



RISE

we are

Youth perspectives against extremism

Films, materials, context
for educational work

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"A democratic society must be driven by a culture of democracy. Strengthening this culture, promoting pluralism in opinion and taking a decisive stance against the enemies of democracy is a responsibility we all share. As the German Federal Minister of State for Culture and the Media I devote the entirety of my strength to meeting this responsibility."



Claudia Roth
German Federal Minister of State for Culture and the Media

[Translation adapted]



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01 Mission Statement

06 In the RISE project we develop media-educational approaches to the encounter with extremism in the worlds of today's youth. The rejection of pluralism, the denigration of those who live, think or look differently, and the desire for an absolute truth are unfortunately a part of our society. Ideologies of inequality, as expressed for example in racism, sexism and conspiracy theories are also a part of the everyday world for youth. In RISE we address these phenomena and others like them. We want to encourage the critical analysis of simplifying answers to complex societal challenges. We counter extremist media ranges with well-founded information, and more than anything with the perspectives and experiences of youth themselves.

RISE addresses all youth, in the sense of universal prevention. The project inspires them to reflect on their positions, to express their ideas and participate in discussion and debate processes. Here experts from all fields of education are central players: We can only reach as many youth as possible and counteract extremist tendencies by collaborating with those individuals who work in educational practice.

Set photo "Außergeister" © Antonia Neumeier



The prerequisite for this work is a close interdisciplinary collaboration of a variety of partners in science and educational practice. Another central element is the connection of approaches from media education, political education and universal prevention work. The following fundamental guidelines for action and target dimensions were derived for the project based on our competencies and previous experience and after analysis of the topic areas:

- Children and youth have the right to expect high-quality and balanced educational content. RISE offers educationally well-founded and structured learning materials for youth as well as tools for educational specialists.
- Media are a central element of our society. Materials and methods in the project RISE address current media developments and offer support to specialists.
- Media play an important role in the development of young peoples' personalities. RISE supports youth in active and reflective interaction with media. This strengthens them for critical encounters with anti-democratic and anti-pluralistic world views.
- Media productions by young individuals are a valuable contribution to societal discourse. The objective is to strengthen the perspectives of youth. The productions are complemented with supporting material and are made accessible for educational work as well as to a broad audience.
- It must be possible to express controversial ideas in educational work. RISE supports educational specialists in the constructive use of conflicts regarding various values and political orientations. Background information and methodical collections serve to strengthen the ability of youth to deal with societal pluralism.

02 Extremism and (Media) Education

08 In the RISE project young people create short films which address political topics and discourse. Here media-educational work takes place at the interface between political education, promotion of democracy and universal prevention. The fundamental idea: Youth who feel strengthened in terms of their rights and who feel that they are perceived and appreciated together with their interests and experiences also feel that they are a part of society at large. They are not dependent on unyielding explanations of the world and simplistic concepts of identity and group inclusion like those presented by extremist groups.



Set photo "Metonia" © Nina Tondat

The encounter with media and their significance in the processes of formation of opinions provides important access to educational work. Media are a source of information and orientation and therefore create space for the dissemination of the individual's own opinions and for exchange with others. Media take on a central function when it comes to participation in world events. Social media play a special role for younger people. Services like TikTok, Instagram, YouTube and Discord are used to navigate topics such as climate change, racism and gender. Here orientation can however be difficult, since the information offered can come from widely differing sources. In addition to journalistically verified facts, there are also contributions from ambitious lay participants and sometimes even conspiracy stories or intentionally positioned content from extremist players. This lack of transparency is an important issue for (media and) political education. Here young

people should be supported in the formation of critical opinions and in political participation. As a project for universal prevention of extremism RISE focuses its work on thematic key areas which are of particular significance for youth identity work and which at the same time are instrumentalized by extremist groups: Gender, Social Criticism, Pluralism, Values and Religion as well as Racism.

The project develops didactically oriented material for education specialists on the five cited topics and provides this material free of charge at rise-jugendkultur.de. The objective is to support young people in achieving a differentiated and target group-oriented encounter with political topics in an educational setting so that they become familiar with different perspectives and approaches to a given topic. Their opinion-formation processes are to be strengthened, their argumentation skills improved and discussion processes are to be initiated within their peer groups. Young people are to be empowered to evaluate information in the context of a democratic understanding of values. They are supported in the development of their own perspectives and points of view on societal, political and religious questions, which they can contribute to societal debates both online and offline.

Knowing and considering the habits of media use and esthetic preferences of young people is important in target group-oriented work. Accordingly, RISE works primarily with films made by young people and for young people, accompanied by a framework of educational material. This results in products created on equal terms in the sense of peer-to-peer learning and educational processes on the part of the filmmakers. Particularly intensive educational processes are triggered in the context of youth film production. The media products created on a joint basis often continue to have an effect on the group or the individuals long after completion of the projects.



Set photo "Aquarium" / "Fish Tank" © Knut Kuhles



→ TO THE NETWORK

Our network
is growing
and shining.



@risejugendkultur

Set photo "Hysteria" © Moritz Gebler

03 Topic Areas & Texts

In addition to films and educational materials, rise-jugendkultur.de also features various articles and background reports, a podcast and a quiz on the topic areas Social Criticism, Gender, Values and Religion, Pluralism as well as Racism. 11

Our content is intended for readers who would like to take a closer look at the topics mentioned. Current societal debates are addressed, Islamic and extreme-right narratives are analyzed and recommendations for education specialists are formulated.

Additional features address specific aspects from these topic areas, ranging for example from love and sex in Islam, racism in the media, value conflicts and formation of opinions among youth or feminist perspectives in Islam, to topics such as extremist media content and groups.

The content varies according to target group. Some texts are aimed at youth, others are intended for education specialists or an appropriate specialist audience. The objective is to provide readers with access to a variety of relevant topic areas and perspectives.



RISE meeting © Milen Zheleff

Gender

- 12 Gender and sexuality are central topics for young people. Traditional sexual and gender categories are currently being called into question by parts of society. Criticism is directed at the binary, biologically-based understanding of genders, i.e. the idea that there are only men and women with their respective “natural” characteristics. There are demands for the equality of all (not in the binary sense) gender-identities as well as the recognition of diverse sexual family and living forms. At the same time, Islamic and extreme-right groups are examining questions of gender and sexuality, speaking against anything which cannot be clearly categorized as wholly masculine or feminine.

Extremist groups presume a biological inequality between men and women which motivates different positions within society. As in all patriarchal concepts of society, women are seen as subordinate to men within this paradigm. The development of the sexual and gender self-image is an important topic for adolescents. Given the heated socio-political debates and the widely diverse range of possibilities for living out sexual orientation and gender identity, young individuals may feel the need for a clear definition of gender roles in the course of developing their own identities. Social media content can play a crucial role here.

This is due to the fact that social media have an impact on how societies construe gender. Messages and images in social media on the one hand exhibit a broad spectrum of positions on what femininity, masculinity and the many possible facets in between can be. This is precisely where RISE comes in, creating spaces and occasions for discussion to illuminate the diverse range of possible manifestations of gender and sexuality.



Gender aspects in religiously-based extremism and youth-cultural approaches to prevention work

The writings of Silke Baer (Cultures Interactive) address among other things freedom of religion and visible religious practice (debate on head coverings), questions of equality as well as sexuality and sexual self-realization. She provides an introduction to the basics of gender-reflected prevention work and offers concert suggestions for educational work and materials.

Female, Feminist, Moslem?!

In her article, Maral Jekta breaks away from the widespread assumption that Moslem women cannot be feminists. She takes a look at the history of feminism, outlines conflicts within the various movements in Islam and illustrates feminist Islamic tendencies.



"East Germans" of Color

Pluralism is linked with the promise of empowerment, a promise which has as yet only been partially realized for many groups. One example is presented by Katharina Warda (Sociologist): East Germans of Color. Right-wing extremism and racism are often equated with East Germans in the majority German discourse. Warda describes why this excludes those East Germans who suffer under the effects of racism and right-wing extremism. Furthermore, she exposes this equation process as a strategy for avoiding the issue of extreme right-wing and racist tendencies among West Germans.



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Pluralism

We live in a pluralistic society protected by the German Constitution. Its diversity manifests everywhere: Diversity in convictions and lifestyles, different origins and religious affiliations, different gender identities and ages ... Pluralism simultaneously represents an opportunity and a challenge to youth. They can find and live out their own individual lifestyles. At the same time, however, there is little guidance in terms of right and wrong, which can leave the individual insecure and overwhelmed.

Groups from the Islamicist and right-wing extremist spectrum also react to the need for orientation and solidarity. The content they offer is a response to the desire for security, recognition and a feeling of strength. Here however they isolate themselves from pluralistic ideas. Religious or ethnic homogeneity within the individual's own group is seen as a prerequisite for the continued existence of the community, deviations are disdained. As a result, pluralism becomes a threat: not only to the community, but also to the individual group member.

Pluralism Requires Formulation of Constitutional Rights

Pluralism means debate and often also conflict, as Qefli Ademi (University of Münster) demonstrates, pointing out that there is no protection against confrontation in pluralistic societies, neither for the societal majority nor for minorities. This is particularly evident in the missing separation between politics and religion. Religious groups are invited by Constitutional law to participate in society, even if this could result in friction. It is the responsibility of a democratic society to engage in these discussions.



Values and Religion

- 16 Ideals, central images, standards, principles of life, and also self-esteem, empathy and involvement. The human values and basic ethical postures are especially important in adolescence. Young people develop ideals for their actions and in doing so pursue a good lifestyle. Religions can offer orientation in the search for moral normative standards. They offer historical and moral reference points. But religions also change, just as their significance and perception in society does.

There is no place for religion in our society anymore – at least according to one widespread opinion, declaring religion to be a private matter which should not play any central role in the enlightened public sphere. Much to the contrary, in recent times we have been experiencing the return of religions. In addition to the Christian denominations, Judaism and Islam for example are often in the public eye, a fact reflected in political and societal debates. This “return” of the religions also entails a discussion on the connection of religion and extremism. Here the growing strength of religious-extremist movements such as Islamism is regarded as a threat to the Western-democratic social order.

The value systems of the religions play a central role in the encounter with religiously motivated extremism, since extremist groups also frequently refer to religious convictions and traditions when justifying their objectives and actions. From their point of view their own ideas are not negotiable. Such groups believe they represent the “one true faith” and have no respect for the values of anyone else. This involvement with religion and religious values is also an opportunity to render visible the diversity within a religion and to call for its acceptance.

Getting out of the “Islam Corner”
Treating religion in an educational context is not always free of conflict. As an educational specialist how do I react when my female student begins to wear a headscarf or refuses to shake my hand? Meltem Kulagatan (Goethe University Frankfurt am Main) calls on specialists not to automatically regard conflicts and disturbances as religiously motivated. Her contributions to religious literacy aid in understanding when religion is important to identity work and when other life factors are more relevant.



Find Love in the App Store, Inshallah!

How do Moslems date? For example, with the Muzmatch app. Muzmatch presents itself as “halal, free, and fun”. Approximately two million Moslems worldwide use this app. The explicit objective of the app is to match Moslem partners and set up marriages. What the users of the app however differs widely. Lina Najmi (ufuq) describes the app and how Leila (name changed) uses it in her search for love. An article for young people.

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"What Are You Doing While Other Moslems Suffer?"

Many young people in Germany find it very important to try to reduce the suffering of starving or politically persecuted people. They want to take action on behalf of a more just world. This fact has also been realized by Islamic groups which claim to be working for worldwide donation and aid campaigns. Götz Nordbruch (ufuq) takes a critical look for example at Ansaar International and how helpful support for an Islamic group really can be. He illustrates the importance of taking commitment on the part of young people seriously and looks at other paths open which are open to them.

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Sick (and tired) of talking about refugees!?

Many young people want to help refugees. But many are also not interested at all, having exhausted their sense of the sympathy which is offered to refugees in so many places. Instead, they experience refugees as threat and feel overwhelmed. Maximilian Schober and Niels Brügger (JFF) show how young people who have lost their sense of sympathy can reach that position. They argue that their statements, sometimes bordering on outright racism, can be evidence of fears and individual distress which must be addressed in social and educational work.



Social Criticism

Societal values, norms and structures need not be left unquestioned. They can and should be the subject of debate and dispute. A critical view of the existing situation is necessary before societal grievances can be named and society changed for the better. Social criticism arises in various segments of the society. Thus, in addition to academic social criticism, there is also political, journalistic and religious criticism of a prevalent structure. Social criticism is only rarely non-judgmental, and is often linked with ideological convictions.

In current debate, social criticism arises among other things from extremist groups. Thus for example Islamic and right-wing extremist viewpoints find acceptance among segments of society even when they are counter to fundamental rights and freedoms in the society. This can be the case for example when this kind of social criticism is mobilized for anti-pluralistic values. At the same time however, extremist groups claim to stand for values like freedom, love and "the true family". Exactly what these groups mean by this has to be critically examined. These values are often connected with authoritarian ideas and denigrating postures towards those who think differently.

Extremist groups often use oversimplified and polarizing world views when arguing for their social criticism. When seeking explanations, some young people, themselves the victims of injustice, marginalization and discrimination, can be open to societal concepts which reject diversity, tolerance and democracy. In such cases it is important to recognize the underlying messages and manipulative attempts on the part of the extremist positions. This is where political education comes in: Its objective is to foster politically mature individuals who are to be empowered in the recognition of problematic societal areas and in working for change.

Racism

20 Racism manifests itself in a system of structural inequalities. In Germany this inequality appears primarily between the societal majority and minorities. It can however also be found in denigrations expressed by members of minorities towards other minorities. At present racism is primarily oriented towards cultural differences. Negative characteristics are attributed to minorities due to their ethnicity, religion or culture.

Reducing the amount of inequality is important to many individuals. However, criticism of racism may encounter resistance, since it also raises questions of societal power structures. Critically examining power structures entails calling one's own position in society into question, as well as – in some cases with reference to that position – the societal positions of other groups and stakeholders.

These debates are important to young people who experience racism and discrimination, giving them the opportunity to examine their experiences and to try out possible actions. Rendering racism visible and working against racism are two important objectives of the materials offered by RISE. Islamist groups also address the racism experienced by young people. However, what they offer is not intended to motivate youth to work against injustice and anti-Moslem racism. Instead they seek to make the individual turn away from society or even to take up a position counter to society.

One special target group for materials on the topic of racism are educational specialists who are not persons of color who are not themselves the object of racist discrimination, but whose socialization may nevertheless result in the reproduction of unconscious racism and who at the same time often work with young adults who experience racism in their own everyday lives. Here raising awareness and support in changing perspectives is thus particularly important.



Everyone Different, Everyone (Un)Equal

One important concern in dealing with the topic of racism is to support people who are not persons of color in encountering and examining their own societal positioning. The contribution by Anai Ahrens (political officer) describes how our normality encourages the continuous re-establishment of racist structures and inequalities. She uses the term "Dominance Culture" ("Dominanzkultur") to refer to action on the part of a white majority which perpetuates discrimination against non-white people – and what this majority can do to change the situation.

The Road to Discrimination-Free Journalism?

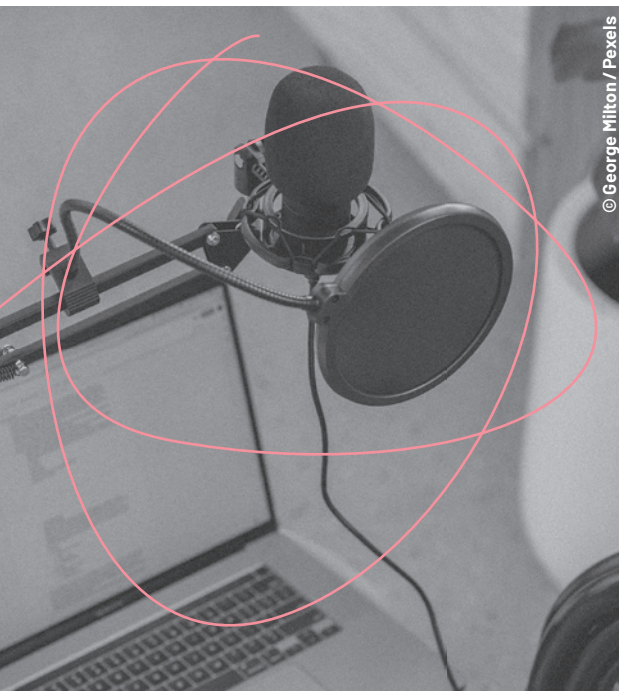
The importance of the examination of racism continues to grow for journalists and media outlets. Concepts such as Framing and Second Level Agenda Setting show that reporting has an impact on the opinions formed by viewers. Thus a careless choice of words or choice of topic on the part of the journalist can reinforce racism and prejudices against minorities. In an interview Christina Horz-Ishak (TH Köln) reports on the status of research and current developments in media practice.



SUPPORTING MATERIALS → S. 27

04 The Podcast and the Quiz

22 **RISE – The German-language podcast on identity, pluralism and extremism provides educational specialists with fundamental knowledge and impetus for handling with controversies and conflicts relating to differing value systems and orientations. In our talks we offer impulses, methodological pointers and the “Ahah!” effect for all aspects of the topics Gender, Social Criticism, Pluralism, Values and Religion and Racism. Here we work at the interface between political education, media education and prevention work. Seven episodes will be produced during the project duration.**



© George Milton / Pexels

The first two episodes deal with underlying topics of prevention work, while the remaining five spotlight the five central topic areas of the project. In the first episode we ask: “What can extremism prevention really do?” We hear from experts from the fields of political education, media education and prevention.

In the second episode “What Are Narratives?” we examine what narratives are and the role they play in extremist ideologies and political educational work. In an episode on the topic of pluralism we take a look at how to navigate value and religious conflicts in school. We speak with secondary school students and a teacher who are participating in the senior-phase course “Glaube und Zweifel” (“Belief and Doubt”) at Cologne’s Campus Rütli. In the episode on the topic of gender we hear from three filmmakers who have produced films with the support of RISE on sexual violence and women in traditionally male professions. They talk about why these topics are important to them and the role that film as a medium plays in the encounter with gender questions. The episodes on Racism, Pluralism and Social Criticism will be published by June 2022.



→ TO THE PODCAST



Set photo “Hysteria” © Moritz Gebler

23

Wer? Wie? Was? (“Who? How? What?”) – The quiz on extremist narratives and how you can react to them!

In the quiz “Who? How? What? – The quiz on extremist narratives and how you can react to them” young adults can put their abilities as narrative experts to the test. They have to figure out which statements have been made by which groups. They choose from a selection of right-wing extremist and Islamic groups and persons, for example Muslim Interaktiv, Generation Islam, the Identarian movement and Björn Höcke.

The quiz brings to light which statements are behind the populist and extremist narratives, the similarities in the thinking of Islamists as well as right-wing populist and right-wing extremist persons and groups and what can be said to counteract these narratives.



→ TO THE QUIZ

05 Media Productions & Supporting Material

24 **As part of RISE a Germany-wide support competition for young filmmakers between the ages of 14 and 26 was announced. Young people were able to submit their ideas for short films with an expose to apply for financial support and coaching on content. The film productions provide a “young, youth-cultural look” at the RISE topic range and form the core of the platform together with the corresponding educational supporting materials. In short video messages the filmmakers present themselves and their cinema work, address young viewers and highlight the peer-to-peer approach of RISE.**

The film concepts submitted to the RISE support program are as varied as the five topic areas of the project itself. The topics are broadly defined and leave much room for interpretation on the part of the candidates in contributing their perspectives on the topics. The educational preparation of the films then takes place in a second step. The young filmmakers know that their films will subsequently be made available to other young people in educational settings. However, they are not required to make “educational” films.

Since the film groups have a high degree of freedom in the production process, the results are highly authentic and contain strong messages. They deal among other things with the following questions: How do people feel who have been discriminated against because of their ethnicity, religion, culture, their gender identity or their sexual orientation? What does justice mean? What experiences do young people have for

example relating to gender or racism? And how do they manage to process these experiences in fictional or documentary scenarios?

The educational supporting materials on the platform are a framework for short films produced by the youth and young adults. The materials present concrete possibilities for treating the films in educational work and include instructions on methods, exercises and suggestions for film discussions. The essential objectives are empowerment, raising awareness and promoting empathy.

The educational materials offer self-efficacy by presenting possibilities for the individual to become active on behalf of societal diversity, and to develop and articulate their own positions. This usually takes the form of active media work, for example the production of videos and creation of memes or campaign posts. Below are two exemplary exercises (including for digital use) for each topic area from the material packages on the film productions. Additional materials are available on the RISE platform under “Begleitmaterial” (“Supporting Material”).




Set photo “Außengeister” © Antonia Neumeier

Gender

In the area of "Gender" the films address, among others, topics like abortion ("Bauchgefühl"/"Gut Feeling"), Asexuality ("Ace up My Sleeve"), sexual harassment/attacks ("Hysteria", "Wenn nicht ja, was dann?"/"If Not Yes, What Then?"), Trans* ("Luna") and Outing ("Paul", "Schlossallee"). The issue of gender equality in today's career world plays a central role in two films ("Webserie :in", "herspeech.rec"). These films are produced by young women who are concerned with pointing out societal grievances and sharing their own individual experiences.

Exercise "Ich bin, wie ich bin" ("I Am the Way I Am") for the film "Paul"

The film "Paul" deals with discrimination against homosexuals in Rap and music videos. The package of materials provides exercises on the topics of homophobia (in Rap and in society), solidarity and achievements of the LGBTIQ* community. The exercise "I Am the Way I Am" raises participants' awareness for the topic of outing based on the film "Paul". Participants place themselves in the role of a friend of Paul, who outs himself as gay in the short film. The participants collect possibilities and ideas on how they can support Paul.


 **Strengthening empathy skills**
Empowerment of Queer young adults

 **Approximately 1.5 to 2 hours**



Exercise "Meinungsbarometer: Er hat sich scheinbar nur verteidigt" ("Opinion gauge: Apparently He Was Only Defending Himself") for the film "Hysteria"

The short film "Hysteria" tells a Queer-feminist story of powerlessness and rage, frustration and solidarity. It shows how sexual harassment in the public arena is part of the reality lived by all women – and also how they can defend themselves against it and empower themselves. The material package includes exercises on the topic of "Sexual Harassment" and looks at the question of how it is handled in society. The exercise "Opinion gauge: Apparently He Was Only Defending Himself" lets the participants develop their own position on the topic and discuss it with others.

 **Reflection on the protagonists in the film**
Getting to know others' positions
Finding differences and similarities
Re-evaluating your own position

 **Approximately 30 minutes**




Racism

The films in the topic area Racism deal with the young filmmakers' various vantage points. There are documentary formats that take a look at society (sidewalk survey on the topic of racism) and formats which tell biographical stories ("Schau mir in die Augen"/"Look into My Eyes"). The films include stories which are strongly characterized by the filmmaker's own experiences with discrimination ("Diaspora"), as well as interpretations of those who are not impacted who criticize societal structures ("Aslama", "Wir sind doch auch Menschen"/"We're People Too").

Exercise "Empathy: Look into My Eyes" for the film "Schau mir in die Augen"

The film "Look into My Eyes" tells the personal story of the refugee Eric Noel Mbiakou, who lives in Brandenburg. The film shows societal problems which are clearly highlighted by the protagonist's experiences. The material package is intended among other things to sensitize participants to racial discrimination. The exercise "Look into My Eyes" consists of an interactive audio book in which participants can place themselves in the role of a refugee. The audio book plot is based on the experiences of Eric Noel Mbiakou.

 **Raising awareness of racial discrimination**
Strengthening personal resources

 **Approximately 45 minutes**



Exercise "Wie ich entdeckt habe, weiß zu sein" ("How I Discovered Being White") for the film "Straßenumfrage Rassismus" ("Sidewalk Survey on Racism")

In the film "Sidewalk Survey on Racism" Judi and Mouhamed pose questions on racism to passersby in Berlin and Potsdam. They become involved in the dialog on their own experiences, the effects of racism and options for action. The material package contains exercises on the topics Racism, Discrimination, "Critical Whiteness" and possibilities for intervention in case of discrimination. In the exercise "How I Discovered Being White" participants learn about the concept of Critical Whiteness, and use this concept to reflect on their own societal position as well as possible strategies for dealing with it. They also formulate joint possible actions relating to racism.

 **Getting to Know Critical Whiteness**
Reflections on White Fragility

 **Approximately 45 minutes**



Social Criticism

The productions by the young filmmakers in the area of social criticism deal with topics which young people encounter and critically examine in their lifeworld. The films don't provide concrete solutions, but rather primarily want to raise awareness of societal problems. The films contain calls for solidarity and socially justified societal coexistence. The topic areas include for example dealing with the homeless ("Dreck"/"Dirt"), justice ("Auf der Suche nach Gerechtigkeit"/"The Search for Justice"), being different and categorization ("Irina 28-07-37", "Aquarium"/"Fish Tank") and the Corona pandemic ("Die Pandemie"/"The Pandemic").

Exercise "Filmgespräch" ("Film Discussion") for the film "Doch so fern" ("So Far Away") (suitable for use online)

In "Doch so fern" Mr. Hoffmann talks about his sons Thomas and Markus, who have gone to Syria to join the Islamic State and go to war. The material package contains exercises which encourage examination of the various different facets of the sons' decision. Here reflection includes media structures, societal contexts and the significance of emotions. The exercise "Filmgespräch" focuses on the encounter with first impressions and feelings as well as with the reflection on the topics and content of the film.



Affirmative encounter with the film
Collection of first impressions and feelings
Reflection on the topics and content of the film



Approximately 45 minutes



Exercise: "Aktion für Gerechtigkeit" ("Campaign for Justice") for the film "Auf der Suche nach Gerechtigkeit"

In the documentary film "Auf der Suche nach Gerechtigkeit" a young film team embarks on the search for definitions, values and norms which render the term "Justice" tangible. The associated material package works on approaching personal access to justice with various examples and approaches. The material package is oriented towards personal experiences and ideas of the participants. In the exercise "Aktion für Gerechtigkeit" the participants take practical look at their personal commitment on behalf of justice.



Familiarizing with various types of campaigns
Planning and execution of a campaign
Strengthening democratic participation



Approximately 1.75 hours



Pluralism

The encounter with the topic of pluralism takes place in the productions in a highly diverse range of ways. While some of the filmmakers address questions on community and membership from various perspectives in interviews ("WIR SIND"/"WE ARE"), others approach their topic from a more metaphorical point of view by telling stories about closed communities which are "invaded" by outsiders ("Aquarium"/"Fish Tank").

Exercise "Weltkarte" ("World Map") for the film "Diaspora"

What's it like not to feel like you "completely belong" to society? Belonging is an important part of identity formation, as made clear by the film "Diaspora". It raises the question of cultural identification with the country an individual lives in and the "retention" of the identity components the individual has "brought along". The material package addresses these topics. In the exercise "Die Weltkarte" participants embark on a journey through the story of migration.



Learning other people's migration stories
Recognizing cultural diversity of the group



Approximately 15 minutes



Exercise "Meme-Erstellung" ("Creating Memes") for the film "WIR SIND" (suitable for use online)

The interview film "WIR SIND" ("WE ARE") deals with various types of access to the topic of group membership. The material package contains modules on the topics of Groups and Group Membership, Prejudices and Group Exclusion as well as Stigmatization of Groups. In the exercise "Meme-Erstellung" participants create memes and take a creative look at their own group memberships and prejudices.



Reflection on the participant's own group memberships
Encounter with self-descriptions
Reflection on discrimination in social media
Creative realization of the discussion



Approximately 40 minutes



Values and Religion

In the topic complex "Values and Religion" a film team uses sidewalk interviews to look at the meaning of Islam for observant Muslims ("Islam – was bedeutet das für dich?"/"Islam – What does it mean to you?") and non-Moslems ("Islam – Was stellen Sie sich darunter vor?"/"Islam – What do you think it means?"). In a film production the young filmmakers deal with closed societies and sects ("Metanoia").

Exercise "Wertewanderung"/"Value Drift" for the film "Islam"

In the film "Islam" the filmmakers speak with Muslims about what Islam means to them. The material package provides exercises on the topics of values, faith and community. In the exercise "Value Drift" participants reflect on their own values and learn the value systems of others.

- Reflection on participant's own value and faith concepts
- Familiarization with other value systems
- Finding shared aspects of value systems
- Familiarization with contexts of justification



Approximately 45 Minutes



Exercise "Lebensziele"/"Life Goals" for the film "Metanoia"

"Metanoia" (Greek for "contrition", "change of attitude") shows a fundamental change in the life attitudes of two young women in a short film. While Sophie is part of a close-knit and strict religious community, Ronja casually enjoys substance abuse and partying with her large and eccentric circle of friends. The differences appear beyond reconciliation. But both quickly appear to be curious about one another's lifestyles ... The material package contains exercises on the topics Identity, Community, Lifestyle and Tolerance. In the exercise "Lebensziele" participants examine the terms Security and Insecurity.

- Recognition of various positions
- Positioning between security and in security
- Reflection on participant's own position



Approximately 20 minutes



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Young people are supported in developing their own perspectives and points of view on political, societal and religious questions, which they can then contribute in online and offline discourse.

