes to young people?
- Who in your personal network can provide information and support concerning young people?
- Who / what organization knows a lot about you and your living / working circumstances with young people?
- Who / what organization is or can be a resource for support / help / advise / information / comfort when…:
  - You have a concern about a young person?
  - You experienced a challenging situation concerning (a) young person(s)?
  - You have to make an important choice concerning (a) young person(s)?
  - You experienced an emotional event concerning (a) young person(s)?
- Do you have a personal experience about a resource you used for advise, help, support,…? What was the result?
- Are you a resource for information and support for others around you concerning young people?

The prints of the life domains can be used to assort the different answers of the participants. (For example when a participant answers 'my brother', this is noted on the 'Family' sheet.)

Instructions 2

Pick one person or organization from the list of the information and support network. Prepare how you would contact and try to involve this person or organization to assist you for information and support.
Guiding questions:
- How would you make contact?

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71 This exercise is a variation on the BOUNCE ^young exercise 'Examples and resources' in the training 'Connected Identities'.
72 Van Dooren, G. (Red.), 2014, *Missing link, Een integrale begeleiding voor moeilijk bereikbare jongeren*, ACCO, 147 p.

〰 How would you explain the question for information and support?
〰 What support can you expect from this organization?

Review
〰 Do you benefit from the interaction about information and support networks?
〰 Do you have a better and broader view on what information and support persons and organizations there are for you?
〰 Do you plan to do actions to involve supportive organizations to assist in dealing with concerns or challenges about young people now or in the future?
〰 Are you more aware of the possibilities that lay within your personal network and information resources concerning young people?

Tips for the facilitator
Appoint that another version of this exercise is also treated in the BOUNCE ^{young} resilience training session for young people: the 'Connected identities' training, 'Examples and resources' exercise.

Check if young people themselves are mentioned as possible information resource. The young people can be involved in the search for information and support, this may sometimes be forgotten.

Variations
Split the exercise in two pieces, or do only one of them:
〰 Interact about people in the personal social environments of participants that can provide information and support.
〰 Interact about organizations that can provide information and support.

Start from a case: a situation where participants can use information and / or support concerning young people. They search for information and support sources concerning this case.

EXAMPLE: You work as a volunteer in a community project, where young people who spend time in that neighbourhood, weekly can participate in several activities (sports, games, information,…). A small group of young people who formerly participated weekly, don't show up since a couple of weeks. According to another young person, the 'informal leader' of this group influences others not to come anymore. Also, there are some complaints of residents in the neighbourhood about rising trouble with these young people: gathering and making noise at night, wildly driving around on the pathways with mopeds,…

Evaluation of BOUNCE ^{along}

Introduction

This chapter focuses on the **formal evaluation** of the BOUNCE ^{along} awareness-raising initiatives. In order to evaluate the awareness-raising actions, the participants, trainers and facilitators give their input.

Evaluation by participants

The formal evaluation can be carried out by using the 'BOUNCE ^{along} evaluation form for participants' (annex 11). Parents and frontline workers who were targeted with the BOUNCE ^{along} awareness-raising initiatives, can fill in these forms and so share their experiences with trainers and facilitators, and, if relevant, with each other.

NOTE: A raised awareness is not the same as a reached competence. The goal of the BOUNCE ^{along} actions is to initiate for example openness, creativity in finding answers, first steps towards a mental change,… The aim is not to strengthen competences among the participants to be able to use all the tips that are given. Therefore a more thorough process of awareness-raising in combination with training should be advised. Awareness-raising and initiating further action is the limit of the BOUNCE ^{along} tool.

Evaluation by trainers and facilitators

Trainers and other facilitators can evaluate the awareness-raising actions, their view on the results of the actions, and their own role in the BOUNCE ^{along} initiatives. They can use the 'BOUNCE ^{along} evaluation form for trainers (annex 12)' to this end.

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