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# Trainer's Manual

## Coaching and Parenting Lab

**Help prevent radicalisation by  
learning how to coach and  
parent youths**

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The contents of this manual are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Commission.



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## Contents

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Executive Summary	3
Experimental Lab 'Coaching and Parenting'	4
Why teaching coaching and parenting?	4
Manual rationale	4
Key competences to be developed	5
Methodology	5
Experimental Lab Scenario	7
Theme	7
Target audience	7
Core questions to be answered	7
Core concepts to be addressed	7
Key learnings	10
Exercises	10
Further resources	34
Logistics	34

## Exercises

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#1 Brainstorming – free associations	11
#2 Definition (instruction)	13
#3 Bridging parenting/teaching/coaching	17
#4 Build your own role model	19
#5 Candy (M&M) Feeling Game	20
#6 Understanding emotions	23
#7 How would you describe me?	25
#8 Changing your beliefs	27
#9 Musical chairs	30
#10 Mapping your community	32



## Executive Summary

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Coaching and parenting are two relatively new types of psycho-educational intervention that aim at providing mentees (and parents) with the right emotional and psychological understanding and tools to support themselves/their children in processing emotions, differentiation of the self, positive reinforcement, handling stressful situations, inclusion of social support etc. The aim of this laboratory is to highlight and experiment with coaching and parenting strategies that might allow mentees and parents to better understand triggers, behaviour, decisions and reactions, enabling them to prevent their from becoming an active part of the radicalisation/polarisation process.

At the same time, taking into account that troubled and conflicting identities are among the most cited push & pull factors towards radicalisation (Stout, 2002), together with a sense of identity described as a 'quest for significance' (A. W. Kruglanski, 2014), 'search for identity contributing to a sense of belonging, worth and purpose' (Dalgaard-Nielsen, 2008b), personal fulfilment (Silverman, 2017), lack of self-esteem (Borum & Fein, 2017) (Chassman 2016) (Christmann, 2012) (Dawson, 2017) (Lindekilde, 2016) (Senzai, 2015), individual frustration and insult (Larry E. Beutler, 2007), cognitive-social factors like risk taking and reduced social contact (Taylor & Horgan, 2006), personal victimization (C. & McCauley, 2011), displacement of aggression (Moghaddam, 2005), one can only acknowledge the need to address strategies that facilitate differentiation of self and positive reinforcement as a protective factor and a good buffer zone against radicalisation.

Therefore, the exercises proposed in the present manual focus on helping participants understand and further facilitate internalization by young people of emotion control mechanisms and strategies. It also provides good strategies to analyse the possible factors that might affect well-being and improve social bonding and integration. This experimental laboratory will play an important role in providing first line practitioners with the right tools in educating teenagers on how not to become victims of radicalisation and polarisation, by better understanding the things that might affect their life and by teaching them to make changes in a safe environment.

There will be ten exercises described in terms of methodology, timing, objective, input and output that will be pretested with first line practitioners that interact with teenagers vulnerable to radicalisation and then replicated on a larger scale in each of the countries involved in the project.

## Experimental Lab 'Coaching and Parenting'

*The way we treat our children directly impacts what they believe about themselves.*

*Ariadne Brill*

### Why teaching coaching and parenting?

Coaching and parenting techniques are two essential instruments that play an important role in the development process of adolescents' identity formation and reinforcement. Using coaching and parenting in addressing personal growth and children development is not a form of psychotherapy. It is however a form of psychoeducational intervention, in which the role-model, mentor, coacher, or parent becomes skilled in facilitating identity differentiation, positive reinforcement and personal growth in the mentee, student, child. This form of intervention creates premises for improving relational frameworks and generating positive behavioural change, while offering a safe space to exercise skills and techniques. And since radicalisation processes are often triggered by a 'search for identity contributing to a sense of belonging, worth and purpose' (Dalgaard-Nielsen, 2008b), personal fulfilment (Silverman, 2017), lack of self-esteem (Borum & Fein, 2017) (Chassman, 2016) (Christmann, 2012) (Dawson, 2017) (Lindekilde, 2016) (Senzai, 2015), individual frustration and insult (Larry E. Beutler, 2007), coaching and parenting might offer the right tools to consolidate resilience and a protective environment.

### Manual rationale

**This manual is aimed to provide the curricula and actual content of the experimental lab dedicated to coaching and parenting techniques applicable in interventions targeted at young individuals that are either vulnerable to or in the process of radicalisation. It targets the internalisation and further replication of practical, hands-on strategies and personal skills desirable in coaching and parenting which may function as an underlying motive of radicalisation, allegiance to extreme ideologies, destructive personal narratives, and violence. The hands-on strategies proposed by the experimental lab address both risk factors for violent and anti-social behaviour, as well as protective factors.**

**The curricula and content of the lab should be used in direct correlation with the support material provided in the present document.**

## Key competences to be developed

The main skills teenagers must address during their emotional and behavioural development process, in which parents and mentors/coachers play in important part, are as follows:

- **Recognizing and managing emotions** - in order to be able to manage any difficult situation that may appear, teens need to first develop their ability to identify the source of their feelings, to be able to label properly the problem. When feelings are not labelled in a proper manner, they might become a source of violence or bad behaviour, adolescents seeking to manage their emotions in unconstructive ways, because they do not know the source (Goleman, 1994);
- **Developing empathy** – after learning how to correctly label their feelings, teens need to develop their ability to understand the emotions of those around them, and most important, they need to learn to take those feelings into account when communicating/interacting. Therefore, empathy can be taught in different ways, from helping adolescents to empathize with different cultural and religious groups (avoid discriminating attitudes), to understating what are the consequences of prejudice and assumptions (Aronson, 2000);
- **Developing teamwork skills** – in nowadays society, the ability to cooperate and work together with others in order to achieve a common or personal goal is the key to survival – even a video game requires having to cooperate with other players in order to reach next level. In the same manner, in real life, working together with others plays an important role not only in establishing interactions and connections, but also in working for a common good (Santrock J. W., 2001);
- **Recognize, avoid and stop stereotyping and discriminating people** - after learning how to control and express their feelings towards themselves and towards others, teens need to develop their understanding of what is a stereotype and how can it affect the relationship with their peers. Moreover, adolescence is the most challenging life stage in terms of stereotypes impact on young people (e.g. gender stereotypes, sexual bullying etc.).

## Methodology

This experimental lab is based on developing knowledge and skills **through the cognitive-behavioural instructional model and the learning by doing model**. Its main aim is to provide trainees with an essential set of skills and behaviours easily usable and adaptable when dealing with young individuals experimenting troubled and conflicting identities in their development towards adulthood. The lab is designed to be used as a safe chamber where participants can learn and experiment alternative ways of responding to contexts related to personal and emotional development of young individuals in connection to social isolation, polarisation, and extremism. Participants will also be encouraged to learn and replicate these techniques whenever adequate within communities.

The objective of the coaching and parenting exercises described in this document is to allow coaches, tutors, mentors, or parents to permanently adapt, in terms of coaching and parenting style, to support young individuals vulnerable to radicalisation. Moreover, teaching and parenting strategies will allow parents to better understand their children's behaviour, decisions and reactions, enabling them to provide a protective environment and assist youth in potentially developing resilience to radicalisation push and pull factors.

**The lab proposes techniques that help teach young individuals how to properly manage their emotions (towards themselves and others) and develop teamwork skills that will help them easily interact with both peers and parents. It equips professionals involved in interaction with young people with solutions to encourage teenagers how to control emotions and behaviour by making choices that satisfy their needs in non-destructive ways.**

Educational techniques	
Instruction	X
Demonstration	
Role play	X
Rehearsal in pretend scenarios	X
Feedback	X
Reinforcement	
Extended practice	X
Guided discussions	X
Cognitive modelling through mentor think aloud	X
Free discussions	X
Covert self-instruction (student inner speech)	

## Experimental Lab Scenario

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### Theme

Coaching and parenting techniques - understand, learn how to use, integrate into everyday professional interaction with individuals vulnerable to radicalisation and violence - are those strategies and techniques that can empower mentors, coaches, parents, tutors and other figures of authority in the life of adolescents to effectively develop efficient strategies and methods to approach the relationship mentor-mentee, coach-student, child-parent etc. , in order to determine adolescents avoid becoming victims of polarisation and radicalisation.

The laboratory will consist of ten exercise sessions (each taking 1 hour) and an initial brainstorming session aimed at both defining the main concepts that are being used during the exercises and creating a space where the respondents can feel safe and comfortable with each other.

### Target audience

First line professionals working with youth vulnerable to radicalisation – teachers, school councillors, social workers, police, and security officers.

### Core questions to be answered

- What is coaching? What is parenting?
- How can coaches/tutors/mentors/parents understand psychological and emotional experience of puberty and teenage students?
- How can young individuals understand, control, and use their own feelings in their advantage?
- How can different coaching styles and parenting styles influence the social and psychological development of teenagers?
- Are stereotypes affecting the behaviour of teens in their relationship with their peers?

### Core concepts to be addressed

- **Coaching:** on one hand, the concept started from being understood as an advice-giving process and developed through time to come under the influence of a range of therapeutic or personal-development approach, which tends to go deeper and is more prolonged, rather than the goal-oriented approach, which aims for immediate results (Stober & Grant, 2006). On the other hand, life coaching has been defined as a professional partnership between a



coach and an individual focused on the discovery of one's life direction, and is based on a holistic and action based approach that promotes the process of understanding overall life purpose (Gilmore, et al., 2012, p. 1).

- **Parenting** or parental style: the way in which children, in general, perceive the sum of parental behaviours and practices used by their parents during lifetime in order to shape their developmental process (Baumrind, 1991). It consists of two main dimensions, as follows (Stavrinides & Nikiforou, 2013, p. 60):
  - demandingness – which describes the expectations of parents with regards to the behaviour and socialization of their children;
  - responsiveness – which refers to the parent's general tendency to provide their children with warmth, positive attitudes, and support.
- **Counselling:** even if the term has eluded definition for years, in 2010, 29 counselling Associations - including the American Counselling Association (ACA) and all but two of its 19 divisions, along with the American Association of State Counselling Boards (AASCB), the Council for the Accreditation of Counselling and Related Educational Programs (CACREP), the National Board for Certified Counsellors (NBCC), the Council of Rehabilitation Education (CORE), the Commission of Rehabilitation Counsellor Certification (CRCC), and the Chi Sigma Iota (counselling honour society international) – accepted a common definition of the term, which stated that counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Kaplan, Tarvydas, & Gladding, 2013, p. 366).
- **Mentoring:** traditionally, mentoring has been defined as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career (Kram, 1985) (Levinson, Darrow, Klein, Levinson, & McKee, 1978).
- **Emotion:** an episode of interrelated, synchronized changes in the states of all or most of the five organismic subsystems (which are information processing, support, executive, action, monitor) in response to the evaluation of an external or internal stimulus event as relevant to major concerns of the organism (Scherer, 2001) – for further information on this topic see the below *Figure 1*;
- **Beliefs:** propositions that are held to be true and are "accepted as guides for assessing the future, are cited in support of decisions, or are referred to in passing judgment on the behaviour of others" (Goodenough, 1963, p. 151). Moreover, the concept of belief can be also defined as "a way to describe a relationship between a task, an action, an event, or another person and an attitude of a person toward it" (Eisenhart, Shrum, Harding, & Cuthbert, 1988, p. 53);

- **Team work:** work done by persons working as a team, i.e. with concerted effort (The Oxford English Dictionary, 2nd edn., 1989); the combined action of a group, especially when effective and efficient (Oxford Dictionary of English, 2nd edn., 2005); cooperation between those who are working together as a team (Chambers 21st Century Dictionary, 1996);
- **Stereotype:** a typical picture that comes to mind when thinking about a particular social group (Lippmann, 1922). Early research described the process of stereotyping as an inflexible and faulty thought process, but recent research emphasizes the functional and dynamic aspects of stereotypes (Dovidio, Hewstone, Glick, & Esses, 2010, p. 7). Therefore, stereotypes can be considered as cognitive schemas used by social perceivers to process information about others (Hilton & von Hippel, 1996). Stereotypes not only reflect beliefs about the traits characterizing typical group members, but also contain information about other qualities such as social roles, the degree to which members of the group share specific qualities and influence emotional reactions to group members (Dovidio, Hewstone, Glick, & Esses, 2010, p. 7).
- **Discrimination:** biased behaviour, which includes not only actions that directly harm or disadvantage another group, but those that unfairly favour one's own group (creating a relative disadvantage for other groups) (Dovidio, Hewstone, Glick, & Esses, 2010, p. 9). In accordance with Allport, discrimination is based on denying "individuals or groups of people equality of treatment which they may wish" (Allport, 1954, p. 51). Moreover, the concept of discrimination also refers to "those actions designed to maintain own-group characteristics and favoured position at the expense of the comparison group" (Jones, 1972, p. 4).

Emotion function	Organismic subsystem and major substrata	Emotion component
Evaluation of objects and events	Information processing (CNS)	Cognitive component (appraisal)
System regulation	Support (CNS, NES, ANS)	Neurophysiological component (bodily symptoms)
Preparation and direction of action	Executive (CNS)	Motivational component (action tendencies)
Communication of reaction and behavioral intention	Action (SNS)	Motor expression component (facial and vocal expression)
Monitoring of internal state and organism-environment interaction	Monitor (CNS)	Subjective feeling component (emotional experience)

Note: CNS = central nervous system; NES = neuro-endocrine system; ANS = autonomic nervous system; SNS = somatic nervous system.

Figure 1. Relationships between organismic subsystems and the functions and components of emotions (source: Scherer KR. What are emotions? And how can they be measured? *Social Science Information*. 2005;44(4):695-729)



## Key learnings

- Understand parenting and coaching techniques
- Obtain a better image of concepts such as emotions, discrimination, stereotype, beliefs and teamwork
- Learn how to better interact with teenagers and support them in consolidating resilience to radicalisation and violent extremism
- Support teenagers' abilities and skills to negotiate with conflicting values and allegiances to different and sometimes opposite communities (of peers, faith, ethnicity, sexual orientation etc.)
- Support teenagers' abilities to interact in positive terms, solve conflicts and create better connections

## Exercises

Types of exercises to be developed:

- Recognize the issue
- Spot and define the problem
- Identify tactics used to solve the problem
- Improve tactics: What was the problem? What was the goal? What was the barrier? How was the problem solved? How could we have solved it better?
- Provide alternative solutions
- Follow up test

# # 1

## Brainstorming – free associations

Exercise No. 1	Icebreaker – Inspire me!
<b>Objective</b>	<p>To encourage participants to learn about each other and create a positive dynamic within the group.</p> <p>To create a common understanding in the group about what parenting and coaching mean, how they affect development etc.</p>
<b>Target audience</b>	Age groups – puberty/teenage/adult
<b>Timing</b>	30 minutes
<b>Input</b>	Flipchart, markers and/or computer, video-projector screen, smartphone, pens, paper
<b>Description</b>	<p><b>Icebreaker 1: My inspirational coach</b></p> <p>The trainer briefly introduces himself/herself. Then, the trainer asks participants to introduce themselves. The participants will stay in a circle to encourage interaction and discussions.</p> <p>Then, trainer asks participants to answer the following questions by writing no more than three lines on a sheet of paper.</p> <ul style="list-style-type: none"> <li>• “How can you describe a good coach/mentor?”</li> <li>• “How can you describe a good parent?”</li> <li>• “Is there a certain person/character in a book or movie/cartoon you can think of as an inspirational role-model?”</li> <li>• “If your role model is a real person, how did that person affect your development?”</li> </ul> <p>Note: If one or several participants do not know how to write, they will be asked to answer the questions by drawing.</p> <p>Then, each participant chooses a partner and shares answers with him/her.</p> <p>Finally, a 2-minuteroundup discussion is used by the trainer to collect possible definitions on a flipchart.</p>

	<p><b>Icebreaker 2: Plus, minus, interesting brainstorming model</b></p> <p>The brainstorming session will be used as an icebreaker in order to determine participants to engage in a critical thinking process so as to identify a working definition for concepts such as coaching, parenting, mentoring and counselling.</p> <p><b>Step 1:</b> Each participant will be handed four pieces of paper of different colours (red for parent, blue for coach, yellow for mentor and green for counsellor) and will be asked to draw a table with three columns (one for plus, one for minus and one for interesting).</p> <p><b>Step 2:</b> For five minutes, each participant will be asked to write down all the possible positive aspects of each role mentioned above, taking into account the relationship they can develop with each figure - parent, coach, mentor and counsellor).</p> <p><b>Step 3:</b> For five minutes, each participant will be asked to write down all the possible negative aspects for each category.</p> <p><b>Step 4:</b> For five minutes, each participant will be asked to write down all the interesting things about each category (including implications and positive outcomes) in the interesting column.</p> <p>Note: If any or several participants cannot write, they will: (a) work in pair with another participant that will note down his/her answers or (b) form a small separate group and answer the questions by guided discussion with the moderator, who will synthesize their answers in writing.</p> <p><b>Step 5:</b> Group reflection. All the tables will be grouped. Three columns – the positive, the negative and the interesting will be created for each category previously mentioned. The instructor will encourage participants identify what are the common aspects and present them to the group as keywords.</p>
<b>Learning method</b>	Instruction, guided discussion, cognitive modelling through mentor think-alike
<b>Visual support</b>	Flipchart, coloured paper

## # 2

## Definition (instruction)

Exercise No. 2	Extended concept analysis – Coaching, parenting, mentoring, counselling
<b>Objective</b>	To get a better understanding of the main concepts.
<b>Target audience</b>	Age groups – teenage/adult
<b>Timing</b>	30 minutes
<b>Input</b>	Power point slide and/or handout and/or puzzle chart with parts of definitions to be matched in teams
<b>Description</b>	<p>Clarify what <i>coaching</i>, <i>parenting</i>, <i>mentoring</i> and <i>counselling</i> really mean.</p> <p>Participants are given a set of statements and are asked to work in pairs to assess the definitions and the way they reflect the characteristics of the four concepts as discussed during the previous exercise (see below). They are encouraged to discuss which part of the definitions they consider most accurate and relevant. Then, ideas are shared with the whole group.</p>
<b>Learning method</b>	Guided discussion, cognitive modelling as mentor thinks aloud, extended practice, teamwork
<b>Visual support</b>	Power point, handout, cards

### Tips

**Step 1:** Participants will be divided into two groups and will be given two sets of cards – one with the concepts they need to define and one with academic definitions of the four concepts. The trainer will encourage them to read carefully and try to match them within the groups.

The definitions that will be used are:

**Coaching** - on one hand, the concept started from being understood as an advice-giving process and developed through time to come under the influence of a range of therapeutic or personal-development approach, which tends to go deeper and is more prolonged, rather than the goal-oriented approach, which aims for immediate results (Stober & Grant, 2006). On the other hand, life

coaching has been defined as a professional partnership between a coach and an individual focused on the discovery of one's life direction, and is based on a holistic and action based approach that promotes the process of understanding overall life purpose (Gilmore, et al., 2012, p. 1).

**Parenting** - parenting, or parental style, is considered to be the way in which children, in general, perceive the sum of parental behaviours and practices used by their parents during lifetime in order to shape their developmental process (Baumrind, 1991). It consists of two main dimensions, as follows (Stavrinides & Nikiforou, 2013, p. 60):

- demandingness - which describes the expectations of parents with regards to the behaviour and socialization of their children;
- responsiveness - which refers to the parent's general tendency to provide their children with warmth, positive attitudes and support.

**Counselling** - even if the term has eluded definition for years, in 2010, 29 counselling Associations - including the American Counselling Association (ACA) and all but two of its 19 divisions, along with the American Association of State Counselling Boards (AASCB), the Council for the Accreditation of Counselling and Related Educational Programs (CACREP), the National Board for Certified Counsellors (NBCC), the Council of Rehabilitation Education (CORE), the Commission of Rehabilitation Counsellor Certification (CRCC), and the Chi Sigma Iota (counselling honour society international) – accepted a common definition of the term, which stated that counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Kaplan, Tarvydas, & Gladding, 2013, p. 366).

**Mentoring** - traditionally, mentoring has been defined as a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career (Kram, 1985) (Levinson, Darrow, Klein, Levinson, & McKee, 1978).

Note: If one or several participants do not know how to read, they will be helped by another participant member of the working group they are part of, who will read the definitions for them and will help them make the matches.

**Step 2:** The results of the mix-and-match brief exercise will be presented by each group in a “plenary session” with the trainer guiding the discussion. Focusing on the result of the mix-and-match session and on the keywords that were identified as important for defining each concept during the first exercise, the trainer will ask participants to discuss within each group the key words so as to develop a common understanding of the concept of coaching, parenting, mentoring and counselling.

The definitions will be completed in a form such as:

Group definition of coaching:

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Group definition of parenting:

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Group definition of mentoring:

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Group definition of counselling:

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## Handout

### COACHING

### PARENTING

### COUNSELLING

### MENTORING

an advice-giving process and developed through time to come under the influence of a range of therapeutic or personal-development approach, which tends to go deeper and is more prolonged, rather than the goal-oriented approach, which aims for immediate results

a professional partnership between a coach and an individual focused on the discovery of one's life direction, and is based on a holistic and action based approach that promotes the process of understanding overall life purpose

the way in which children, in general, perceive the sum of parental behaviours and practices used by their parents during lifetime in order to shape their developmental process

it consists of two main dimensions: (1) demandingness - which describes the expectations of parents with regards to the behaviour and socialization of their children; (2) responsiveness – which refers to the parent's general tendency to provide their children with warmth, positive attitudes and support

a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals

a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career

# # 3

## Bridging parenting/teaching/coaching

Exercise No. 3	Bridging parenting/teaching/coaching
<b>Objective</b>	To determine participants to identify the links between parents-teachers-coaches and the extent to which a parent/teacher/coach figure can help them in solving different problems they are faced with, without interfering with their own will.
<b>Target audience</b>	Age groups - teenage/adult
<b>Timing</b>	30 minutes
<b>Input</b>	Paper, colours
<b>Description</b>	<p><b>Step 1:</b> The trainer will ask participants to divide into four groups (no more than 3-4 persons for each group), each group receiving a different colour.</p> <p><b>Step 2:</b> Basing on the definitions developed during the previous exercise, in each group participants will be asked to play the role of a parent, teacher, coach and student, the later facing a personal problem (the trainer will provide participant with the context of the problem – the student is a foreign Muslim resident who faces stigmatization from his/her colleagues in class). The participants who act as a parent, teacher and coach will try to help the student without giving advice.</p> <p><b>Step 3:</b> After the role play, participants will be asked to create the image of a parent/teacher/coach figure, considering their recent experience, emphasizing the main characteristics for each of the three “roles”. They will further have to connect the three “roles” in accordance with the model below (<i>Figure 2</i>), in order to identify the common features, by drawing a map to show the intersection of the three roles from their point of view.</p> <p><b>Step 4:</b> Each team will present the results in a “plenary session” and the trainer will group all the answers to construct a single matrix showing the links between the role of a parent, coach and teacher, perceived by participants.</p>

	<p><b>Step 5:</b> The trainer will invite all participants to a group discussion on the following questions:</p> <ul style="list-style-type: none"> <li>• How the parent/teacher/coach was effective at avoiding giving advice and acting?</li> <li>• How could the parent/teacher/coach have helped the student more efficiently?</li> <li>• How difficult was it for the parent/teacher/coach to help the student without giving advice?</li> </ul> <p>Reference: UNESCO,  <a href="http://www.unesco.org/education/mebam/module_2.pdf">http://www.unesco.org/education/mebam/module_2.pdf</a></p>
<b>Learning method</b>	Free discussions, guided discussion, role play
<b>Visual support</b>	One video projector that will display the model of the matrix.

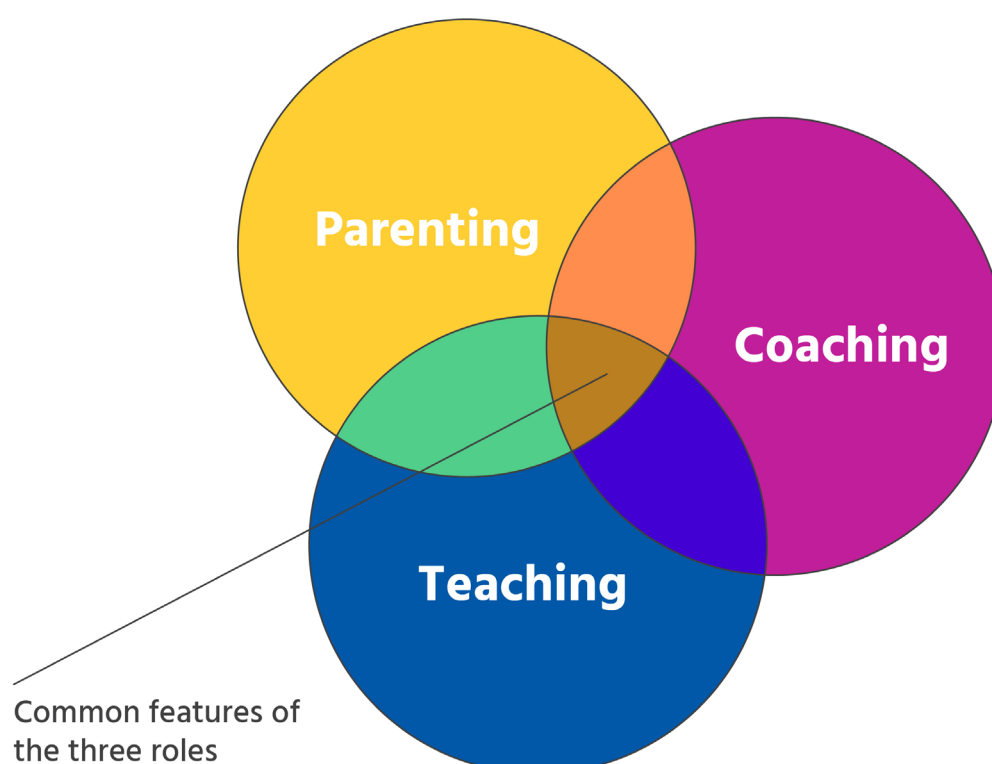


Figure 2. Coaching vs. Parenting vs. Teaching

## # 4

## Build your own role model

Exercise No. 4	Build your own role model
<b>Objective</b>	In the process of personal development experienced during adolescence, young people tend to copy in actions and behaviour the person they most appreciate (a parent, family relative, older friend, superhero, movie star etc.). These exercises will help participants build their own role model starting from the person they consider most influential in their lives.
<b>Target audience</b>	Age groups - puberty/teenage
<b>Timing</b>	One hour
<b>Input</b>	Paper, colours
<b>Description</b>	<p><b>Step 1:</b> The trainer will ask each participant to think about a person that influenced them the most and write down the main features of that model, as well as their motivation to consider that person the most influential one in their lives.</p> <p><b>Step 2:</b> Participants will be asked to think about three major drawbacks to the personal development of young people today and list them.</p> <p><b>Step 3:</b> Participants will be asked to think about and describe the way in which their model figure can help them minimize the effects of the drawbacks.</p> <p><b>Step 4:</b> Participants will be asked to think about and note down another 3 characteristics they consider a role model should possess (other than the ones already identified in connection with the person described).</p> <p>Note: For those participants who do not know how to write, the moderator will create a small working group to discuss the above-mentioned points.</p> <p><b>Step 5:</b> The trainer will invite each participant to present their role model in front of the group, engaging all the participant to comment and discuss.</p>
<b>Learning method</b>	Free discussions
<b>Visual support</b>	-

# # 5

## Candy (M&M) Feeling Game

Exercise No. 5	Candy (M&M) Feeling Game
<b>Objective</b>	To determine participants to express their feelings in an active and amusing manner, connecting colours to different emotions. The exercise will also help them identify different contexts and situations that made them feel in a specific way and will encourage them to talk about their emotions with other persons.
<b>Target audience</b>	Age groups - puberty/teenage
<b>Timing</b>	30 minutes
<b>Input</b>	M&Ms, forms, pen
<b>Description</b>	<p><b>Step 1:</b> The trainer will provide each participant with 7 M&amp;M candies (of different colours) and will ask them to complete a form (see <i>Figure 3</i> below) in accordance with the requirements provided in <i>Figure 4</i> that will be projected during the exercise.</p> <p><b>Step 2:</b> Participants will form small groups (maximum 4 participants) and will discuss their results, identifying similar situations and experiences.</p> <p>Note: Those participants who do not know how to read or write will work in pairs of two with other participant who will help them solve the requirements of the exercise.</p>
<b>Learning method</b>	Free discussions
<b>Visual support</b>	<p>One video projector that will display the requirements for the exercise.</p> <p>Printed copies of the form presented in <i>Figure 3</i>.</p>

Figure 3. Form to be completed by participants

## Candy **m&m's** Feeling Game Rules



For each red candy, write one thing that makes you happy.

For each yellow candy, write one thing that makes you excited.



For each blue candy, write one poor decision you made today and what you could have different.

For each green candy, write one thing that makes you angry.



For each orange candy, write one good decision you made today.

For each brown candy, write one thing that makes you sad.



Figure 4. Candy (M&M) Feeling Game rules

(source: <http://radathome.blogspot.com/2013/11/m-feelings-activity.htm>)



# # 6

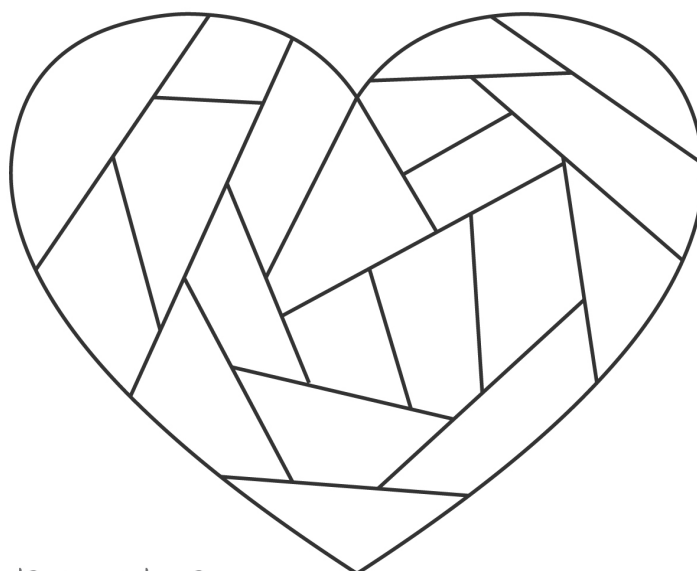
## Understanding emotions

Exercise No. 6	Understanding emotions
<b>Objective</b>	To determine participants, identify how different emotions feel for them in various social contexts. A better understanding of their emotions, as well as of the changes in emotions they face during lifetime, will help participants deal with the different moods they experience during an ordinary day. Moreover, this exercise will later help practitioners to build a stronger relationship with the young people and understand what motivates them to act in a particular manner.
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	One hour
<b>Input</b>	Paper, colours
<b>Description</b>	<p><b>Step 1:</b> The trainer will provide participants with a map of a heart (see below – <i>Figure 5</i>) and will ask them to individually complete the map with what makes them happy, by colouring with different colours depending on the category of factors (they do not have to include all the categories mentioned on the map – people, things, activities, places – they can choose only those categories that have an impact on their well-being).</p> <p><b>Step 2:</b> Each participant will be invited in front of the group to present his/her representation of the map, giving examples of experiences that determined him/her to include a specific activity/person/place/thing on the map.</p> <p>Note: Those participants who do not know how to write will work with the moderator and will only colour the different parts of the heart, after establishing (together with the moderator) a match between a colour and a category of factors that produces them joy.</p>
<b>Learning method</b>	Free discussions, covert self-instruction
<b>Visual support</b>	Printed copies of the map presented in the below figure.



## Map of Heart

### Favourite Things Edition



Color in:

- Red - for people you love
- Green - for things you love
- Blue - for places you love
- Purple - for activities you love

Name:

Date:

Figure 5. Map of Heart (Favourite Things Edition)



# # 7

## How would you describe me?

Exercise No. 7	How would you describe me?
<b>Objective</b>	<p>To help participants acknowledge and highlight their strong points and become aware of other people's perceptions.</p> <p>To provide a safe chamber to experience different perspectives on own image.</p>
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	One hour
<b>Input</b>	Mind-map scheme
<b>Description</b>	<p><b>Step 1:</b> One participant (on a voluntary basis) will go in front of the group and the trainer will ask the other participants to pick one word to describe the person standing in front of them. <b>Note that the exercise will repeat for each participant in the session.</b></p> <p><b>Step 2:</b> The group will fill in their descriptions in the below form (Figure 6).</p> <p>Note: Those participants who do not know how to write will ask another participants to help them note down their word.</p> <p><b>Step 3:</b> After being handed the form, the volunteer will then present himself/herself, trying to concentrate on highlighting the part of the description (developed by the group) that was most accurate.</p> <p>Note: For those participants who do not know how to read, the moderator will read their description, made by the other participants, in front of the group, and they will be asked to comment on the characterization made by the others.</p> <p><b>Step 4:</b> The volunteer will fill in the same form and will keep it in order to see the difference between what people think about him/her at first sight and how he/she really is. This will help them realise the impact of misconceptions.</p>
<b>Learning method</b>	Guided discussions
<b>Visual support</b>	Printed copies of the form presented in the below figure.

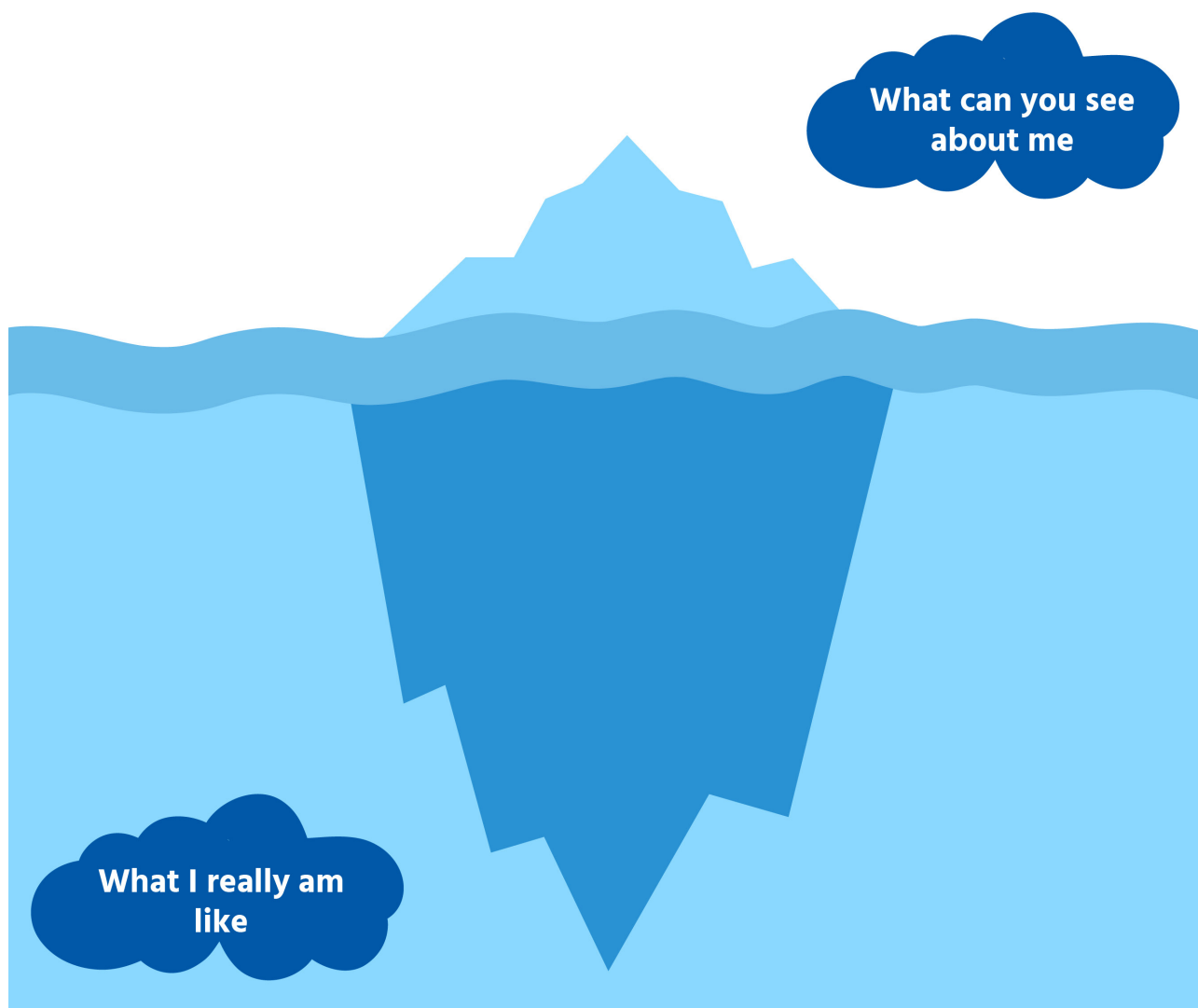


Figure 6. The iceberg of perception

# # 8

## Changing your beliefs

Exercise No. 8	Changing your beliefs
<b>Objective</b>	This exercise is designed to help participants critically evaluate their current situation in terms of achievements and goals. It will also help them discover those areas they consider needing further development and attention. Moreover, it will also help them understand whether they need the help of a parent/coach figure to fulfil their achievements.
<b>Target audience</b>	Age groups - teenage/adult
<b>Timing</b>	One hour
<b>Input</b>	Flipchart, handouts, infographic
<b>Description</b>	<p>During this exercise, participants will be encouraged to analyse the current stage of their life, identifying the changes they need to make in order to be content about all their life aspects. In this manner they can understand that change is inevitable during life and establish a suitable algorithm of change specific to a certain context.</p> <p>Making changes is a natural life progression, helping you stay fresh and motivated. When you want to make a change, you must first answer to the following question: why do you want to make a change?</p> <p><b>Step 1:</b> Participants will take the opportunity to look at their life as it is now. They all like parts of their lives and they all have things that they would like to change, sometimes they are not even aware of what they like and don't like about themselves until they start to look inside. In the first phase, participants will be asked to record all the things they like about their life – the things they want and already have.</p> <div> <div>Things you want and already have</div> <div></div> </div>

**Step 2:** Participants will be asked to think about and write down those things they have in their life, but do not want to have. They can include anything in this list, starting from their bosses to their weight, unsupportive family and so on. What do they have that they do not want? They can add anything on the list.

Things you have and do not want

**Step 3:** Participants will be asked to think about their goals and note them down. Throughout this phase they will evolve seeing themselves moving forward gaining new goals and feeling themselves achieving their desired outcomes. They will have to think about their life and record all their desires, goals, and wishes (no matter the domain – personal, professional etc.). They will be asked to record all the things they do not have in their life but want to.

Things you do not have and want

**Step 4:** Finally, participants will be asked to look at the things they do not have and do not want to have. They can include anything they want, from serious illness, being homeless to unemployment and serious debt.

Things you do not have and do not want

	<p><b>Step 5:</b> Participants will be asked to read all the lists they have developed during the first four steps together, in order to compare the results and identify if there is any need for change soon.</p> <p><b>Step 6:</b> Participants will be asked to compare the column dedicated to things they have and do not want and things they do not have and want. They must transform the things they have and do not want into future. They will, therefore, create a new list of goals – do not have and want – as well as realising that in many ways there are things that they could have that they do not want to.</p>	
	Things you do not have and want	New goals
	<p><b>Step 7:</b> After establishing new goals, they will be asked to identify a strategy to fulfil them. In creating the strategy, participants will be asked to think about the possible role of a parent/coach/teacher in achieving the new goals.</p> <p>Note: For those participants who do not know how to write or read, this exercise can be conducted as a one-to-one guided discussion with the moderator, who will address the questions and note down all the answers received from the participants.</p> <p>Reference: 25 free coaching tools and techniques, <a href="https://wordpress-test-blog2.files.wordpress.com/2013/09/25-free-coaching-tools-and-techniques.pdf">https://wordpress-test-blog2.files.wordpress.com/2013/09/25-free-coaching-tools-and-techniques.pdf</a></p>	
<b>Learning method</b>	Guided discussion, cognitive modelling through mentor think aloud, extended practice, teamwork	
<b>Visual support</b>	Tables, infographic	

# # 9

## Musical chairs

Exercise No. 9	Musical chairs
<b>Objective</b>	The exercise was designed to determine participants to interact and establish communication channels between themselves, without making subjective choices, since they will choose their conversation partner randomly. Moreover, it will help them explore the emotive nature of issues that are difficult to be discussed with a parent/teacher/coach figure and their implications for parent-children relationship.
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	One hour
<b>Input</b>	Chairs, facility for playing music (CD player, laptop and speakers), list of subjects to be discussed
<b>Description</b>	<p>During this exercise, participants will be encouraged to discuss pre-set topics about parent-children and teen-friends relationships in an interactive manner. They will randomly choose their conversation partners, being able to talk to all the group members. The discussions will be observed by the moderator in order to see if there are any topics that might interest the participants in a particular manner, topics that can be further discussed in the group.</p> <p>Feelings can run high when certain issues are discussed in public. The more strongly we feel about an issue the more likely we are to see the views we hold about it not as added extras but as fundamental to our sense of who we are as people. Thus, there is a tendency to interpret attacks on our ideas and arguments as attacks on us as individuals and to feel apprehensive or embarrassed about expressing our opinions to people we do not know or trust. This exercise session is designed to help participants explore the emotional dimension of difficult issues and its implications for classroom climate and management. It is also designed as an 'icebreaker' to help participants to get to know each other better.</p> <p><b>Step 1:</b> The moderator will present to the participants a list of difficult statements for discussion:</p> <ol style="list-style-type: none"> <li>1. A parent/figure/coach decide what is best for us.</li> <li>2. A parent/figure/coach must know about my romantic relationships.</li> </ol>

	<p>3. A parent/figure/coach think that my friends are a bad influence for me.</p> <p>4. A parent/figure/coach denied me to smoke.</p> <p>5. My friends asked me to drink alcohol and smoke in order to be accepted into their group, even if I did not want to do it.</p> <p>6. My friends made me skip school today even if I did not want to.</p> <p><b>Step 2:</b> The moderator will scatter chairs randomly around the room in two's facing each other, one for each participant.</p> <p><b>Step 3:</b> The moderator will tell participants that they are about to hear some music. When the music starts, they should begin walking randomly around the room – or dancing, if they feel like it. When the music will be stopped, they should quickly sit down on the nearest chair – so everyone ends up in pairs facing each other. At this point the moderator will ask them to read the first statement projected. The person in each pair who was the last to sit down has 30 seconds to tell their partner their personal views on the issue read out. During this time the partner should remain silent and not give any indication of whether they agree or disagree. Then it is the other partner's turn to express their views on the statement for 30 seconds.</p> <p><b>Step 4:</b> The music will be played, and the participants will discuss the first statement.</p> <p><b>Step 5:</b> The music will start again, and the process will be repeated until all the statements are discussed.</p> <p><b>Step 6:</b> The moderator will arrange the chairs into a circle for further group discussions on issues that are of interest for the participants. The moderator will also lead a discussion on the feelings participants experienced during the exercise and what they can learn from this about handling difficult issues in their interactions with both parents and friends. What do they think about speaking openly about topics they consider to be difficult?</p> <p>Reference: Teaching controversial issues,  <a href="https://rm.coe.int/16806948b6">https://rm.coe.int/16806948b6</a></p>
<b>Learning method</b>	Free discussions; rehearsal in pretend scenarios
<b>Visual support</b>	Laptop and video projector



# # 10

## Mapping your community

Exercise No. 10	Mapping your community
<b>Objective</b>	The exercise was designed to determine participants to develop a profile of their local community, exploring how it shapes life for young people and to consider why things are the way they are. In this manner, the moderator can observe if there any issues within the community the participants came from that pose any risk for them or that affects their psychical and mental health.
<b>Target audience</b>	Age groups - puberty/teenage/adult
<b>Timing</b>	One hour
<b>Input</b>	Large piece of paper, colours
<b>Description</b>	<p>During this exercise, the participants must answer to a series of questions related to the community they are part of. The moderator will try to identify, along with the participants, the main factors specific to the community they live in, factors that might affect the development process of the participants or their well-being.</p> <p><b>Step 1:</b> The participants are asked to draw on a single piece of paper a rough outline of what they take to be their community. They must leave enough space outside and inside of the boundary to write.</p> <p><b>Step 2:</b> The participants will be asked to focus on the inside part of the boundary, searching the answers for the following questions, by drawing:</p> <ul style="list-style-type: none"> <li>a. Where are the major landmarks? What institutions exist?</li> <li>b. What types of business are in the community and where are they located? What youth organizations, associations or community club exists? (They must be placed on the map)</li> <li>c. What groups of people are in the community? Do they frequent or occupy a location? How do they move within the community? Where are young people in the community? What spaces are available to them?</li> <li>d. What youth programmes, initiatives and opportunities exist? Where? What space is safe, dangerous or open and safe only sometimes during the day for young people?</li> </ul>

	<p>e. What space is off-limits for young people?</p> <p>f. Where does violence take place (if it takes within the community)? Where can young people go to be protected or feel safe?</p> <p>g. How does the space change at particular times of the year, around specific events or when certain things happen?</p> <p><b>Step 3:</b> The participants will be asked to focus on the outside part of the boundary and answer, by drawing, to the following questions:</p> <p>a. What are the perceived threats to the local community?</p> <p>b. Where do these threats come from?</p> <p>c. Who are the outsiders who come into the community regularly?</p> <p>d. Where do they come from and why?</p> <p><b>Step 4:</b> Participants will now be asked to answer to the following questions from their own perspective:</p> <p>a. Where are the places that they frequent?</p> <p>b. Why those places?</p> <p>c. What places are safe for them to visit?</p> <p>d. What places are not safe for them to visit and why not?</p> <p>e. Can they go into some of those places with others?</p> <p><b>Step 5:</b> The moderator should compare all the results provided by the participants and can propose for discussion several subject derived from the answers of the participants.</p> <p>Note: For those participants that do not know how to write or read, this exercise can be conducted as a one-to-one guided discussion with the moderator, who will address the questions and note down all the answers received from the participants.</p> <p>Reference: Young people and extremism: a resource pack for youth workers,  <a href="https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf">https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf</a></p>
<b>Learning method</b>	Guided discussion
<b>Visual support</b>	-

## Further resources

- Partners in parenting, Norma G. Bartholomew, Danica K. Knight, Lois R. Chatham, D. Dwayne Simpson,  
<http://ibr.tcu.edu/wp-content/uploads/2013/09/ppmanual.pdf>
- Positive Parenting, Diana Guthrie, Stephen P. Amos,  
<http://wichita.kumc.edu/Documents/wichita/pediatrics/Positive%20Parenting%20Handbook.pdf>
- The CoParenting Toolkit, Isolina Ricci,  
<http://thecoparentingtoolkit.com/PDF/ToolkitLookInside.pdf>
- Therapeutic parenting tools, Connie Bonner-Britt, Chuck Britt,  
<http://www.selftimeout.org/assets/ther-parenting-tools.pdf>
- Better parenting facilitator manual,  
[https://bettercarenetwork.org/sites/default/files/Better-Parenting-Facilitator-Manual\\_FINAL\\_high-res-for-printing\\_23-5-2018.pdf](https://bettercarenetwork.org/sites/default/files/Better-Parenting-Facilitator-Manual_FINAL_high-res-for-printing_23-5-2018.pdf)
- 50 life coaching exercises,  
[http://www.davidbonham-carter.com/50\\_Life\\_Coaching\\_Exercises](http://www.davidbonham-carter.com/50_Life_Coaching_Exercises)

## Logistics

- Working space description: video projector and screen, laptop and speakers, chairs that can be placed flexibly around the room, paper, colours, flipchart
- Lab support: Internet access



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