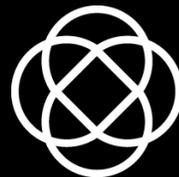


WHAT IF I WAS WRONG?

When We Talk, We Learn!

An original idea of



CENTRE DE PRÉVENTION
DE LA RADICALISATION
MENANT À LA VIOLENCE

In collaboration with



Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Commission
canadienne
pour l'UNESCO

Observed effects of counter-narrative campaigns:

- Stigmatizing
- Moralizing
- Simplistic



Our approach

The “What If I Was Wrong” campaign does not seek to persuade anyone to abandon an ideology and replace it with another.

Goal of the campaign

Encourage resilience and critical thinking skills as protective factors against radicalizing and extremist discourses leading to violence.

Target audience

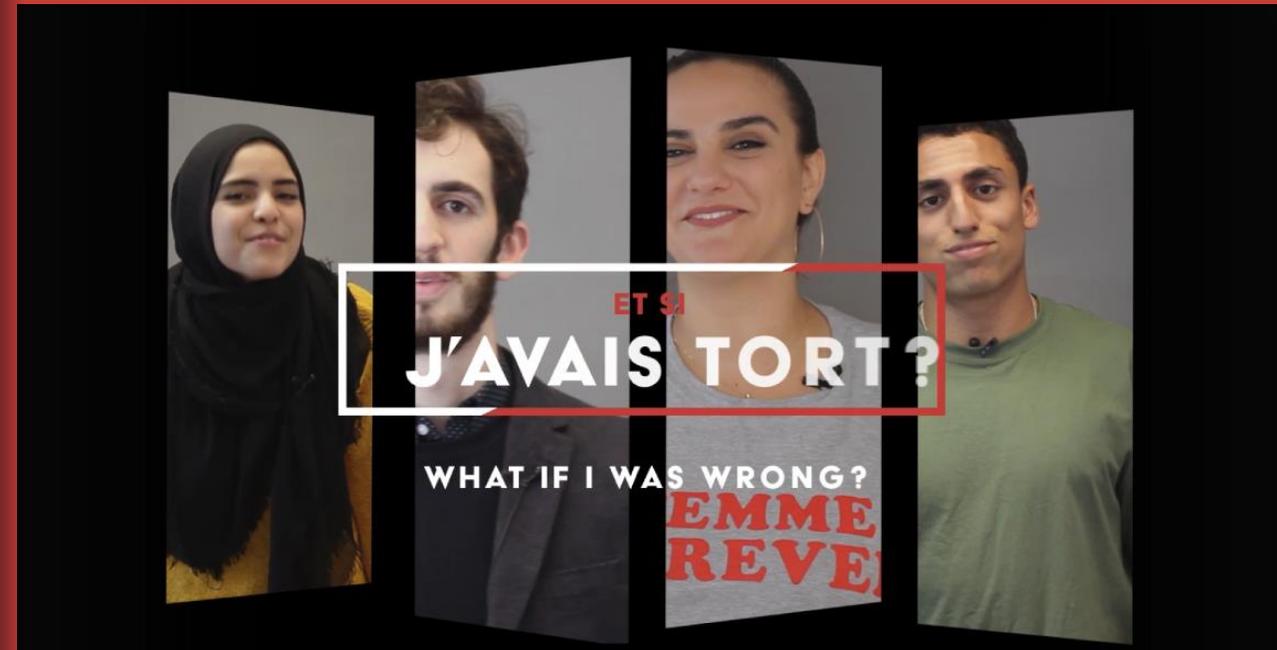
Young people aged 13 to 35

Why this age group?

- Searching for an identity
- Seeking purpose and answers
- More vulnerable to radicalizing and extremist discourses

18 Younsters

1 year





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seated barriers between some
their social, political, religious,
characteristics, or their beliefs.
ns or beliefs divided into two
that seem irreconcilable.



One vision for all

A dogmatic view

- Sectarian standardization of world views, ideas and beliefs.
- Rejection of whatever way of thinking which is considered different, alternative or marginal and does not necessarily match that of the majority or what is recognized outside the “in” group.
- Conforming only with what is shared with the group, for reassurance.



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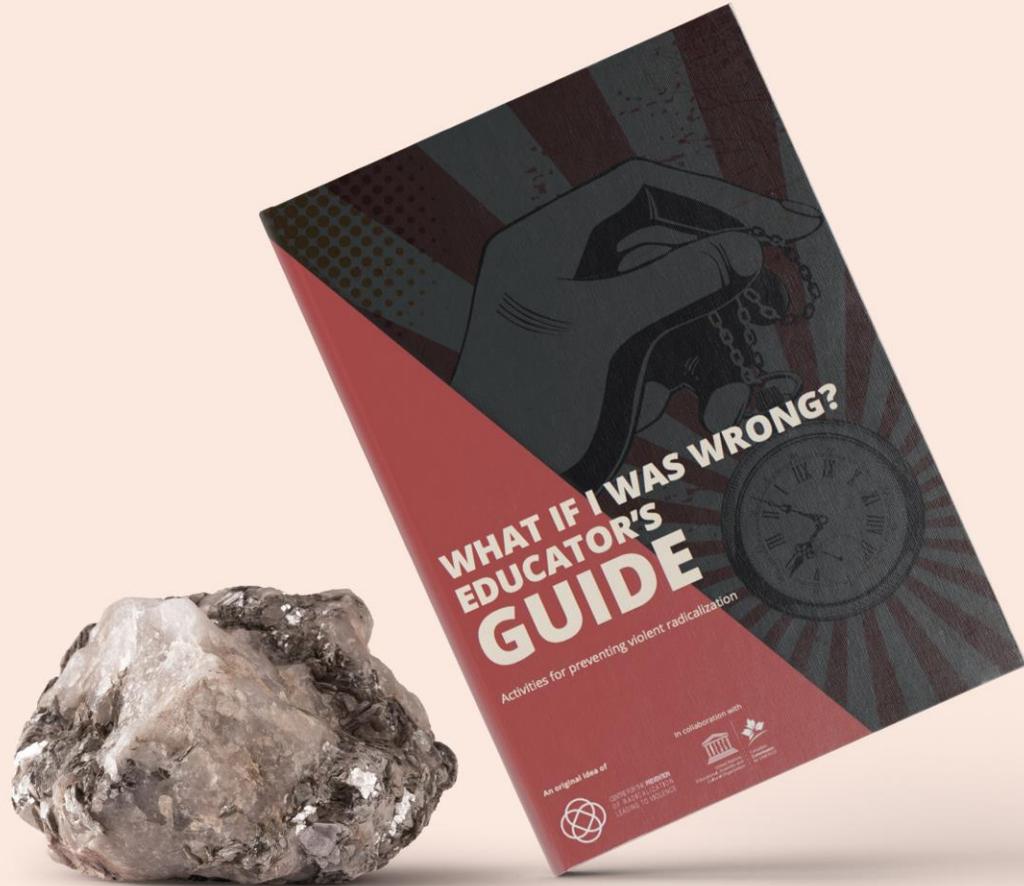
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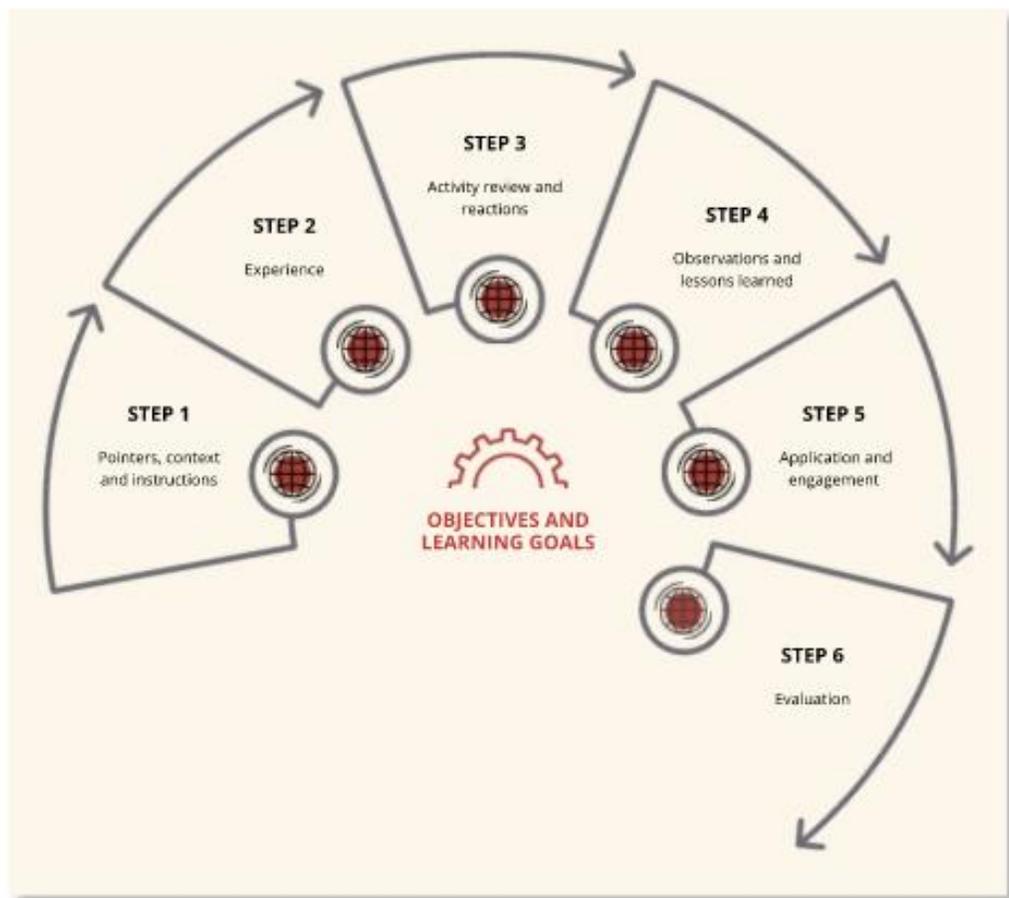
Educator's guide *for teachers and community workers*

- Help teachers, community workers and group leaders organize activities aimed at strengthening the resilience of **youth aged 13 to 17**
- Preventing radicalization leading to violence by promoting critical thinking skills
- **Nineteen** activities of **50 to 90 minutes** on the five campaign themes

LEARNING MODEL

All the worksheets are based on Kolb's experiential learning model,¹ which accommodates various popular teaching styles.

The process consists of 6 steps, as shown in the diagram below:



The evaluation should be accompanied by a review in which both teacher and students take part.



It is strongly recommended that all of these steps be completed, that the necessary time be allocated and that caution be exercised if it is thought that a particular situation may not be compatible with the life experience of the young people in the group.

THEME 1 – I DON'T FIT IN HERE

WORKSHEET: I BELONG EVERYWHERE!



Did you know that volunteering is one of the best ways to develop a sense of community?

Volunteering one's time fosters self-esteem and social inclusion*. It is therefore an important component in preventing radicalization, since those seeking a purpose and a sense of inclusion are more vulnerable. Do you volunteer? If so, how often? How does volunteering make you feel?

Activity prep sheet: I belong everywhere!

Type of activity	Sociocultural activity, reflection activity
Target age group	13 – 17
Total time	95 minutes
Location	Public place or classroom
Key message	The city belongs to everyone, and it serves everyone. And yet, our comfort level varies in different locations. It depends on many factors that often stem from our own representations. We can expand, deconstruct, and improve upon these representations.
What you need	<input type="checkbox"/> Photos of different locations <input type="checkbox"/> Means of transportation to the selected location (if needed) <input type="checkbox"/> One or several persons to talk to at the selected location or in class <input type="checkbox"/> A discussion area (in class or another location) <input type="checkbox"/> A review sheet for each participant (available in appendix) <input type="checkbox"/> Three identification posters for the assessment stations
Values involved	Citizenship, inclusion, engagement
Activity objectives	<ul style="list-style-type: none">• Become aware of how our surroundings are represented• Understand the limits of these representations• Encourage reflection on inclusion and exclusion, and take ownership of one's environment
Academic context (courses)	Ethics and Religious Culture, Geography, History, Social studies

* OECD, How's Life? 2015: Measuring Well-being (Paris, 2015: OECD Publishing), 264 p. DOI: http://dx.doi.org/10.1787/how_life-2015-en

What If I Was Wrong?

across Québec

- **542 high schools et 62 cegeps** throughout Québec
- **24 awareness-building workshops**
 - 12x The Art of Expression
 - 12x Quiz Night



What If I Was Wrong?

across Canada

- **87 associated schools** in the UNESCO Network in Canada
- **72 cities** in the Canadian Coalition of Municipalities Against Racism and Discrimination

