



Preventing Radicalization within European School Education

PRAISE Toolkit for teachers and educators & awareness raising

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1. INTRODUCTION

Since the beginning of the 21st century, the prevention of radicalization has gained prominence in debates on terrorism and sustainable development in all countries. Studies show that radicalized individuals are often not deprived of education; many have completed secondary or even higher levels of schooling. At the same time, extremist groups increasingly view schools as fertile ground for recruitment.

These findings have led to a new perspective in which the education sector is recognized as a key actor in protecting young people from radicalization. Schools have a major role in shaping the behavior and beliefs of individuals, and is, at the same time, one of the main places where radicalization can be prevented from occurring or developing further.

1.1 Aim of the project

PRAISE project (Preventing Radicalization Within European School Education) aims to support the formation of safe, violence-free and supporting European school environments, as well as to ensure that all school students, girls and boys alike, experience and learn first-hand how to live together, open-minded and in peace. Partners involved in its implementation assumed several specific objectives, among which:

to define and include, in a newly established skillset, the necessary competences that school students need to develop in order to achieve socio-ecological resilience against radicalization;

to equip school students with the necessary skills through an innovative training material and the PRAISE digital board game;

to increase the capacity of school institutions, teachers and civil society actors on how to calibrate their approaches and resources in order to increase socio-ecological resilience and protect communities and individuals that are vulnerable to radicalization and violent extremism;

to ensure the successful integration of the young generation in a more inclusive and sustainable Europe.

1.2 Consortium members

PRAISE partners were selected based on the understanding that each plays a vital role in promoting and creating synergies between the different fields of education and training. The cross-sectoral nature of the partnership was essential for finding solutions to the same problem



in different education systems and various training backgrounds. PRAISE partners work with a wide range of organizations and educational institutions, including European universities, schools, organizations active in social innovation and the fight against extremism.

The consortium is coordinated by Sandgårdskolan, a high school from Sweden, closely collaborating with the following partners: Innovation Hive - an NGO from Greece, Stimmuli for Social Change – another NGO from Greece, CSI Center For Social Innovation LTD - a Research and Development organization from Cyprus, De La Salle College - an all-boys secondary school from Ireland, Petit Pas Aps – an NGO from Italy, I & F Education And Development Limited- a small-sized enterprise from Ireland and Liceul Teoretic "Marin Preda" – a secondary school from Romania.

1.3 Needs addressed

The rise in violent attacks by extremist groups which Europe has experienced in recent years testifies to the fact that radicalization, polarization, and violent extremism affect all societies. Young people are particularly vulnerable, as adolescence is a stage where issues of belonging, identity, and social recognition are most pressing. PRAISE partners have assumed the responsibility of making educators aware of their role in shaping how students perceive society, interact with peers, and develop resilience to extremist narratives.

Secondly, organizations involved in the PRAISE project have tried to fulfill educators' need to pay attention to students' personal struggles, nurture their well-being, and equip them with the tools to resist extremist appeals. This required empowering teachers with training and resources to promote inclusive practices that ensure every student feels safe, valued and equal.

Thirdly, all partners collaborating in the PRAISE project activities were driven by the common understanding of the following major aspect: building resilience also involves designing school programs that strengthen global citizenship, soft skills, critical thinking, civic education, and digital literacy. These programs, combined with adequate teacher support, can help prevent radicalization within school settings. Given the wide access students have to online content, schools cannot shield them entirely from extremist influences. Instead, effective interventions focus on fostering self-confidence, responsible decision-making, and Media and Information Literacy (MIL).

1.4 Period of implementation

The PRAISE project started in October 2023 and will come to an end in September 2025, allowing partners to collaborate for the implementation of its activities for a period of 24 months. During this time, consortium members had the chance to meet three times (in





Sweden, Greece and Italy), on each occasion analysing the progress of the project and establishing next steps in order to obtain the expected results.

1.5 Target groups

The PRAISE project activities focused on two main categories of beneficiaries: students, aged 13 to 19, and educators working in schools. Prior to the implementation of the project, from the questionnaires and focus groups analysis, it became clear to all partners that these two categories face the same challenges and have similar needs related to the fight against radicalization, no matter which country of residence they come from. At the same time, the activities of the PRAISE project also addressed School leaders and managers, public organizations active within the field of supporting / coordinating secondary education systems at national level and policy makers at national and European level.

1.6 Expected impact

One of the most significant expected impact of the PRAISE project consists in enabling school teachers and educators to support students and adolescents, aged between 13 and 17 years, to develop socio-ecological resilience mechanisms that will allow them to effectively and easily disengage from radicalized behaviors.

Secondly, with the help of the training material and the digital board game, students will be able to design and develop their own exiting pathway. At the same time, PRAISE will adopt a multidisciplinary approach towards building school students' resilience, integrating concepts such as critical thinking, citizenship education, global citizenship, intercultural dialogue, media and information literacy and digital literacy.

Furthermore, PRAISE project will increase the capacity of school institutions, teachers and civil society actors on how to calibrate their approaches and resources so as to increase socio-ecological resilience and protect communities and individuals that are vulnerable to radicalization and violent extremism.



2. WORKPACKAGES

2.1 WP 1 – Project Management

In order to ensure an effective management of the PRAISE project, right at the beginning, the Coordinator developed the Management Handbook – a document which included the detailed action plan for the implementation of the project's tasks and activities, accompanied with the relevant timeline. This action plan along with the timeline has been updated throughout the project's lifetime, following the actual flow of implementing tasks and activities. Moreover, during the monthly online meetings and during the transnational project meetings, partners presented and discussed the upcoming tasks and activities, co-defining the relevant deadlines.

As part of this first work package, the coordinator drew up another important document which consisted of the tools and relevant guidelines for the project's financial management in order to support partners ensure effective budget & resources management and allocation. Dissemination was also given great importance - one of the partners was responsible to create the project's website and social media accounts where regular posts updated the general public (teachers, students, relevant stakeholders, representatives of various organizations with a role in education and prevention of radicalization) on the progress of the PRAISE project.

Please, follow us on the dedicated platforms!

<https://praise-project.eu/>

<https://www.facebook.com/praiseprojecteu/>

<https://www.instagram.com/praiseprojecteu/>

2.2 WP 2 - PRAISE Competences Pathway for developing school students' socio-ecological resilience skills against radicalization

The project's principal activities are situated within the school environment, where adolescents spend a considerable proportion of their time. The Competences Pathway, presented as the first of five project outputs, constitutes a structured mechanism for assessing, maintaining, and monitoring the knowledge, skills, and attributes required to foster socio-ecological resilience to radicalization and violent extremism among the target groups. Within the scope of Work Package 2 (WP2), the Competences Framework delineates the core skill areas necessary for school students and adolescents to attain a high level of resistance to such phenomena.



Its specific objective is to respond to the needs identified in prior research and stakeholder consultations, thereby serving as a foundational tool for the design and implementation of subsequent outputs under Work Packages 3, 4, and 5. These outputs are intended to be transferable and applicable across diverse educational settings for the development and evaluation of students' de-radicalization competences.

Therefore, the Competences Framework is not conceived as a standalone guideline for educators, but rather as a reference document that informs and structures the development of subsequent project deliverables.

The Competences Pathway was formulated based on two complementary research activities conducted by each partner country. First, desk research was carried out to identify existing national-level studies on the resilience of the target group against radicalization. This involved reviewing and synthesizing published reports, academic articles, and relevant legislation or policy documents issued by governments and official institutions, in order to map both completed and ongoing initiatives. Second, field research was undertaken through surveys administered to pupils and teachers, aimed at collecting primary data on perceptions and experiences related to resilience and radicalization. Detailed information regarding the methodology of these surveys is provided in the field research chapter of the Competences Pathway.

The conclusion which PRAISE partners came to is that countries have different regulations and laws that stipulate actions towards preventing radicalization. Adolescence is identified in many countries as a critical age, but there seems to be alarmingly little done in terms of acting against radicalization (or preventing against it). Many of the reports from the desk research show that the partner countries worry about adolescents being left alone in the vast flood of information and persuasion that internet consists of. Teens are, therefore, in dire need of acquiring strategies for improving critical thinking, listed as the primal competence that teachers think pupils need to develop in order to become more resilient against radicalization.

Intercultural dialogue was listed rather high as well, and apart from these two competences, many more were identified in the research: socio-ecological skills, adaptability to changes, constructive dialogue, understanding socio-cognitive factors shaping human behavior, lifelong learning and democratic behaviour.

As mentioned earlier, this work package served as an indicator for the way forward; thus, the identified competences became the main focus of the 8 modules created for the training of educators and students in the field of the project, materials which were comprised in the next project result.

Feel free to consult the entire document [here!](#)



2.3 WP 3 – Innovative training curricula & material for school students and piloting activities



For this project result, partners developed 8 innovative training materials, with the aim of enhancing students' and adolescents' socio-ecological resilience to radicalization and violent extremism. The training followed a blended learning model, combining face-to-face and work-based activities, with online resources delivered through the project's e-learning platform. The

materials are available in all partner languages to ensure broad accessibility across Europe and beyond. The course was designed to be flexible, multi-step, and long-term, integrating both instructor-led sessions and digital learning opportunities.

Post-development, a piloting phase was organized by each partner, involving a total of 286 students and 84 educators, with teachers acting as online coaches. Educators came from different fields, such as: Romanian, Greek, English, Physics, IT, Biology, Technological Education, Maths, Chemistry, Social Education, P.E., French, History, Geography, Religion, Arts - while in Romania, teachers from Primary education were involved in the piloting activities as well. A more detailed description of the process is included in the next chapter of this document.

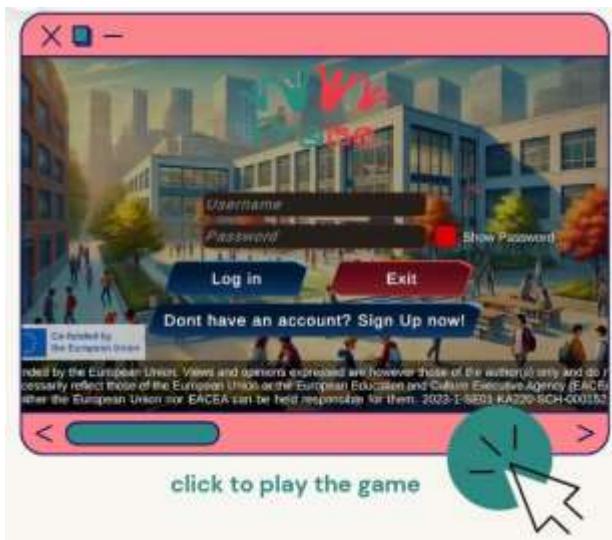
2.4 WP 4 – PRAISE e-learning platform and digital boardgame

One of the most useful project results consists in an e-learning platform, designed with multifold purposes, among which:

- ✓ to develop and distribute learning materials available to all visitors of the platform;
- ✓ to create an international and interactive online network, thus enabling a sense of community and connectivity, which does not only give educators and students more peer support, but also strengthens their European identity.

The PRAISE e-learning platform is structured in such a way as to offer visitors basic information about the project (objectives, activities, partnership); yet, most of the space is dedicated to online courses - the material partners have developed - which are freely accessible upon registration. There are 8 training modules for teachers and 8 modules addressed to students, each mentioning the main competences envisaged by the contents.

Based on the positive feedback offered by both teachers and students during the piloting activities, we are pleased to say that most visitors of the PRAISE platform recognized its educational value, usability and relevance.



against any form of extremism or radicalization.

We believe that the PRAISE resources are especially effective in fostering dialogue, intercultural understanding and engagement with social issues! Consequently, we kindly invite you to register on the platform to test them yourselves!

<https://praiseproject.eu/>

<https://praise-game.eu/>

2.5 WP 5 – PRAISE toolkit for teachers and educators & awareness raising

The last project result is targeted at teachers, school educators, relevant stakeholders and policy makers and it includes **practical information** on how teachers, school educations and other relevant experts can apply PRAISE outputs in their every-day work, in order to support their students and achieve “radicalization-free” European school environments.

Through this toolkit, PRAISE partners wanted to bring their contribution to fulfilling one of education's essential roles, that is to promote a culture of peace and non-violence. We once again hope to make teachers and other experts with a role in education aware about how important it is to provide protection, stability, essential knowledge and life skills to the young generation, so as to minimise the negative impact of conflicts, extremism and irrational behaviour. The resources included in this toolkit, which will later be presented in detail, are meant to support teachers, who are at the front line, develop their students' competences so that the latter will enter society and develop their active citizenship.

3 PIOTING ACTIVITIES

3.1 General data

This piloting process was planned for 4 months, from March 2025 to June 2025, and it followed a clear, two-phase structure, designed to assess the effectiveness, usability, and educational impact of the PRAISE Platform and the digital board game in promoting students' critical thinking, resilience, and awareness of radicalization. During the implementation phase, students and teachers were introduced to the PRAISE Platform and its modules, as well as to the digital board game. Next, during the evaluation phase, participants were asked to complete post-assessment questionnaires with the purpose of offering feedback about their experience and reflect on the knowledge and competences they developed.

We used three different questionnaires, designed distinctively for every target group – teachers, students and members of the National Strategic Advisory Group. The surveys were conceived according to the role of the participants, their relationship with the school and their responsibilities in constructing an inclusive, democratic, tolerant, progressive society.

3.2 National reports

All the data collected with the help of questionnaires and informal discussions was included, by each partner, in a national report. It contains specific information related to the piloting process (when the informative sessions were organized, how many people were involved, whether



students worked individually or collaboratively to explore selected modules, how the questionnaires were delivered - during the face-to-face meetings or via email, etc). The reports also include the feedback received from the participants in the piloting process, some of it presented in a more detailed form in the next session.

3.3 Collected Feedback

The overall satisfaction expressed by both students and educators regarding the PRAISE piloting experience was very positive. Participants appreciated the structure and clarity of the process, the relevance of the topics and the engaging nature of both the platform and the digital game. The implementation was described as smooth and well-organized, with activities that successfully combined learning, reflection, and interaction.

During the follow-up discussion, both groups expressed genuine appreciation for the opportunity to explore the topic of resilience to extremist and radicalized behaviours in such a comprehensive and structured way. They remarked that the information presented was insightful and thought-provoking, and several participants noted that they were grateful to have been introduced to these materials.

Educators, in particular, emphasized that they would feel confident recommending the platform and the game to their peers, and students expressed interest in continuing to explore the topics beyond the piloting session

In the piloting process, partners also collected suggestions for improvement of the e-learning platform and the digital boardgame. Some students faced login difficulties or assumed their school credentials could be reused. Therefore, they suggested streamlining the registration process and providing clearer instructions in order to reduce frustration. Teachers and students suggested adding multimedia elements (e.g., videos, animations) to cater to different learning styles and maintain student interest. NSAGs and educators noted that connecting the content more explicitly to students' everyday lives and social environments could increase impact and engagement.

Based on the national reports, *Stimmuli for Change*, one of the Greek partners, created a transnational report. We wholeheartedly recommend you check it [here!](#)



4. TOOLS AND RESOURCES

4.1 The general framework

Partners involved in this project have come to the conclusion that the role of teachers in the prevention of radicalization is significantly understudied. The phenomenon of radicalization is constantly evolving, which in turn requires an ongoing search for new tools and solutions. Formal education needs to speed up its responses to current societal challenges in order to keep up with the ever-growing pace of developments.

Starting from the 16 training modules, designed for both teachers and students, and based on the scenarios included in the digital boardgame, we developed a set of lesson plans which educators can use in order to develop their students' resilience to radicalization. When creating these tools, we also took into consideration the feedback from experts during the piloting process. Therefore, some of the activities shared as examples emphasize the idea that the chance of being heard changes their relationship with the outside world. It not only teaches students tolerance and acceptance but also raises their self-esteem. The creation of spaces for dialogue at the grassroots level has in fact proved pivotal in contributing to the prevention of youth violent radicalization. This also helps them feel like an integral part of the group.

All the lesson plans follow the same structure, teachers being offered some instructions and recommendations related to the duration of the activities, materials needed, links to further resources. We must also add that these lesson plans can be adapted to the particularities of each target group, teachers and other educational experts being aware of their specific contexts, and personal needs of their students.

4.2. Teaching resources provided by partners

4.2.1 Sandgärdskolan (SWEDEN)

Example 1

Title of the activity: Understanding democratic values through drama

Duration of the activity: 45 minutes

Main subject: Social Sciences, drama

Level/Age of the students: 13-18 years old

Main objectives:

- To develop mutual understanding among students what a democratic conversation could be like

- To understand the role of emphasis in oral interaction

Methods and techniques

- Pairwise drama dialogue,
- Written reflection

Materials / Resources used

- Printed pieces of dramatic work (either drama or prose)
- the PRAISE Digital Board Game

Description of the activity:

Students are paired two and two and given a piece of written drama (a conversation from a play or a novel). In the inspirational piece for this idea, the Royal Shakespeare Company used a part of the first scene in act 1 in Romeo and Juliet. The most important part to remember is that it should be a piece with two persons arguing.

The pupils first get to read the piece next to each other as they sit, and then they stand up making the same conversation. After five minutes of practising like this, the whole class lines up in two lines opposing each other, five meters between them. This means that everybody will speak at the same time. Each student needs to face their partner and speak up in order to hear each other. It is important that they keep eye contact. The last step is that the two lines turn 180 degrees, so that they do not face each other any longer. This means that each student needs to listen carefully for their partner's specific voice to be able to do the drama.

To vary the activity, students can be asked to use specific voice pitches or sound as they speak to very much younger or older recipients. They can also be asked to speak as if they love or admire the person they interact with.

As a final reflection, students talk to somebody they did not interact with to share experiences of the different conversations. The lesson is finished with 10-15 minutes of playing the PRAISE Digital Boardgame where the students will find new situations where clear communication is important.

New knowledge acquired

- Adjusting voice to situation in oral conversation
- Realizing how a specific message can be changed by changing situation or surrounding
- Some knowledge of literature

Follow-up:

Students write down their experiences individually and are asked to include parts where they reflect upon how tone of voice affects message.

Example 2

Title of the activity: Democracy is the way forward!

Duration of the activity: 45 minutes

Main subject: Social studies

Level/age of the students: 13-16 years old

Main objectives

- Increase knowledge about democratic behaviour
- Be aware of the difference between direct democracy and representative democracy

Methods and techniques

- Lectures
- Group work
- Presentations

Materials/resources used

- classroom, student laptops, whiteboard, tv or video projector
- <https://www.youtube.com/shorts/eihGclAHoX0>

Description of the activity

The teacher shows a short film about direct and representative democracy. Students reflect 30-60 seconds about what they just viewed. The teacher continues with a short lecture about the two different ways of democracy and writes this up on the whiteboard for the students to see. Students form small groups of 4-5 students, in which they talk about the film and the lecture and prepare short presentations of the two different ways of democracy. Each presentation must have one example of direct and representative democracy. The groups each present their examples for the other groups.

New knowledge acquired

- The difference between direct and representative democracy
- Aspects which can help students identify direct and representative democracy

Follow up

The students are now prepared to answer different questions about direct and representative democracy. This can be done by asking the students later on to write a short essay or simply just discuss this under another lesson.

Example 3

Title of the activity: Little red riding hood in court!

Duration of the activity: 45 minutes

Main subject: Social studies/English/native language

Level/age of the students: 13-16 years old

Main objectives

- Increase knowledge about juridical procedure
- Practice argumentation techniques
- Knowledge about classic stories

Methods and techniques:

- reading
- group work
- discussion
- voting

Materials/resources used:

- Classroom, printed text
- Teacher that reads the story and acts as a judge
- Wig for the judge

Description of the activity:

The teacher reads the story about Little Red Riding Hood. Preferably a rather short version of it.

Five persons in the class are given the roles of:

- Little Red Riding Hood
- The mother
- The wolf
- The Hunter
- Granny

The rest of the class becomes the jury. When the story is read, the different characters are given a couple of minutes to prepare to defend their actions in the story. Little Red Riding Hood is, for example, preparing to defend the fact that she spoke to strangers in the forest and did not go straight to Granny's. The mother is defending the fact that she sent a little girl into the forest on her own and so on.



The teacher now acts as both prosecutor and judge and tries to get the five characters to explain why they did what they did. The class has a vote at the end of the lesson to decide who is most guilty to the horrible death of Little Red riding Hood, her Granny and in the end the Wolf.

New knowledge acquired:

- Debating techniques.
- Language proficiency.
- The work of a court and how a trial is conducted

Follow up:

The story about Little Red Riding Hood could be followed up by another classic story with an ethical dilemma in it.



4.2.2 Innovation Hive (GREECE)

Example 1

Title of the activity: Mission resilience against radicalization

Duration of the activity: 50 min

Main subject: Civic and Social Education / Citizenship Education

Level/Age of the students: 13-17

Main objectives:

The purpose of this activity is to help students explore **socio-ecological resilience** in the context of school life and understand how it acts as a protective factor against radicalization. Resilience here is presented not just as an environmental concept but as a social-ecological system that combines people, relationships, values, and community responses.

By the end of the session, students will be able to:

- Understand resilience as the ability of school communities to **adapt, recover, and grow stronger** when facing social pressures such as exclusion, online hate, or extremist narratives.
- Recognize **the protective role of resilience** against radicalization by identifying how inclusion, empathy, and strong community ties prevent isolation.
- Develop critical thinking skills through gameplay by analyzing scenarios, evaluating consequences, and making decisions as a group.
- Strengthen **teamwork and dialogue** by collaborating with peers to overcome challenges in the digital serious game.
- Reflect on **practical applications of resilience** in their everyday school context.

Methods and techniques (including organizational forms):

The session follows an experience–reflection–application cycle:

- Experience: Students play the digital serious game in groups, encountering questions and dilemmas related to resilience.
- Reflection: They discuss their experiences as a class, analyzing both the content and their decision-making process.
- Application: Students connect the insights from the game to their own school environment and propose resilience-building actions.



This approach emphasizes active participation, peer exchange, and contextual learning rather than frontal teaching.

Materials / Resources used (including digital resources)

- Digital devices (computers, tablets, or laptops) with internet access.
- The digital serious game on socio-ecological resilience (provided).
- Educational material accompanying the game (framework, definitions, real-life examples).
- A board or large sheet of paper for note-taking during the debrief and collective mapping.

Description of the activity:

Phase 1 – Introduction: Setting the Scene (5 minutes)

The teacher introduces the concept of socio-ecological resilience using a relatable metaphor:

Imagine our school is like an ecosystem. When a storm comes, some trees break, but others bend and stand tall again. The strength of the forest lies not in one tree but in how all the trees, animals, and soil support each other. Our school works the same way — resilience means we can face challenges together, adapt, and keep growing.

Students are asked to share quick examples from their own lives or school where they noticed resilience (e.g., overcoming conflict, adapting during a crisis, helping peers in need). This creates a personal connection to the concept before gameplay begins.

Phase 2 – Gameplay: Exploring Resilience (20 minutes)

Students form small groups and begin playing the digital serious game. The game includes both factual challenges and situational dilemmas, requiring students to think critically and work as a team.

While groups are immersed in the game, the teacher circulates and observes their discussions, occasionally prompting them with reflective questions such as:

- “What values are guiding your choice here?”
- “Does this decision benefit only a few people or the whole school community?”
- “How might this choice affect the future, not just the present?”

This ensures that gameplay stays anchored in the theme of resilience as a protective factor against radicalization, not only as a matter of right or wrong answers.



Phase 3 – Collective Reflection (20 minutes)

Once gameplay ends, the class gathers for a whole-group discussion. Each team is invited to describe one challenging situation from the game and how they resolved it.

The teacher facilitates the conversation by mapping ideas on the board or a large sheet. Key themes are drawn out:

- What makes a school resilient (trust, cooperation, diversity, open dialogue).
- How lack of resilience can create vulnerabilities (isolation, misinformation, “us vs. them” thinking).
- How resilience in schools can counteract radicalization by strengthening belonging and shared responsibility.

To conclude, the class works together to identify three concrete actions that could strengthen resilience in their own school community. These are written down and can serve as a reference for follow-up projects.

Follow-up:

1. Resilience Hero Challenge

Students design a symbolic “Resilience Hero” for their school. This character embodies strategies for keeping the community safe, inclusive, and adaptable (e.g., a hero who connects people, who protects diversity, or who transforms conflict into cooperation). The heroes can be presented visually or through short storytelling.

2. Our School Ecosystem Map

Students create a simple map of their school as if it were an ecosystem. They identify “strong roots” (factors that already support resilience, like student clubs, peer mentoring, safe spaces) and “weak spots” (areas where vulnerabilities exist, such as bullying or lack of voice). Together they brainstorm actions to strengthen the weak spots.

4.2.3 *Stimuli for Social Change (GREECE)*

Example 1

Title of the activity: Mission critical thinking

Duration of the activity: 50 min

Main subject: Civic and Social Education / Citizenship Education

Level/Age of the students: 13-17

Main objectives: Students join forces as critical thinkers' trainees to stop the spread of radical ideas and misinformation in a virtual world under threat. Their tool? The PRAISE Digital Board Game – a challenge-packed adventure where every decision matters. Along the way, they'll learn how to spot manipulation, stand up for their values, and build resilience like real social superheroes.

- Recognize how radical ideas and misinformation can spread in online and offline environments.
- Strengthen their critical thinking skills by evaluating arguments, intentions, and digital content during gameplay.
- Make informed, value-driven decisions in complex social scenarios.
- Build resilience against manipulation, peer pressure, and extremist narratives.
- Collaborate effectively in teams, communicating and justifying their choices.
- Reflect on real-life applications of their learning to become active, responsible digital citizens.

Methods and techniques (including organizational forms):

- Game-based learning Students engage with the PRAISE Digital Board Game, which simulates real-life social situations where they must make thoughtful, value-driven decisions.
- Collaborative learning & decision-making Working in small groups, students collaborate to discuss choices, weigh consequences, and support each other in gameplay. This strengthens their communication skills, critical dialogue, and shared responsibility in decision-making.
- Guided Reflection After gameplay, students participate in structured reflection sessions—either orally or digitally—where they analyze their in-game choices, share insights, and connect their learning to real-life contexts.
- Role-Play & Peer Learning The game encourages students to step into fictional roles and navigate dilemmas from multiple perspectives. Through this process, they learn from



each other's reasoning and develop empathy by considering diverse viewpoints and social influences.

- Use of Digital Tools To activate student voice and interaction, digital tools are used for warm-ups, live polling, or exit questions. These platforms help create an inclusive, real-time feedback environment where every student can contribute.

Materials / Resources used (including digital resources)

- Digital devices (PCs, tablets, or laptops)
- Internet connection
- PRAISE Digital game: <https://praise-game.eu/>
- Mentimeter or Kahoot

Description of the activity:

◆ Phase 1 – Introduction (5 min)

At the beginning of the lesson, the teacher introduces the PRAISE Universe — a world where students fight back against radicalization using critical thinking. To kick off the session, the teacher launches a Mentimeter or Kahoot activity with the questions: “What is radicalization?” and “How do you think we can fight back against radical ideas?”

◆ Phase 2 – Let’s enter the game zone of PRAISE (20 min)

Students dive into the PRAISE Digital Board Game on their devices, working in small groups to navigate tricky choices, and face mini-dilemmas related to radicalization. As they progress through the game, the teacher takes on the role of a “Mission Commander,” moving between groups to check in, offer support, and pose guiding questions such as, “Can you back up that choice?” or “What’s the hidden message here?” This encourages students to reflect critically on their decisions and deepen their understanding of the game’s themes.

◆ Phase 3– Let’s debrief (20 min)

Each group shares a moment from the game where they felt challenged and explain how they approached and solved the situation. Following the group presentations, the teacher facilitates an open class discussion, encouraging students to draw connections between the game and their real-life experiences. Guiding questions such as “How is this like what happens in real life?” and “What would you do differently next time?” prompt students to reflect on their choices, the consequences, and the relevance of critical thinking in everyday contexts.



Follow-up:

The follow-up activities are designed to extend the learning experience using the PRAISE Platform. In the first task, "The critical thinker," students use insights from Module 6 to design their own Critical Thinking Superhero. In the second activity, " CRITICAL THINKING AND TIK TOK," students select a trending TikTok post and analyze it using the 5W method, applying critical thinking tools introduced through the PRAISE Platform to assess the content's reliability and intent.

Example 2

Title of the activity: The critical thinker

Duration of the activity: 50 min

Main subject: Civic and Social Education / Citizenship Education

Level/Age of the students: 13-17

Main objectives: To equip students with an understanding of the key features of critical thinking and how it contributes to personal and community resilience against manipulation and radicalization. Through engaging with PRAISE Platform's Module 6 and creatively designing their own "Critical Thinker" hero, students will apply their knowledge in practice while strengthening their teamwork, communication, and creative expression skills.

- Understand the key features of critical thinking.
- Explore how critical thinking supports resilience and protects against manipulation and radicalization.
- Apply their understanding by designing a fictional "Critical Thinker" hero.
- Develop their teamwork, communication, and creative skills.
- Methods and techniques (including organizational forms):
- Collaborative learning: Students work in small groups to create the "critical thinker" and discuss ideas.
- Blended Learning – combining online learning via the PRAISE Platform (Module 6) with face-to-face classroom activities.
- Peer Learning – group presentations of "Critical Thinkers" foster idea exchange and mutual feedback.



- Reflective Learning – individual and group reflection through guided questions or digital tools like Mentimeter.

Materials / Resources used (including digital resources)

- PRAISE Platform: <https://praise-platform.eu>
- Paper
- Markers
- Devices (PCs/tablets),
- Poster board or digital tools
- Digital devices (PCs, tablets, or laptops)
- Internet connection

Description of the activity:

◆ Phase 1- Introduction (5 min)

At the beginning of the lesson, the teacher launches an interactive activity using Mentimeter or Kahoot to engage students with the question: “If critical thinking were a person, what would they look like?” Following the activity, a class discussion takes place on why critical thinking is important today – especially online.

◆ Phase 2- Exploration through the PRAISE Platform (15 min)

Students working in pairs explore Module 6 of the PRAISE Platform, which focuses on topics related to critical thinking. Specific instructions are given to them, as they have to read only the section on “What critical thinking is”, “Benefits of Critical Thinking”, “What Characterizes Critical Thinkers?”

◆ Phase 3- Exploration through the PRAISE Platform (20 min)

Divide the students into groups. Provide each team a A3 paper. Ask them to design their own “critical thinker” character. They should decide on the following characteristics:

- Name
- Skills
- Slogan or quote
- Visual presentation
- One challenge that they face

◆ Phase 4- Pitch and reflect (10 min)





Each group presents their “Critical Thinker” character in a short pitch, explaining its name, powers, and how it represents the core elements of critical thinking. Following the presentations, students are guided through a brief reflection using questions such as: What did I learn about critical thinking today?, How does critical thinking help me in real life?, and When can I be a Critical Thinker myself? Optionally, the teacher may use Mentimeter or Kahoot to collect and visualize students’ responses in real time.

New knowledge acquired

- Understanding what critical thinking is and why it is important in everyday life.
- Identifying the characteristics of a critical thinker (e.g., open-mindedness, reasoning, skepticism, fairness).
- Experiencing how to work collaboratively to analyze, discuss, and present ideas.

Follow-up:

- Students create a comic strip or digital story where their Critical Thinker faces and solves a misinformation case.
- Display posters of all “Critical Thinkers” in class or on school media to raise awareness.

Example 3

Title of the activity: CRITICAL THINKING AND TIK TOK

Duration of the activity: 50 min

Main subject: Civic and Social Education / Citizenship Education

Level/Age of the students: 13-17

Main objectives: To help students develop critical thinking and digital awareness skills using real-life examples from social media, and to engage them through the PRAISE digital game, enhancing their socio-ecological resilience and preventing radicalization.

- Practice identifying credible and non-credible information sources.
- Understand core concepts of critical thinking (e.g. reasoning, argumentation, evidence).
- Apply the 5W model (Who, What, When, Where, Why) to analyze digital content (e.g. TikTok videos).
- Understand the concept of radicalization in a simple and age-appropriate way.
- Engage with the PRAISE digital board game and reflect on their in-game decisions.
- Reflect on their personal role and responsibilities in the digital world.



Methods and techniques (including organizational forms):

- Collaborative learning: Students work in small groups to analyze videos and discuss ideas.
- Class discussion: The teacher leads open conversations to share opinions and reflections.
- Hands-on digital activities: Students use tablets or computers to access the PRAISE platform.
- Guided reflection: Students think about what they learned and how it connects to their lives.
- Use of online tools: Tools like Mentimeter or Kahoot are used to make learning more fun and interactive.

Materials / Resources used (including digital resources)

- Digital devices (PCs, tablets, or laptops)
- Internet connection
- PRAISE Platform: <https://praise-platform.eu>
- TikTok videos (or fictional examples)
- Group work sheets: 5W model + reflection form
- Interactive tools: Mentimeter or Kahoot

Description of the activity:

◆ Phase 1 – Introduction to Critical Thinking (15 min)

- Mentimeter/Kahoot activity: “What does critical thinking mean to you?”
- Class discussion using real TikTok examples or fictional cases (e.g. “*Can you trust everything you see online?*”).

At the beginning of the lesson, the teacher launches an interactive activity using **Mentimeter or Kahoot** to engage students with the question: “*What does critical thinking mean to you?*” This helps activate prior knowledge and encourages participation. Following the activity, a class discussion takes place using real or fictional TikTok examples to prompt reflection on online content, addressing questions such as “*Can you trust everything you see online?*” and encouraging students to think critically about the reliability of digital information. Some of the TikTok videos you can use are the following ones:

- Video 1: Explosion of the Greek volcano in Santorini:
<https://www.tiktok.com/@laastember/video/7470948710185225514>
- Video 2: A kraken octopus: <https://vm.tiktok.com/ZNdjPLkst/>

- Video 3: Cruise ship vs waterfall: <https://vm.tiktok.com/ZNdjPfo7t/>

◆ Phase 2 – Group Work: TikTok Analysis (20 min)

In order to analyze the video, students first log in to the [PRAISE Platform](#). Working in groups, they explore Module 6, which focuses on topics related to critical thinking. They are given 25 minutes to read through the module and complete the final quiz. After completing the module, students continue working in their small groups to analyze a short video using the 5W model (Who, What, When, Where, Why). Each group then presents their findings to the class. The teacher wraps up the activity by facilitating a brief discussion on key concepts such as misinformation, influence, and bias in digital content.

◆ Phase 3 – Reflection and Discussion (15 min)

Students complete a reflection sheet or respond to real-time questions via Mentimeter or Kahoot, such as:

- What surprised you?
- Which video helped you further develop your critical thinking?
- How is this connected to real life?

New knowledge acquired

- How you can use your critical thinking on social media
- How to recognize misinformation and biased content
- The importance of asking questions before believing or sharing something online

Follow-up: The teacher may assign a brief task, such as writing a short paragraph or creating a poster/video, where students apply what they learned to a real-life issue (e.g., identifying trustworthy sources online or countering misinformation on social media). This helps consolidate learning and encourages ongoing awareness beyond the classroom.

4.2.4 CSI Center for Social Innovation LTD (CYPRUS)

Example 1

Title of the activity: Intercultural Dialogue in Action: Understanding through Role-play

Duration of the activity: 45 minutes

Main subject: Human Rights, Social Sciences

Level/Age of the students: 13-18 years old

Main objectives:

- To develop a clear understanding of what intercultural dialogue (ICD) entails
- To identify key conditions for successful and meaningful dialogue across cultures
- To raise awareness of common barriers to intercultural communication in European school environments

Methods and techniques:

- Group role-play
- Guided plenary discussion
- Written reflection

Materials / Resources used

- Scenarios based on Module 8 (Students)
- Role cards (cf. Annex)
- Flipchart or whiteboard
- Student reflection sheet (cf. Annex)

Description of the activity:

Students work in groups with assigned roles (e.g., student, teacher, bystander) and act out a scenario involving cultural misunderstanding. After presenting their role-play, each group reflects on what principles of ICD were applied. The activity concludes with a class discussion on how cultural awareness can improve everyday interactions.

New knowledge acquired

- A deeper understanding of intercultural dialogue
- Recognition of cultural diversity as a strength in the school environment
- Enhanced empathy and listening skills

Follow-up:

Students draft a personal pledge outlining one way they will contribute to respectful cultural dialogue in their community.

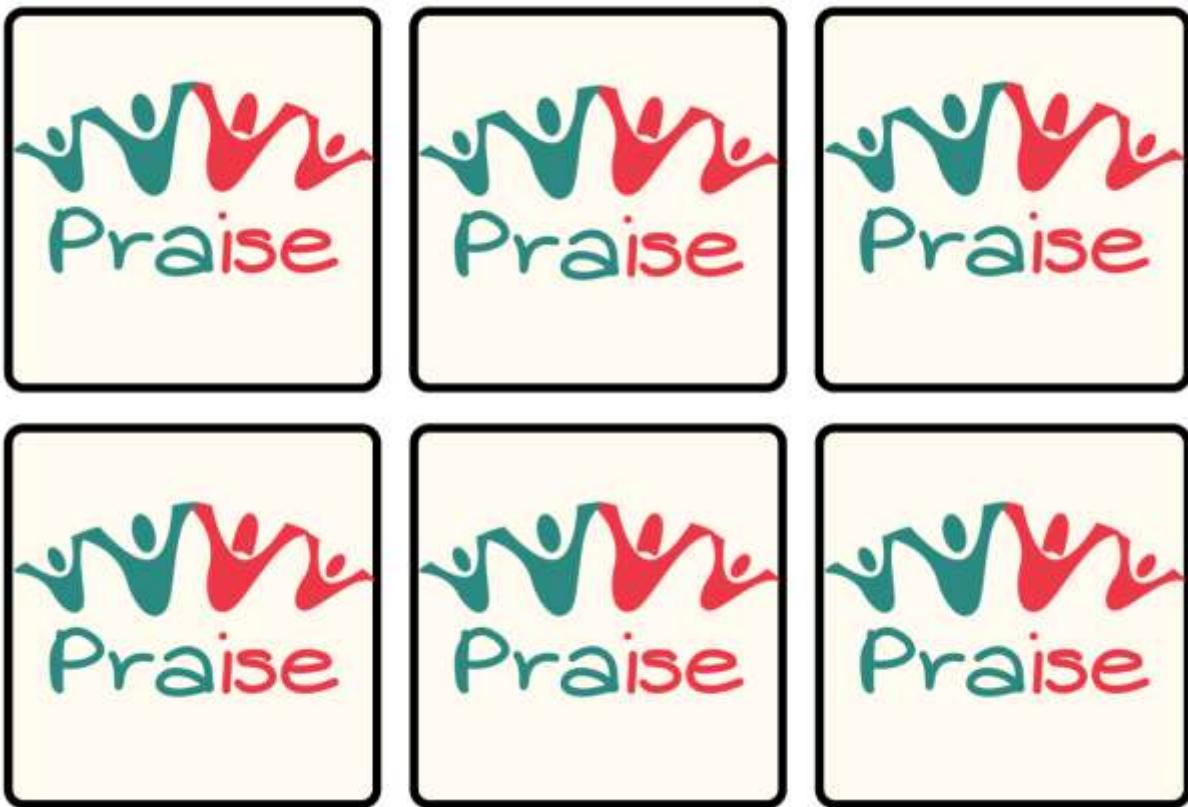
Annex:

Role-play cards (recto):

<p>THE NEW CLASSMATE</p> <p>Scenario: A new student from another country joins the class. She wears traditional clothes and has limited language skills. Some classmates laugh at her accent. One student decides to intervene.</p> <p>Roles: New student, Bystander, Intervening student, Teacher.</p>	<p>THE GROUP PROJECT</p> <p>Scenario: Two students are partnered for a group project. One has migrant background and feels ignored during decision-making. The teacher encourages open dialogue.</p> <p>Roles: Student A', Student B', Teacher, Observer.</p>	<p>THE HOLIDAY DEBATE</p> <p>Scenario: A heated discussion arises during a debate on religious holidays. One student feels their culture is not respected. The dialogue must de-escalate the tension.</p> <p>Roles: Speaker A', Speaker B', Classmate, Moderator</p>
<p>THE NAME MISUNDERSTANDING</p> <p>Scenario: A new student has a name that classmates find hard to pronounce. Several students shorten it or give her a nickname without asking. She feels uncomfortable but does not speak up.</p> <p>Roles: Student with non-local name, Peer using nickname, Supportive classmate, Teacher</p>	<p>THE EXCLUDED MEAL</p> <p>Scenario: During lunch, a group of students comment loudly about the smell and appearance of a packed meal brought by a classmate from a different cultural background. The student becomes visibly upset.</p> <p>Roles: Student with packed lunch, Commenting peer, Quiet observer, Head teacher or mediator</p>	<p>THE FASTING STUDENT</p> <p>A student chooses to fast for religious reasons during a school celebration that includes shared food and drink. Some peers tease them or ask intrusive questions.</p> <p>Roles: Fasting student, Curious peer, Teasing peer, School staff member addressing the situation</p>



Role-play cards (verso):



Link to role-play cards' editable template:

https://www.canva.com/design/DAGzB1IXxII/EZrpuHUHUXQS69tDxJbRJg/edit?utm_content=DAGzB1IXxII&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Reflection sample questions:

- Briefly describe the scenario your group role-played. What was the main issue?
- What role did you play? How did it feel to take on this perspective?
- What cultural misunderstanding or barrier was present in your scenario?
- What actions or behaviours helped improve the dialogue in your role-play?
- How could this kind of situation happen in real life at school?
- What skills did you practise during this activity (e.g., active listening, empathy, respect)?
- One thing I learned about intercultural dialogue today is: _____
- One way I can use this learning in my everyday life is: _____



Example 2

Title of the activity: Mapping Our Identities: Exploring Culture and Self-Awareness

Duration of the activity: 45 minutes

Main subject: Social Sciences, Citizenship Education

Level/Age of the students: 13-18 years old

Main objectives:

- To explore the concept of cultural identity
- To recognise how culture shapes perspectives and behaviour
- To increase self-awareness and openness to diversity

Methods and techniques:

- Individual self-mapping
- Peer interviews
- Classroom sharing
- Materials / Resources used
- Printed identity map templates (cf. Annex)
- Pens/markers

Description of the activity:

Students create a personal identity map reflecting their cultural influences (e.g., language, traditions, family values). They interview a partner about similarities and differences in their maps, then share observations with the class. A guided discussion follows on how these cultural elements shape views and assumptions.

New knowledge acquired

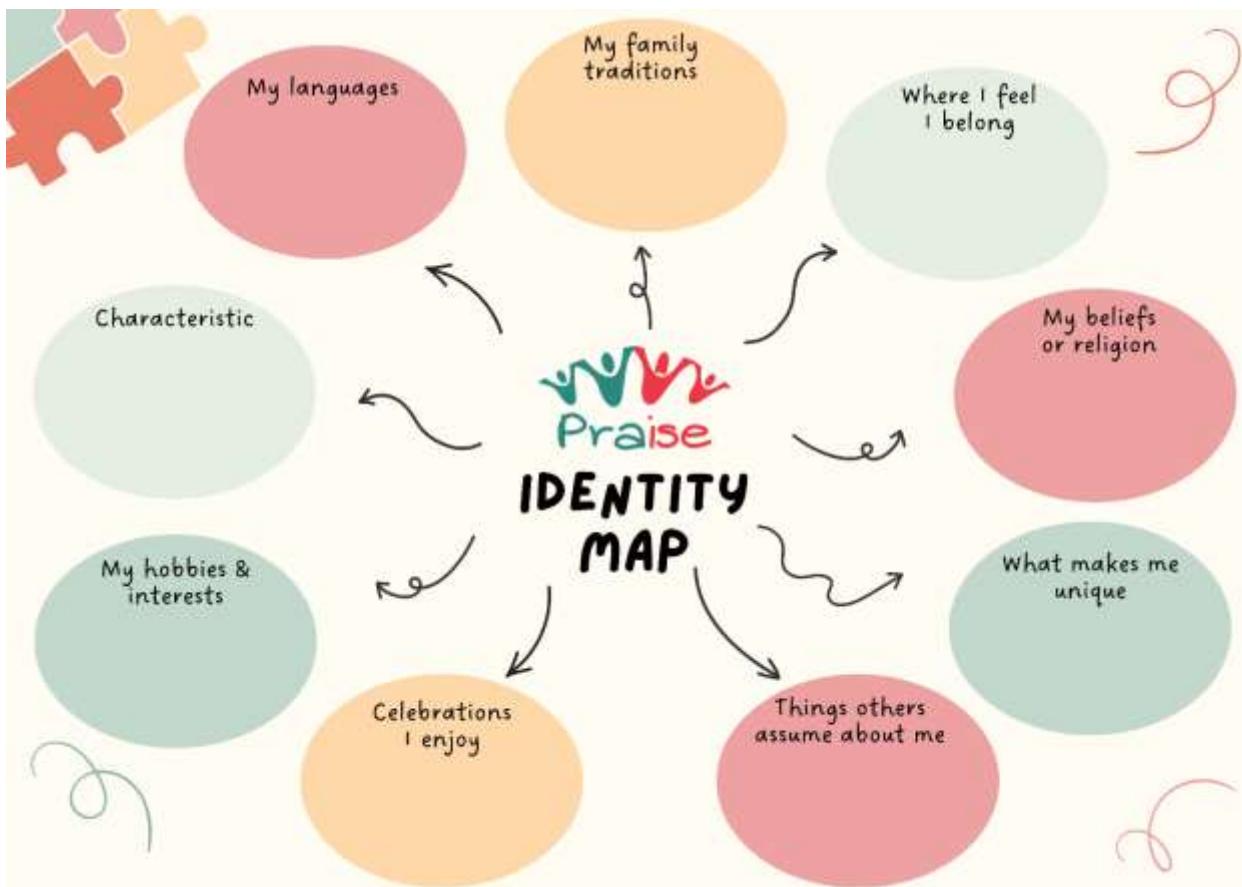
- Understanding of the multifaceted nature of identity
- Recognition of shared and differing cultural values
- Increased capacity for empathy and perspective-taking

Follow-up:

- Students write a journal entry titled “What surprised me about my own or my partner’s identity map”.
- Based on the aspects discussed in class, students are asked to write a 150-word essay about how cultural identity can influence a person and their relationship to others.

Annex:

Identity Map:



Identity Map editable template link:

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Example 3

Title of the activity: Cultural Curiosity: Building Intercultural Skills

Duration of the activity: 45 minutes

Main subject: Human Rights, Extracurricular

Level/Age of the students: 13-18 years old

Main objectives:

- To develop key intercultural competences including respect, listening and adaptability
- To practise asking culturally sensitive questions and sharing experiences
- To encourage meaningful dialogue among students from diverse backgrounds

Methods and techniques:

- Speed-dialogue
- Observation task
- Group debrief
- Materials / Resources used
- Question cards based on Module 8 (cf. Annex)
- Observation sheets

Description of the activity:

Students participate in a speed-dialogue activity where they ask and answer pre-prepared culturally relevant questions with multiple partners. Afterwards, they reflect in small groups on what they learned and how responses differed or aligned across cultures.

New knowledge acquired

- Stronger communication and listening skills
- Greater awareness of communication styles and cultural perspectives
- Confidence in participating in intercultural conversations

Follow-up:

Students propose one follow-up question they would like to explore further with a peer.

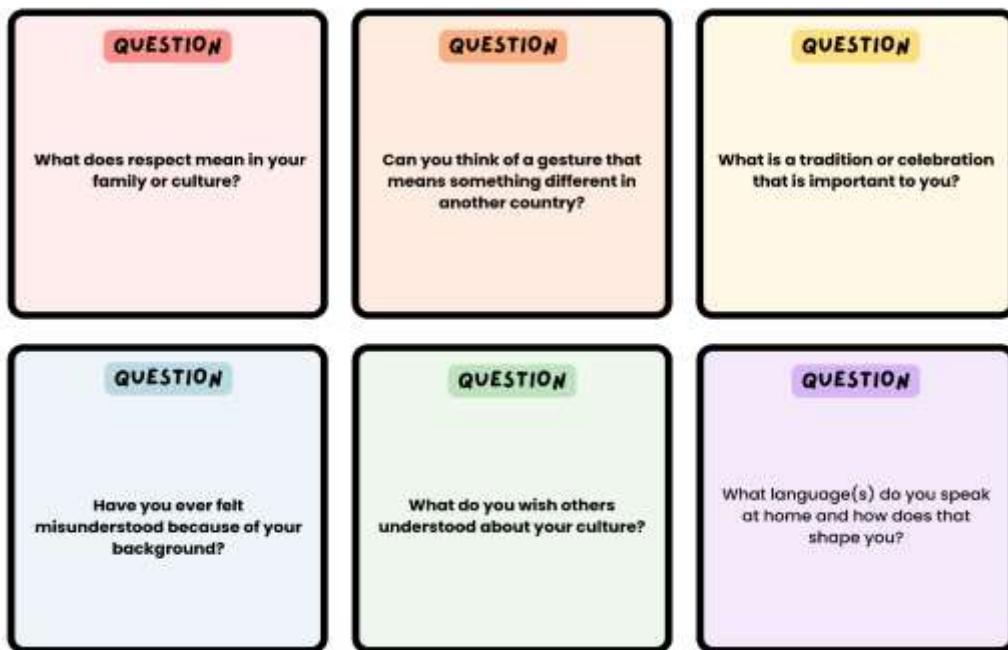
Annex:

Intercultural Dialogue Cards' editable template link:

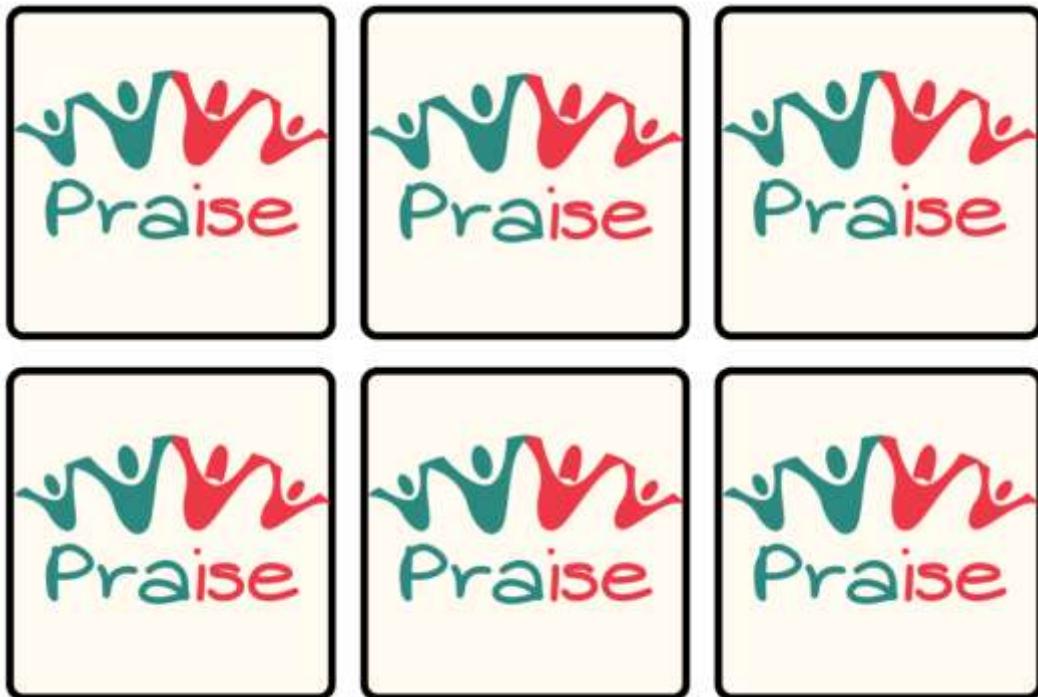
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Intercultural Dialogue Question Cards (recto)



Intercultural Dialogue Question Cards (verso)



Observation sheet:

Cultural Curiosity: Dialogue and Intercultural Skills Observation Sheet					
<p>While your partner is engaged in dialogue, quietly observe and reflect on their communication style. Focus on the intercultural skills being demonstrated. After the activity, discuss your feedback respectfully.</p>					
NAME: _____		DATE: _____			
Skill observed Active Listening (showing interest, not interrupting)	Examples or Evidence (What did they say/do?)	Comments	Skill observed Non-verbal cues (eye contact, posture, gestures)	Examples or Evidence (What did they say/do?)	Comments
Skill observed Asking thoughtful or respectful questions	Examples or Evidence (What did they say/do?)	Comments	Skill observed Adapting language or tone to the other person	Examples or Evidence (What did they say/do?)	Comments
Skill observed Showing openness to different perspectives	Examples or Evidence (What did they say/do?)	Comments	Skill observed Showing curiosity or empathy	Examples or Evidence (What did they say/do?)	Comments

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Observation sheet editable template link:

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Example 4

Title of the activity: Barriers and Bridges: Overcoming Stereotypes

Duration of the activity: 45 minutes

Main subject: Social Studies, Citizenship Education

Level/Age of the students: 15-18 years old

Main objectives:

- To identify common barriers to intercultural dialogue
- To understand how stereotypes affect relationships and trust
- To practise strategies for recognising and overcoming bias

Methods and techniques:

- Group discussion
- Critical incident analysis
- Whole-class brainstorm

Materials / Resources used:

- Scenario cards based on Module 8 (cf. Annex)
- Flipchart paper

Description of the activity:

Students analyse short “critical incidents” illustrating cultural misunderstandings. In groups, they discuss possible assumptions and cultural biases, and propose more constructive responses. The session ends with a class brainstorm on how to build inclusive environments in school.

New knowledge acquired

- Ability to recognise bias and prejudice in intercultural settings
- Understanding of inclusive behaviour
- Increased competence in navigating cultural complexity

Follow-up:

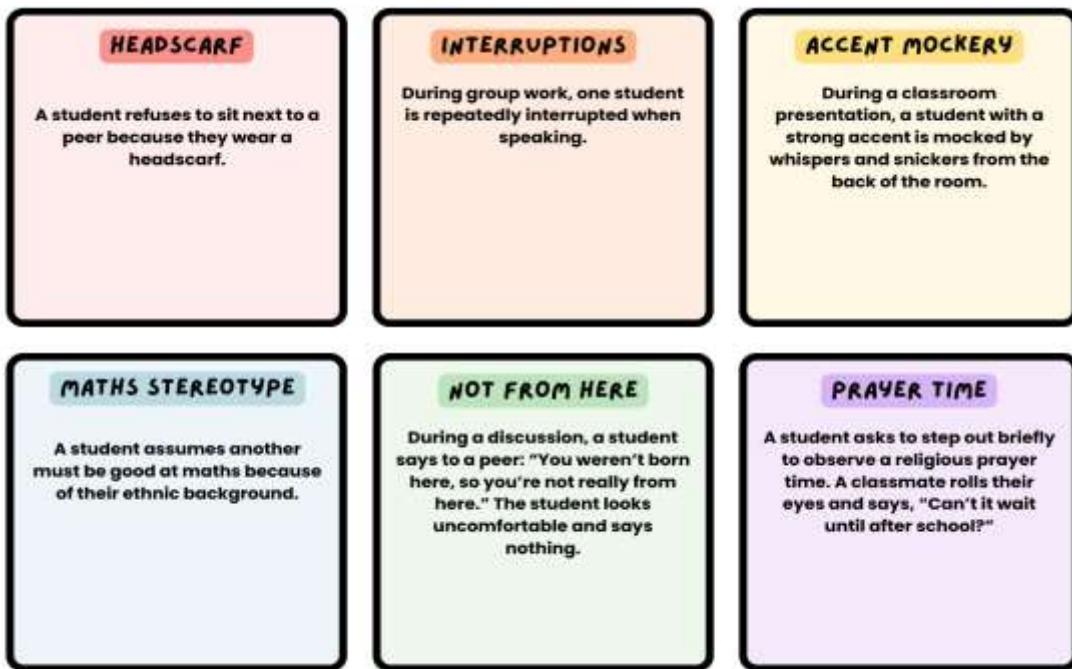
Each student writes an anonymous note on a stereotype they have heard and how they would challenge it.

Critical Incident Cards editable template link:

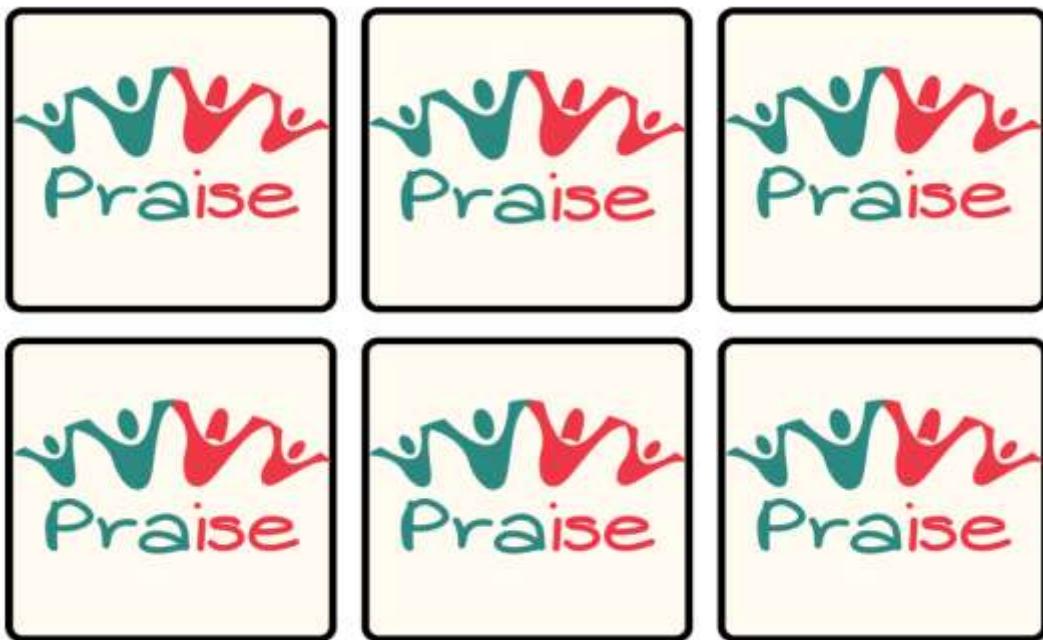
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Annex:

Critical Incident Cards (recto):



Critical Incident Cards (verso):



Example 5

Title of the activity: Digital Dilemmas: Learning from the PRAISE Game

Duration of the activity: 45 minutes

Main subject: Citizenship Education, Human Rights

Level/Age of the students: 15-18 years old

Main objectives:

- To apply concepts of intercultural dialogue through digital simulation
- To reflect on choices and consequences in culturally sensitive situations
- To relate game experience to real-life school and community interactions

Methods and techniques:

- Gameplay
- Peer discussion
- Structured classroom debate

Materials / Resources used:

- PRAISE video game (<https://praise-game.eu/>)
- Scenario summary sheets
- Debate cards

Description of the activity:

In small groups, students play a selected PRAISE game scenario. After noting key decisions and outcomes, they discuss the intercultural values involved. The session concludes with a debate using the prompt: 'Empathy is more important than being right in intercultural dialogue.' Students use their game experience to support their arguments.

New knowledge acquired

- Linking digital learning to real-world intercultural situations
- Improved capacity for empathy and ethical decision-making
- Ability to analyse intercultural dilemmas critically

Follow-up:

Students write a reflective paragraph from the perspective of a character in the scenario, focusing on what they learned.

Gamed-based scenario cards editable template link:

https://www.canva.com/design/DAGzB1sj_EA/PBSBQD4hppUnM-Cfbergiw/edit?utm_content=DAGzB1sj_EA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex:

Gamed-based scenario cards (recto):

ONLINE TEASING

In the game, the main character notices a group chat where a peer is being teased for posting a photo celebrating a religious festival. Some messages include laughing emojis and offensive stereotypes. Should the main character report the chat, speak to someone, or ignore it?

GROUP CHOICE

The main character must choose a group for a school assignment. One group has friends but often makes jokes about other cultures. The other group includes a quiet student from a different background. What choice promotes inclusion and respect?

CULTURAL CELEBRATION

The school is organising a virtual event where students share traditions. One character considers presenting a traditional dance but hesitates, fearing others will mock it online. Should they go ahead? How can classmates support them?

NAME CHANGE

A peer in the game changes their online username to sound "more local". They say it's easier that way. The main character wonders if they should speak up or let it go. What would you do?

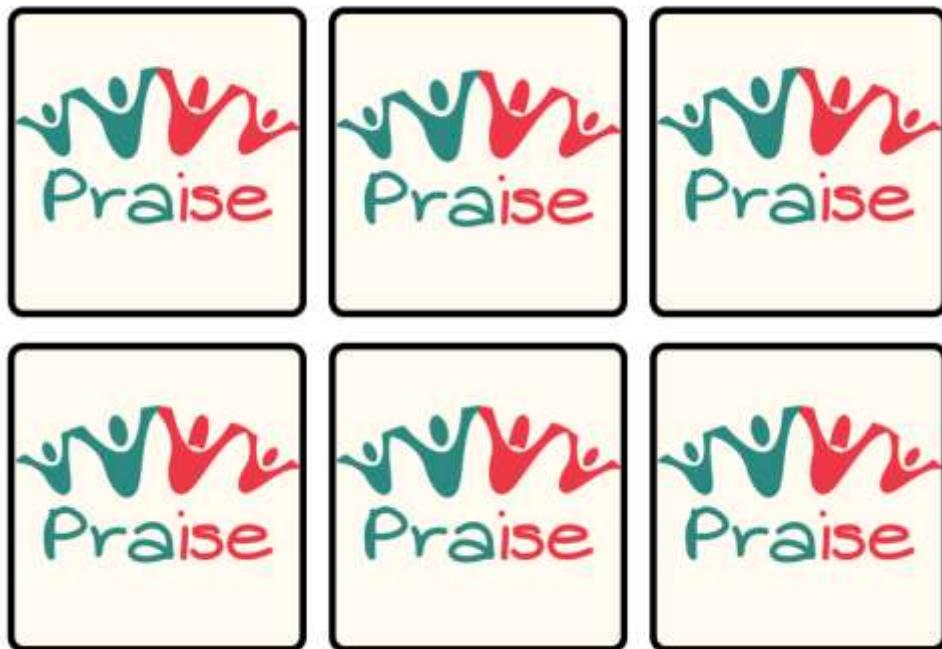
VIDEO COMMENT

A student posts a cultural cooking video as part of a class activity. A rude comment appears saying, "That looks disgusting." The main character sees it. How should they respond?

AVATAR MOCKERY

A student gets mocked for choosing an avatar with dark skin tone on their game profile. How should they respond?

Gamed-based scenario cards (verso):



4.2.5 Petit Pas Aps (ITALY)

Example 1

Title of the activity: Building Resilient Global Citizens: The Active Role of Lifelong Learning

Duration of the activity: 45 min

Main subject: Social Sciences/Studies, Civic Education, Human Rights, Communication, Media Education.

Level/Age of the students: Secondary School (15-18 years old)

Main objectives:

- Deepen the understanding of Lifelong Learning (LLL) not only as a prevention tool but as an active driver for the development of aware and resilient global citizens.
- Explore and value the key LLL competencies and values (resilience, Global Citizenship Education (GCED), respect for diversity, human rights, solidarity) in the context of building a peaceful and inclusive society.
- Analyze practical examples or public messages (e.g., social campaigns, articles, videos) that promote these competencies and values.
- Develop the ability to create messages or initiatives that encourage LLL and resilience competencies within their community.
- Strengthen students' active engagement in promoting non-violence, dialogue, and respect for diversity.

Methods and techniques (including organizational forms):

- Content Analysis / Exemplary Cases: Examination of materials illustrating the application of LLL competencies.
- Collaborative Group Work: Students will discuss and create messages or small campaigns.
- Brainstorming and Creative Ideation: To develop concrete proposals.
- Teacher-Guided Discussion: To connect analysis to active creation.
- Short Presentations: Each group shares their creations.

Materials / Resources used

- Module 5 Student Material: In digital format (projected) or printed, with a focus on sections like "LLL Benefits" , "LLL Role in Fighting and Preventing Violent Extremism and Radicalization" , and "Skills & Values to Prevent Radicalization" (Resilience , GCED , Respect for Diversity , Human Rights , Solidarity).



- Whiteboard/Flipchart and markers.
- Large sheets of paper (A3 or flipchart paper) and markers for campaign/message concept creation.
- Computer/Tablet and projector for presenting materials.

Description of the activity:

1. Introduction: LLL as a Proactive Factor (10 min):

- The teacher introduces the activity by shifting the focus from "reacting" to radicalization to "actively building" a resilient society through Lifelong Learning.
- A review of Module 5 is conducted, focusing on the benefits of LLL (developing critical thinking, adaptability, social cohesion, resilience ; helping to be open-minded, empathetic, respectful of cultural differences) and its role in strengthening commitment to non-violence and peace.
- The five key LLL competencies/values for prevention (Resilience , GCED , Respect for Diversity , Human Rights , Solidarity) are re-presented, emphasizing how they are pillars for active and conscious citizenship. The teacher can ask students for their quick definitions to ensure concepts are clear.
- It is explained that the activity will involve analyzing how these values are promoted and creating their own messages.

2. Group Work: Analysis and Creative Ideation (25 min):

Students are divided into small groups (4-5 per group).

Each group receives a set of examples of public materials (e.g., an article about a GCED initiative, a slogan from a human rights campaign, an image about solidarity, a short video on resilience).

Groups must:

- Analyze the Material: Discuss how the received material promotes one or more of the LLL competencies/values from Module 5 (Resilience, GCED, Diversity, Human Rights, Solidarity).
- Creative Brainstorming: Based on their analysis and the concepts from Module 5, each group must devise a message, slogan, or small initiative/campaign idea (e.g., a poster, an idea for a school event, a sketch) that promotes one or more of these LLL competencies within the school or community, with the aim of building a culture of peace and resilience.
- Prepare a Presentation: Prepare a short presentation (3-4 minutes) of their analysis and creative idea.





3. Sharing and Final Debriefing (10 min):

Each group presents their analysis of the material and their creative idea for promoting LLL competencies.

Teacher-guided discussion to connect student creations to Module 5 concepts:

- "What was the most interesting aspect of creating messages to promote LLL and resilience competencies?"
- "How can our daily actions and our ability for continuous learning contribute to countering narratives that lead to radicalization?"
- "How can we, as students, be active agents in promoting a school and community environment based on respect, solidarity, and human rights?"

The teacher emphasizes the importance of being resilient global citizens who contribute to creating a more peaceful and just world, as an objective of Lifelong Learning.

New knowledge acquired

- **Understanding LLL** as a proactive force for building a resilient and inclusive society, beyond simply preventing risk factors.
- **In-depth knowledge of LLL competencies** (Resilience, GCED, Respect for Diversity, Human Rights, Solidarity) and their active impact on society.
- **Development of communication and creative skills** in formulating positive messages and awareness campaigns.
- **Increased awareness** of their own role in promoting a culture of non-violence, dialogue, and respect for diversity.

Follow-up:

- Students could be encouraged to implement their campaign or message ideas in the school (e.g., create a poster, organize a small event).
- Research on youth organizations or movements that actively promote peace, human rights, or solidarity, and a discussion on how LLL is fundamental to their action.
- Creation of a "Resilient Lifelong Learner Manifesto" for the class.

Example 2

Title of the activity: Exploring and Responding: Lifelong Learning Through the Digital Board Game

Duration of the activity: 45 minutes

Main subject: Social Sciences/Studies, Civic Education, Human Rights, Social Psychology.

Level/Age of the students: Secondary School (15-18 years old)



Main objectives:

- **Interact** with the scenarios of the digital board game, recognizing elements of vulnerability to radicalization.
- **Critically analyze** the scenarios presented by the digital board game, identifying potential "push factors" and "pull factors" that can lead to violent extremism.
- **Apply key Lifelong Learning (LLL) competencies and values** (resilience, Global Citizenship Education (GCED), respect for diversity, human rights, solidarity) to formulate constructive and resilient responses to the dilemmas presented by the game.
- **Develop critical thinking** and collaborative decision-making skills in contexts that simulate complex social challenges.
- **Enhance awareness** of their potential to actively contribute to a more inclusive, peaceful, and resilient community.

Methods and techniques (including organizational forms):

- **Game-Based Learning:** The digital board game serves as the medium for exploring and applying Module 5 concepts.
- **Post-Gameplay Case Analysis:** Game scenarios are analyzed and discussed after the playing phase.
- **Collaborative Group Work:** Students interact in small groups for both playing and then analyzing and formulating responses.
- **Teacher-Guided Discussion:** To facilitate the connection between the game experience and the theoretical content of Module 5.

Materials / Resources used (including digital resources)

- PRAISE Project Digital Board Game: Accessible on computers or tablets (one per student group, or a central station with a projector for the whole class).
- Computers/tablets with internet connection.
- Scenario Observation and Analysis Sheet (per group): A printed or digital sheet to guide groups in taking brief notes during gameplay and then conducting in-depth analysis on 1-2 key scenarios after playing. The sheet includes sections for:
 - Brief description of the observed scenario.
 - Identification of potential "push" or "pull" factors present (as defined in Module 5).
 - Relevant LLL competencies to apply (resilience, GCED, respect for diversity, human rights, solidarity).
 - Proposed solution/strategy based on LLL competencies.
- Module 5 Summary Material: Brief reference sheets with definitions of "push factors," "pull factors," resilience, GCED, respect for diversity, human rights, and solidarity.



- Projector (optional, for initial presentation and debriefing).
- Whiteboard or flipchart to note down key strategies that emerge.

Description of the activity:

1. Introduction to Module 5 and the Game (10 min):

The teacher introduces Module 5 "Lifelong Learning - Education as Tool to Prevent Radicalization" and its main objectives.

The concept of Lifelong Learning (LLL) is explained as a continuous learning process "throughout life" and its benefits, such as developing critical thinking, adaptability, social cohesion, and resilience. It also helps in being open-minded, empathetic, and respectful of cultural differences, challenging individuals to explore their potential.

The role of LLL in fighting and preventing violent extremism and radicalization is introduced, highlighting how education can "create conditions that make the spread of violent extremist ideologies more difficult".

"Push factors" (individual motivations like marginalization, inequality, discrimination, limited access to quality education, denial of rights) and "pull factors" (facilitating reasons like lack of socio-economic opportunities, poor governance, human rights violations) that can contribute to these phenomena are briefly presented.

The key LLL competencies and values from Module 5 for preventing radicalization are defined and illustrated: Resilience (ability to overcome difficult life events, resist violent extremism narratives, self-confidence) , Global Citizenship Education (GCED) (equips with knowledge, skills, values, and attitudes needed to engage actively, promotes diversity, human rights, social justice, sustainability) , Respect for Diversity (helps understand contrasting points of view, nurtures empathy, challenges stereotypes, reduces discrimination) , Human Rights (fundamental and universal safeguards, entails both rights and responsibilities, respect rights of others) , and Solidarity (mutual care and concern for justice, working together for inclusive communities, preventing exclusion).

The teacher explains that the digital board game will be used as an interactive tool to observe complex scenarios, and that during the game, groups should take quick notes on significant scenarios using the "Scenario Observation and Analysis Sheet" for later in-depth analysis.

2. Digital Board Game Play with Active Observation (20 min):

Students are divided into small groups (e.g., 4-5 per group) and access the digital board game.

Groups begin playing freely, following the game's flow.





During gameplay, the teacher instructs groups to take brief notes on the "Scenario Observation and Analysis Sheet" whenever they encounter a situation they deem particularly relevant or one that presents a significant dilemma related to Module 5 themes (e.g., a situation of discrimination, a difficult choice requiring resilience, an opportunity to show solidarity, etc.). They should not "pause" the game, but quickly jot down the key elements of the scenario and their choice in the game.

The teacher circulates among the groups, providing technical support if needed and reminding them to actively observe the connections to the module's concepts.

3. In-Depth Group Analysis and Discussion (10 min):

After a period of gameplay (or at the end of a game cycle, if time permits), the teacher asks groups to select 1-2 scenarios that impacted them most or that they find most representative of Module 5 themes.

Using the "Scenario Observation and Analysis Sheet," groups discuss the selected scenarios in depth:

- Which "push factors" or "pull factors" (as defined in the module) are clearly visible or implied in this scenario?
- Which LLL competencies (resilience, GCED, respect for diversity, human rights, solidarity) would have been most effective in addressing this situation constructively?
- How could these competencies be applied to build resilience or prevent radicalization in the specific scenario?

4. Debriefing and Synthesis (5 min):

The teacher reconvenes the class for a plenary discussion.

Each group briefly shares the analysis of one selected scenario, presenting the challenge and the LLL competency-based strategies they identified.

Teacher-guided discussion to connect the game experiences with the learning objectives of Module 5:

- "How did the digital board game help us reflect on the concepts of Lifelong Learning and radicalization prevention in simulated situations?"
- "Which LLL competencies (resilience, GCED, respect for diversity, human rights, solidarity) did you find most relevant in the game scenarios, and why?"
- "How can we transfer our understanding of these strategies from the game simulation to our daily lives to contribute to a more inclusive, resilient, and committed environment for non-violence and peace?"



New knowledge acquired

- **Deepened and practical understanding** of Module 5's key concepts (LLL, "push factors," "pull factors," resilience competencies) through observation and analysis of dynamic scenarios provided by the digital board game.
- **Ability to identify vulnerabilities** and formulate proactive strategies based on LLL values and competencies for radicalization prevention.
- **Reinforcement of analytical, critical thinking**, and collaborative skills within a game-based learning context.
- **Increased awareness of their active role** in promoting individual and community resilience and contributing to a peaceful and inclusive society.

Follow-up:

- Students could be invited to create a "Digital Resilience Portfolio" based on selected game scenarios, adding their own analysis and suggested LLL strategies.
- Organize a "mini-forum" in class where students can discuss current events through the lens of LLL competencies and radicalization factors.
- Encourage reflection on how the game has influenced their perception of the role of education in fostering a safer and more just society.

Example 3

Title of the activity: Life Scenarios and LLL Competencies: Preventing Radicalization

Duration of the activity: 45 minutes

Main subject: Social Sciences/Studies, Civic Education, Human Rights, Counselling and Guidance.

Level/Age of the students: Secondary School (15-18 years old)

Main objectives:

- Understand the concepts of "**push factors**" and "**pull factors**" related to violent radicalization, by analyzing them in simulated contexts.
- Identify and discuss **Lifelong Learning (LLL) competencies and values** (resilience, Global Citizenship Education, respect for diversity, human rights, solidarity) as tools to counter radicalization.
- Develop the ability to **apply these competencies and values** to address complex scenarios, promote resilience, and foster non-violent solutions.



- **Encourage critical thinking, empathy, and constructive discussion** on sensitive topics.

Methods and techniques

- Guided Discussion: Introduction to key concepts (LLL, radicalization, push/pull factors) and final debriefing.
- Small Group Work: Students will work in groups of 4-5 to analyze scenarios and propose solutions.
- Role-Play/Simulation: Using "Scenario Cards" and "LLL Competency/Resource Cards" to simulate situations and make collaborative decisions.
- Brainstorming: To generate solutions and strategies in response to the scenarios.

Materials / Resources used:

- Set of "Scenario Cards": Cards created by the teacher or by the students themselves, based on real or hypothetical situations that present "push factors" (e.g., marginalization, discrimination) or "pull factors" (e.g., search for belonging, online propaganda) related to radicalization. Each card should briefly describe a situation.
- Set of "LLL Competency/Resource Cards": Cards created by the teacher representing the key Lifelong Learning competencies and values covered in Module 5 (e.g., "Resilience", "Global Citizenship Education (GCED)", "Respect for Diversity", "Human Rights", "Solidarity").
- Whiteboard or flipchart and markers.
- Projector for presenting the introduction and key concepts from Module 5 (sections on radicalization factors and LLL competencies).

Description of the activity:

Introduction (10 min):

The teacher briefly introduces the topic of Lifelong Learning as a tool to prevent radicalization and violent extremism.

The concepts of "radicalization", "violent extremism", "push factors" (individual motivations that push towards radicalization, e.g., discrimination, lack of opportunities), and "pull factors" (elements that attract individuals to an extremist group, e.g., sense of belonging, promises of change) are explained.

The main LLL competencies and values that will be used in the activity are presented (resilience, GCED, respect for diversity, human rights, solidarity).

The activity's functioning with "Scenario Cards" and "LLL Competency/Resource Cards" is explained.





Card-Based Activity (25 min):

Students are divided into small groups (4-5 per group).

Each group receives a set of "Scenario Cards" and a set of "LLL Competency/Resource Cards".

In turns, a group member draws a "Scenario Card" and reads it aloud.

The group discusses the presented situation:

- Which "push" or "pull" factors are present in this scenario?
- What are the possible consequences if the situation is not managed constructively?

The group must then choose one or more "LLL Competency/Resource Cards" that they believe are most effective in addressing the situation in a resilient way and preventing negative outcomes.

The group must justify their choice, explaining how the selected LLL competencies would help the individual or community in the scenario.

The teacher circulates among the groups, facilitating discussion and providing feedback or prompts to deepen the analysis.

Debriefing and Sharing (10 min):

Each group selects one or two of the most significant scenarios they addressed and shares the situation and proposed solutions with the class, highlighting the LLL competencies used.

Teacher-led discussion:

- How can real-life situations be influenced by "push" and "pull" factors, and how can LLL competencies be an effective response?
- Which LLL competencies were perceived as most important and why?
- How can lifelong education contribute to creating conditions that make the spread of violent extremist ideologies more difficult?
- The importance of dialogue and respect for diversity in preventing radicalization

New knowledge acquired

- Practical understanding of **"push factors"** and **"pull factors"** of violent radicalization through the analysis of concrete scenarios.
- **Reinforcement of knowledge** and the ability to apply Lifelong Learning competencies and values (resilience, Global Citizenship Education, respect for diversity, human rights, solidarity) in problematic contexts.



- **Development of critical thinking and problem-solving skills** to address potentially radicalizing situations.
- **Increased awareness of their own role and ability** to contribute to a more inclusive and resilient community.

Follow-up:

- Students could be invited to research and present real-life examples (or news reports) of situations where "push" or "pull" factors played a role, discussing how LLL competencies could have influenced the outcome.
- Creation of a class "resilience handbook," with definitions and practical tips on how to apply LLL competencies in daily life.
- Promotion of a debate or a creative writing activity on "What does it mean to be a resilient global citizen today?"

Ideas for images for your 'Scenario Cards' and 'LLL Competency/Resource Cards'

Pull Factors (which attract towards radicalization)





Push Factors (which push towards radicalization)



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Resource Competence Cards LLL values and skills for resilience



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4.2.6 De La Salle College (IRELAND)

Example 1

Title of the activity: My Stress Diary

Duration of the activity: 40 minutes (+ 1 week follow-up)

Main subject: Psychology, Well-being

Level/Age of the students: 14–18 years old

Main objectives:

- To recognise personal stress triggers and reactions
- To reflect on healthier alternatives to manage stress
- To strengthen self-awareness as a protection against manipulation and radicalisation

Methods and techniques:

- Individual reflection
- Guided journaling
- Group sharing (optional)

Materials / Resources used:

- Stress diary worksheet (Situation – Feeling – Reaction – Better option)
- Video: [How Stress Affects Your Body – Ted-Ed \(YouTube, 5 min\)](#)

Description of the activity:

The teacher introduces the concept of stress with the video. Students use the diary worksheet over one week to record stressful situations, their reactions, and healthier alternatives. In the following session, volunteers share insights.

New knowledge acquired:

- Awareness of emotions and triggers
- Concrete tools for better self-handlingReinforced resilience to external pressures

Follow-up:

Students build a “coping toolbox” with 3 personal stress-management strategies.

Example 2

Title of the activity: Conflict Theatre

Duration of the activity: 50 minutes

Main subject: Drama, Social skills

Level/Age of the students: 13–17 years old

Main objectives:

- To experience different responses to conflict
- To reflect on consequences of violence, avoidance, or dialogue
- To cultivate peaceful conflict resolution

Methods and techniques:

- Role-play
- Group work
- Plenary reflection

Materials / Resources used:

- Scenario cards with everyday school conflicts (e.g., group work disagreement, sports rivalry)
- Video: [Everyday Conflict Resolution Skills for Kids – YouTube \(3 min\)](#)
- [PRAISE Digital Board Game](#) – to explore interactive conflict and dialogue scenarios

Description of the activity:

Groups act out the same conflict in three ways: angry reaction, ignoring, and dialogue. Afterwards, the class compares outcomes and discusses which response creates safety and inclusion.

As an extension, students are invited to try the [PRAISE Digital Board Game](#) in pairs or groups to experience simulated school scenarios where their decisions affect outcomes.

New knowledge acquired:

- Recognition of peaceful solutions
- Understanding conflict avoidance or escalation
- Development of teamwork and communication skills
- Experience of digital learning as a tool for practising constructive dialogue

- **Follow-up:**

Class creates a poster: Three Ways to End a Conflict – Which Helps Everyone?

Example 3

Title of the activity: The Calm Box

Duration of the activity: 45 minutes

Main subject: Well-being, Emotional regulation

Level/Age of the students: 12–15 years old

Main objectives:

- To gather simple self-regulation strategies
- To reduce emotional escalation
- To promote mutual support in the classroom

Methods and techniques:

- Brainstorming
- Creative activity
- Shared resource creation

Materials / Resources used:

- Box or jar
- Paper slips and pens
- Video: [Sesame Street – Calmful Breathing Exercises \(YouTube, 2 min\)](#)

Description of the activity:

The class watches the Sesame Street breathing video and discusses simple calming techniques. Each student writes down a calming strategy (e.g., taking a breath, counting to 10, asking a friend), places it in the Calm Box, and can use it later when upset.

New knowledge acquired:

- Simple tools for emotional self-control
- A shared classroom calming resource
- Understanding calmness as strength

Follow-up:

The Calm Box remains in class for ongoing use.

Example 4

Title of the activity: The Resilience Tree

Duration of the activity: 50 minutes

Main subject: Art, Counselling, Citizenship

Level/Age of the students: 12–16 years old

Main objectives:

- To visualise personal strengths and supports
- To map strategies for overcoming challenges
- To build collective resilience

Methods and techniques:

- Group art project
- Reflection
- Visual mapping

Materials / Resources used:

- Large paper or board (tree outline)
- Sticky notes or paper leaves
- Book: Have You Filled a Bucket Today? by Carol McCloud

Description of the activity:

On a drawn tree, students set:

- Roots = personal strengths (e.g., kindness, courage)
- Trunk = support systems (friends, family, teachers)
- Branches = problem-solving strategies (asking help, talking it out)

New knowledge acquired:

- Awareness of inner and outer resources
- Collective support strengthens resilience
- Connection between community bonds and protection against isolation

Follow-up:

The Resilience Tree stays displayed as a reminder of shared strengths.

4.2.7 I & F Education and Development Limited (IRELAND)

Example 1

Title of the activity: In My Shoes for a Day

Duration of the activity: 50 minutes

Main subject: Social sciences, Counselling and Guidance, Extracurricular

Level/Age of the students: 14–17 years old

Main objectives:

- To develop empathy by understanding the perspective of classmates from diverse background
- To recognise how exclusion or prejudice can foster vulnerability to radicalization
- To promote constructive dialogue and mutual respect in multicultural classrooms

Methods and techniques:

- Role-play
- Guided discussion
- Group reflection

Materials / Resources used:

- Scenario cards with simple cultural/socio-economic profiles
- Whiteboard and markers
- Video: [The Power of Empathy – RSA Short \(YouTube, 3 min\)](#)
- Short article: Cleveland Clinic (2013) Empathy: The Human Connection to Patient Care
- [PRAISE Digital Board Game](#) – interactive resource for exploring empathy and inclusion scenarios

Description of the activity:

Students watch the empathy video and briefly discuss what empathy means. In pairs, they role-play situations using scenario cards (e.g., a new student, a classmate from another country, a student who feels left out).

After each role-play, the class reflects on:

- What actions helped inclusion?
- What behaviours made someone feel excluded?



- How could repeated exclusion make someone vulnerable?

As an extension, students can try the [PRAISE Digital Board Game](#) to explore additional scenarios where their choices influence how included or excluded classmates feel.

New knowledge acquired:

- Students understand the impact of everyday actions on classmates' well-being.
- They identify small gestures that build inclusion.
- They connect empathy to preventing isolation and radicalisation.

Follow-up:

Students write a short journal entry: "One action I will take this week to make someone feel included."

Example 2

Title of the activity: Words that Build, Words that Hurt **Duration of the activity:** 45 minutes

Main subject: Citizenship, Language Awareness **Level/Age of the students:** 13–16 years old

Main objectives:

- To reflect on how language can either include or exclude
- To raise awareness of the power of kind words
- To encourage students to choose respectful communication in school

Methods and techniques:

- Brainstorming
- Group analysis
- Case examples

Materials / Resources used:

- Blackboard or poster paper
- Coloured markers or sticky notes
- Video: [The Science of Kindness – Random Acts of Kindness Foundation \(YouTube, 4 min\)](#)
- Worksheet: "Words that Build vs. Words that Hurt"

Description of the activity: The teacher plays the short video on kindness. Students brainstorm examples of words/phrases they have heard in school that make people feel good ("Well done!" "I like how you did that") and those that can hurt ("You can't play with us" "You're not





good enough"). Examples are written on the board in two columns: Words that Build vs. Words that Hurt. In small groups, students propose alternatives to replace the "hurtful" examples.

New knowledge acquired:

- Students see clearly how language influences emotions and relationships.
- They learn to choose constructive language as a tool of inclusion.
- They understand that positive language reduces the risk of isolation and resentment.

Follow-up:

Students create posters for the classroom titled "Our Words Build Community" with positive phrases collected in the activity.

Example 3

Title of the activity: Crossed Stories

Duration of the activity: 50 minutes

Main subject: Language Arts, Creative Writing Level/Age of the students: 13–16 years old

Main objectives:

- To use storytelling as a tool for empathy and cooperation ✓ To challenge "us vs. them" narratives through positive stories ✓ To practice teamwork and creativity

Methods and techniques:

- Collaborative writing
- Group presentation
- Storytelling

Materials / Resources used:

- Paper or digital writing tools
- Prompt cards with simple school conflict situations
- Video: ["Kindness is Contagious" – Life Vest Inside \(YouTube, 5 min\)](#)

Description of the activity:

Students watch the short video about kindness spreading from person to person. Then, in groups of 3–4, they receive a scenario card (e.g., two classmates argue over a group project, a





new student struggles in PE class). Each group writes a short story where the conflict is solved with kindness and cooperation.

Stories are read aloud and common solutions are highlighted.

New knowledge acquired:

- Students understand how cooperation and kindness create stronger communities.
- They see alternatives to conflict escalation.
- They experience that inclusion stories are more powerful than exclusion ones.

Follow-up:

Stories are displayed on a classroom board under the theme “Stories that Bring Us Together.”

Example 4

Title of the activity: The Circle of Trust

Duration of the activity: 40 minutes

Main subject: Social-emotional learning, Group dynamics **Level/Age of the students:** 12–15 years old

Main objectives:

- To strengthen trust among peers
- To practice recognising each other's strengths
- To build a classroom culture of appreciation as protection against isolation

Methods and techniques:

- Circle time
- Peer recognition
- Reflection

Materials / Resources used:

- Talking piece (ball, soft toy)
- Chart paper
- Book: Palacio, R. J. Wonder (short passage on kindness and friendship)





Description of the activity:

Students sit in a circle. With the talking piece, each student says one positive thing about a classmate outside their usual group of friends. The teacher encourages sincerity and respect.

After the round, students reflect:

- How did it feel to receive recognition?
- How did it feel to give it?
- How could this prevent loneliness or resentment in school?

New knowledge acquired:

- Students experience appreciation beyond their friendship circles.
- They recognise the role of kindness in strengthening bonds.
- They see appreciation as a protective factor against radicalisation.

Follow-up:

A “Wall of Trust” is created in class, where students post anonymous notes of appreciation weekly.

4.2.8 Liceul Teoretic “Marin Preda” Turnu Magurele (ROMANIA)

Example 1

Title of the activity: I reflect the behaviour of those who surround me!

Duration of the activity: 50 minutes

Main subject: Social sciences/studies, Counselling and Guidance

Level/Age of the students: 14-18 years old

Main objectives:

- to gain knowledge regarding The Social Learning Theory
- to understand how human behaviour is influenced by the people around us
- to analyse a given situation and reflect on the implications of social learning for the society as a whole

Methods and techniques:

- group work
- student-centred learning
- individual reflection



Materials / Resources used:

- video project + a laptop / interactive board
- <https://www.youtube.com/watch?v=iefTgExNHFg>
- <https://www.youtube.com/watch?v=H6scVu9jyAY>

Description of the activity:

At the beginning of the lesson, the teacher invites students to watch a short video (<https://www.youtube.com/watch?v=H6scVu9jyAY>) and to identify the similarity between the message conveyed by the scenes in the movie. Students will notice that the people copy each other or other people's behaviour. Then, the teacher asks students to share an experience in which they found themselves in the same situation. Next, teacher explains that the students' correct observation was developed in a theory related to human behaviour and invites them to watch a short video on the topic (<https://www.youtube.com/watch?v=iefTgExNHFg>). Afterwards, students are asked to work in pairs and answer the following questions:

- What is the name of the philosopher who formulated the Theory of Social Learning?
- Which is the example used to illustrate the theory?
- What is the main idea of the Theory of Social Learning?

Students are then grouped in small teams and asked to work on a study-case presented below:

Alex is a student in 10th grade and, during one of the breaks at school, he calls another classmate "stupid" as part of a conflict. The assisting classmates have different reactions: some laugh, others have taken the cameras out to video the moment, hoping for an escalation of the conflict, while the rest ignore it, as they generally do. A teacher comes in and tries to solve the conflict, telling Alex off for using an inappropriate word. Alex is surprised by the teacher's reprimanding words, justifying his language as being something he often hears at home, in school, on the streets. He even argues that his word was mild, in comparison to what people use.

Teacher asks students to analyse the situation and discuss among themselves, guided by the following:

- How does the study-case illustrate The Theory of Social Learning?
- How do you comment on the reactions of Alex's classmates?
- How can we avoid copying certain attitudes / vocabulary / actions which will later harm us or the people around us?

New knowledge acquired

- Students will enrich their knowledge about human behaviour and the social learning theory



- Students will be able to express their opinions and support them with relevant arguments
- Students will develop their critical thinking

Follow-up:

- Teacher will ask students to reflect on the next questions:
- Is it possible to learn purely through the actions of others?
- Is social learning more effective than classical or operant conditioning?
- What are the implications of social learning for the society as a whole?

Depending on the time he/she has, the teacher can choose to reflect on the questions in class or asks students to compile their answers in an essay.

Example 2

Title of the activity: Media and its role in preventing radicalization!

Duration of the activity: 50 minutes

Main subject: Social sciences/studies, Counselling and Guidance, Extracurricular

Level/Age of the students: 16-18 years old

Main objectives:

- to gain knowledge regarding the phenomena of radicalization and extremism
- to understand how media (newspapers, television, social networks) influences human behaviour, causing either promotion or combat of extremism
- to develop students' ability to select role models that will generate inclusive behaviour

Methods and techniques:

- group work
- student-centred learning
- individual reflection

Materials / Resources used:

- video project + a laptop / interactive board
- <https://www.youtube.com/watch?v=FnlITExN7ww>
- <https://assets.publishing.service.gov.uk/media/5d8b7bd2e5274a08c8cc0d1b/Awan-Sutch-Carter-Extremism-Online.pdf>





Description of the activity:

The teacher asks students to explain what they understand by “radicalization” and “extremism”. Then, to ensure a correct and complete apprehension of the terms, the teacher invites students to watch a short video on the topic (<https://www.youtube.com/watch?v=FnlITExN7ww>) and then conducts a short discussion on the main ideas presented in the digital material.

Next, the teacher shares the following extract from an online publication:

With the developments and ever-increasing use of the internet, particularly social media [...] there has been an increase in extremism and its dissemination online [...]. The internet is distinguished for its ability to allow information dissemination, provide conversation and support public debates, and now also as a tool that allows individuals to promote extremism and reinforce prejudices [...]. Incidences of online extremism and prejudice has contributed to the marginalisation of different communities.

<https://assets.publishing.service.gov.uk/media/5d8b7bd2e5274a08c8cc0d1b/Awan-Sutch-Carter-Extremism-Online.pdf>

Students are divided into three groups and, starting from the central message of the fragment, are requested to discuss the role of 3 different media tools (online newspapers, television and social networks) in encouraging / combating radicalization and extremist behaviour.

In their work, students will be guided by a set of questions which are listed below (each group will analyse only one tool):

- Which is the main target group that your media tool addresses? (age, educational level, social status, financial potential)
- How easy is it for someone to post / write / broadcast messages which incite to violence or extreme behaviour?
- Should there be mechanisms / institutions / organizations responsible for monitoring / reporting / restricting messages which convey violence and extremism?
- How vulnerable do you consider your generation is to such messages?
- How can you become resistant to violent and extreme messages which can be found in your media tool?

After the task has been fulfilled, each group will choose a representative to present the conclusions of their discussion to the rest of the class.

New knowledge acquired

- Students will enrich their knowledge about radicalization and extremism





- Students will be able to express their opinions and support them with relevant arguments
- Students will develop their critical thinking and teamwork

Follow-up:

Teacher will ask students to create a poster (either in paper or digital format) to illustrate the role of media in combating radicalization and extremism / promoting inclusion and tolerance.

Example 3

Title of the activity: You are different, but you are as valuable as me!

Duration of the activity: 50 minutes

Main subject: Social sciences/studies, Counselling and Guidance

Level/Age of the students: 14-18 years old

Main objectives:

- to reflect on what makes us different
- to understand how differences (social, religious, economical, cultural, etc) affect human relationships
- to learn how differences can create connections between people

Methods and techniques:

- group work
- student-centred learning
- individual reflection

Materials / Resources used:

- video project + a laptop / interactive board
- <https://www.youtube.com/watch?v=VKeooxCrtiM>
- https://www.youtube.com/watch?v=yP4JTGs7_Bo
- <https://praise-game.eu/>

Description of the activity:

At the beginning of the lesson, the teacher starts with a set of questions and asks students to raise their hands if they identify themselves with a positive answer:

- Who likes to talk a lot?



- Who doesn't like loud places?
- Who prefers to spend their holidays alone?
- Who enjoys practising a sport?
- Who likes reading a few pages every day?
- Who prefers colourful clothes?
- Who saves money for a rainy day?
- Who likes rock music?
- Who loves spicey food?
- Who prefers going on holidays in their country rather than abroad?

Depending on the size of the group of students, the teacher can add similar questions. After this short introductory stage, students will draw the obvious conclusion that we are all different. Then, the teacher asks students to watch a short video clip (https://www.youtube.com/watch?v=yP4JTGs7_Bo), whose main idea is that people are not identical, they can have different skin colour, different hobbies, may prefer various working spaces, can choose to live in diverse regions of the world, yet all deserve respect and should build relationships on the same values.

Next, the teacher asks students to go online and access the platform which hosts the digital boardgame created in the PRAISE project (<https://praise-game.eu/>). Students are guided into creating an account and are explained that they can choose to play single or in teams. Students are encouraged to try the game with at least another player, for around 10 minutes. Thus, they will discover a set of scenarios in which they are challenged to identify the best solution for a given situation. While playing, students are asked to identify as many words as possible which are connected with the idea that we belong to a varied community.

After playing, the teacher initiates a dialogue, requiring students to provide examples of positive attitudes or actions from the scenarios which can lead to the development of a society which accepts, understands and respects diversity. At the same time, students are asked to mention behaviours which appeared in the possible choices of different situations that can contribute to the destruction of human relationships and to isolation.

At the end of the activity, the teacher invites students to watch another short video clip (<https://www.youtube.com/watch?v=VKeooxCrtiM>) and then asks them, based on the central message of the film, to think of at least one way of how they can become more tolerant and accepting towards differences in others.

New knowledge acquired

- Students will develop their understanding regarding the diversity of the world



- Students will be able to identify attitudes, actions and behaviours that can have a positive, or on the contrary, a negative influence on human connection
- Students will develop their critical thinking

Follow-up:

Teacher will ask students to work in groups (no more than 5) and create a logo which promotes diversity and encourages acceptance of others. A contest can be organised in which all students from the school are encouraged to vote for the most illustrative logo, whose message could have the greatest impact on teenagers. The winning logo can be used on various documents of the school for a month.



CONCLUDING REMARKS

Testimonials collected during Multiplier events

In order to increase the impact of our project, as well as to make our results available to the local and regional communities, awareness raising campaigns were organized in every partner country. Apart from informing participants (**more than 240 in total**) about the PRAISE project, with a focus on its 5 main results, organizers acquired valuable feedback on the quality, the usefulness and the relevance of these materials for both students and educators. Please, find below some of the **participants' valuable feedback**.

5.1.1. Cyprus

Student - Palouriotissa Lyceum

Preventing behaviours that may hurt other students should be common sense for everyone. We should all think before we act or speak, because even small things can make someone feel left out or upset. Courses like this can help students see they have other choices too.

Teacher – Palouriotissa Lyceum

Efforts to create school environments where all students are valued and accepted is key to preventing radical behaviours. When students feel seen and respected, they're less likely to turn to anger or isolation. It's our job as teachers to make sure every young person knows they belong and that their voice matters. The activities of the Toolkit can support the teachers and enforce their trust relationships with their students.

Student – Palouriotissa Lyceum

I want to be in a society where I will be free to express my opinion and be accepted for who I am. Everyone should have the chance to speak their mind without being judged or pushed aside. You need to feel safe to be yourself. I liked the scenarios in the activity because they showed that everyone has the right to be different.



5.1.2. Greece

G.A.

I particularly liked the way the material connects education with the everyday lives of students. The activities are not theoretical, but practical, and challenge students to seek solutions to real social issues.

K. L.

The experience was truly inspiring. The seminar helped me see how we can use technology to enhance collaboration and creativity in the classroom. The ideas presented were simple but meaningful, and I have already implemented some of them with positive results.

D.N.

The program made me think differently about the role of school in shaping active citizens. The material promotes dialogue, critical thinking, and respect for different opinions. The students responded with great interest and maturity.

5.1.3. Italy

G.S., Student

At first, I thought it would be a heavy topic, but the digital boardgame surprised me. It made me realize how easy it is to fall into certain online traps and gave me practical tools to recognize fake news. It was much more useful than a regular lesson because we learned by discussing real-life cases with each other.

A.M., Teacher

This project addresses a topic of crucial importance for today's schools. The resources presented, especially the training modules, are extremely useful for us teachers. I now feel better prepared not only to identify possible signs of distress but also to initiate a constructive dialogue in the classroom on complex issues like extremism and propaganda.

F.P., Youth Worker

Working daily with young people in non-formal contexts, I found the PRAISE approach truly relevant. The project doesn't just inform; it aims to develop key skills like critical thinking. The proposed tools are flexible and can be easily adapted for use outside the school environment, showing great preventive potential.





5.1.4. Ireland

J.M., Teacher

I used some of the materials in my Civics and Politics class and had a really interesting discussion on radicalization with my students. I will be integrating these materials in future—they encourage deep reflection and dialogue.

N.G., Teacher

I found the event extremely interesting and very topical. The presenter was clear and informative about the project. The content was relevant and practical, and I really enjoyed learning new ways to engage students in conversations about tolerance.

P.G., Teacher

The event was very engaging and the topic could not be more relevant to world events. I'm looking forward to using the materials with my students—it provides an excellent framework for building resilience and awareness.

5.1.5. Romania

R.D.V., Regional authority

In today's society, unfortunately, we hear of more and more acts of violence and extremist behaviour among teenagers. I personally believe that the topic of PRAISE project is not only useful, but also essential if we want our young generation to have a safe future. The projects' results, presented today, are both interactive and attractive. I hope many educators will make use of them in their classes.

R.M., Parent

I was so pleased to hear, in one of the presentations today, about the digital boardgame created in the PRAISE project. As parents, we see how much time our children spend on the internet and we are really concerned about the contents of the videos they watch and games they play. We express our confidence that educational games will be a more effective tool to draw our teenagers' attention upon serious matters, such as radicalization, violence and discrimination.





G.S., Headteacher

To me, everything that was presented today was amazing. I truly appreciate the hard work that was put in the creation of all PRAISE results. The e-learning platform contains so much information and various resources on the topic of the project. The digital boardgame develops students' analytic skills and encourages them to make responsible choices. Equally important, the Toolkit offers teachers many ideas of how to use these results in class or in other extracurricular activities. WELL DONE!

5.1.6. Sweden

[The invited expert]'s lecture and perspective gave me something to look forward to in different ways. How do we understand the concept of "radicalization"? Does it differ in different countries, different forms of government, and above all, how different the conditions are within Europe.

It was a great training, I was a little unsure about it at first when it was presented, but after all the talking with each other, the information from [expert 1] and the training from [expert 2] together with your work with e-learning, I understood more and felt that I could use this with the children and colleagues at school.

An exciting day of lectures and meetings with committed teachers and school leaders in Borås and the surrounding area within the framework of the EU project, PRAISE (Preventing Radicalization Within European School Education). By developing digital educational material, we hope to strengthen the school's work for democracy and counteract radicalization among young people in Swedish and European schools. Important work that affects many teachers and students!





5.2 Policy briefs for the promotion and wider establishment of similar initiatives for the development of the school students' socio-ecological resilience skills.

Country / Organization:	Recommended initiatives/good practices for Preventing Radicalization in the School Sector	Type (school subject, extracurricular activity, good practice or policy measure)
Sandgärdskolan SWEDEN	<p>The results from the PRAISE project will be parts of the teaching of social studies in schools in Borås. Not only at Sandgärdskolan, but at all schools in the city of Borås, through the network of Social studies teachers.</p> <p>As a part of the teaching of history, all schools in Borås use Virtual Reality technology to allow all pupils to digitally visit the horrors of Auschwitz. The results from PRAISE and its work on preventing radicalization will be a part of this program.</p>	<p>Good practice</p> <p>Policy measure</p>
Innovation Hive - GREECE	<p>The new bill of the Greek Ministry of Education, <u>“Living Harmoniously Together – Breaking the Silence”</u>, introduces a comprehensive and systematic framework for preventing and addressing violence and bullying in schools.</p> <p>Description: It establishes multidisciplinary action teams—including psychologists and social workers—to intervene early and handle incidents effectively. The bill strengthens schools with additional specialized staff and supports the work of the Centers for Interdisciplinary Assessment, Counseling and Support (KEDASY). It also promotes the creation of skills-based activities that foster inclusion, respect for diversity, human rights, and emotional development. It sets up clear protocols, school-level coordinators for</p>	<p>Policy Measure (ΦΕΚ 55/Α/10-03-2023)</p>



	<p>violence prevention, and regional working groups to ensure timely and coordinated responses.</p>	
Stimmuli for Social Change - GREECE	<p><u>Εθνική Στρατηγική για την Πρόληψη της Βίας και την Αντιμετώπιση της Παραβατικότητας Ανηλίκων 2025-2030</u> (“National Strategy for the Prevention of Violence and the Management of Juvenile Delinquency 2025–2030”)</p> <p>Description: The National Strategy sets out a framework for preventing violence and delinquency among minors through early intervention, strengthening school communities, promoting inclusion, and equipping educators with tools to identify and address risk factors.</p>	<p>Policy measure (ΦΕΚ 1587/8 Μαρτίου 2024)</p>
CSI Center for Social Innovation LTD - CYPRUS	<p><u>Εθνική Στρατηγική για την Πρόληψη και Διαχείριση της Βίας στο Σχολείο 2024-2028</u> <u>(National Strategy for the Prevention and Management of Violence in School 2024-2028)</u></p> <p>Established by the Ministry of Education, Sport, and Youth of Cyprus (MESY) in coordination with school authorities and social-services stakeholders as an evidence-based, holistic framework to prevent and manage school violence and related behaviours in Cyprus schools, by advancing a safe, inclusive, respectful school environment and strengthening social and learning skills among students.</p> <p>Key pillars:</p> <ul style="list-style-type: none"> • Teachers' and parents'/guardians' education and empowerment for prevention and management of school violence. • Students' education and empowerment for prevention and management of school violence. • Creation of partnerships and synergies between relevant stakeholders (schools, 	<p>Policy Measure</p>

	<p>social services, authorities) to address the complex phenomenon.</p> <ul style="list-style-type: none"> • Clear definitions and scope of school violence (including digital, verbal, discrimination, physical). • Monitoring, evaluation, and alignment with international frameworks and national legislation (including the Law on Prevention and Handling of In-School Violence 2020 and Amendment 2024) <p>Relevance to preventing radicalisation in school settings:</p> <ul style="list-style-type: none"> • The strategy targets vulnerabilities such as exclusion, discrimination, bullying and difficult social dynamics in schools; these are recognised risk-factors in radicalisation pathways. • By promoting inclusive, respectful, culturally aware school climates and enhancing social/learning skills, the policy strengthens resilience among students and thus contributes to countering extremist outlooks. • The emphasis on digital forms of violence and the school's role in both prevention and management aligns with radicalisation vectors (online manipulation, peer-group pressures, identity narratives). • The establishment of systemic mechanisms and coordinated multi-agency responses ensures that early warning signs are more likely to be identified and addressed. <p>Additional remarks:</p> <ul style="list-style-type: none"> • The strategy is grounded in a diverse 	
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	<p>methodological base: literature reviews, stakeholder workshops, student participation, questionnaires and evaluation of the previous 2018-2022 strategy.</p> <ul style="list-style-type: none"> • The vision is explicitly described as “human-centred, holistic, balanced and scientifically substantiated”. • Implementation will involve schools across all educational levels, integrating actions into everyday practices and school culture rather than being isolated programmes. 	
Petit Pas Aps - ITALY	<p>The "Piano Nazionale per l'Educazione al Rispetto" (National Plan for Education on Respect) is a systemic policy measure launched by the Italian Ministry of Education to embed a culture of respect within the national school system and build students' socio-civic skills.</p> <p>Key Objectives:</p> <ul style="list-style-type: none"> • To prevent and combat all forms of discrimination, violence, bullying, and cyberbullying. • To promote gender equality and respect for all differences (related to sex, race, religion, etc.), in line with the principles of the Italian Constitution. • To develop students' critical thinking and digital citizenship skills to help them navigate the complexities of the online world safely and responsibly. • To strengthen the educational alliance between schools and families. <p>Concrete Actions: The plan is implemented through a series of coordinated actions, including:</p> <ul style="list-style-type: none"> • Issuing official National Guidelines for 	Policy measure

	<p>schools on preventing gender-based violence and cyberbullying.</p> <ul style="list-style-type: none"> • Funding dedicated teacher training programs to equip educators with the right tools and knowledge. • Creating a national online portal (www.noisiamopari.it) to share best practices, educational resources, and campaign materials. • Appointing a dedicated teacher-referent for bullying and cyberbullying in every school to coordinate actions locally. <p>Why it is a Good Practice: This initiative is effective because it is a top-down, systemic approach that provides a unified national framework rather than relying on isolated projects. It offers concrete tools (guidelines, funds, training) to schools and promotes a holistic, community-wide vision that involves students, teachers, and families in creating a safer and more inclusive educational environment.</p>	
De La Salle College -IRELAND	<p>De La Salle College, located in Dublin, has implemented a comprehensive school program aimed at fostering social-emotional skills in students, equipping them to face online manipulation and radicalization risks. This initiative combines curricular and extracurricular activities that focus on critical thinking, media literacy, and digital citizenship.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> • Development of classroom-based discussions and debates on freedom of speech, cultural diversity, and equality. • Teacher training programs on identifying radicalization signs and fostering inclusive classroom environments. 	

	<ul style="list-style-type: none"> Engaging students in community outreach programs to promote social cohesion and tackle prejudices. <p>This initiative encourages a whole-school approach, involving students, teachers, and the broader school community in preventing radicalization and fostering respect, tolerance, and inclusion.</p>	
I & F Education and Development Limited - IRELAND	<p>I & F Education and Development Limited focuses on fostering youth empowerment through educational exchanges and immersive language programs. They are committed to addressing radicalization by facilitating cross-cultural exchanges that enable students to experience different cultures and perspectives.</p> <p>The initiative's actions include:</p> <ul style="list-style-type: none"> Organizing cultural immersion programs in Ireland, where students participate in community-based activities and engage with diverse cultural groups. Creating support networks for students, providing guidance and mentorship to help youth build resilience against extremist narratives. Collaborating with local NGOs and educational institutions to develop educational content promoting social justice, tolerance, and peace. <p>I & F's programs focus on critical dialogue and international cooperation, using education as a tool to prevent radicalization by promoting understanding and empathy among young people.</p>	

Liceul Teoretic "Marin Preda" - ROMANIA	<p>The PREVISO project is funded by the National Programme for Internal Security, 2021-2027, aimed at Supporting the strengthening of the capacities of Member States in preventing and combating crime, terrorism and radicalisation, as well as managing security-related incidents, risks and crises, through increased cooperation between public authorities, relevant bodies, offices and agencies of the European Union, civil society and private partners from different Member States.</p> <p>PREVISO project brings together, as partners, <i>the Romanian Ministry of Education, the Romanian Intelligence Service, The General Directorate of Internal Protection</i> (which is the specialized structure, subordinated to the Ministry of Internal Affairs) and <i>the General Inspectorate of the Romanian Police</i>.</p> <p>The project aims at:</p> <ul style="list-style-type: none"> - raising awareness among teachers and civil society regarding the phenomenon of radicalization; - intensifying dialogue between teachers and students on less frequently addressed topics: radical ideologies, factors of radicalization; - improving the target group's abilities to identify signs of radicalization and contribute to the basic component of the national security strategy – prevention. <p>The main project results consist in a learning platform and a training course, targeted at 1500 educators. The project will be implemented between 2024 and 2026.</p>	Good practice
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