

RAN Collection practice template

Name of the practice

Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.

Ey schatje! / Hi babe! An intervention game

Description

(max. 300 words)

Short description of the aim and working method of the practice. Please note that in this description, it must be clear that there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.

The aim of 'Ey schatje!' / 'Hi babe!' is to increase understanding, empathy and positive communication between adolescents.

By using peer influence in a controlled and positive way, the adolescents are their own teachers. They are able to set their own norms and values and reflect with each other on real-life situations. The game leader provides a playful ambience and is aware of the need to adjust extreme ideas. Because of the preventive approach, it can be used from the age of 12 years. Emerging extreme ideas can then be identified before they get fierce.

The empathising questions and role plays made adolescents say that they "would recommend playing 'Ey schatje!' / 'Hi babe!'" because it is "educative to see how others think", "it was very funny" and it made them see "what to improve" about their communication styles.

Because we want to talk about 'hot' and complicated subjects as well, a safe ambience is needed. Therefore, the intervention game consists of four games of 50-60 minutes (adjustments are possible depending on attention span).

- The first game is about one's own qualities and things one is less proud of.
- The second game is about meeting someone online or seeing someone on the streets, for example.
- The third game is about falling in love and maybe meeting with someone.
- The fourth game is about relationships and intimacy.

	<p>There are two versions of the game. The first is a board game for two to eight players. The second is a classroom game for six to 30 players.</p> <p>The aspect of boys' behaviour and attitude towards girls is important in this, especially regarding excesses within the incel movement, and other extremist ideologies with misogyny as a driving factor. After all, if young boys understand the relational point of view from girls, and if they feel more understood by girls, they would be less resentful towards the whole female gender, which is often the case within the above-mentioned movements. If they are thus less resentful, they are less vulnerable to these movements and extreme misogynist ideals.</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Gender/women</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Youth / Pupils / Students</p> <p>First responders or practitioners</p> <p>Educators / Academics</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>North-Holland, in the Netherlands. Region of and in Amsterdam.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>Starting year: 2020</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Because the intervention is very new, there are two promoting videos and one instruction video (all in Dutch, for now). There is a handbook included in the intervention, to lead it. Deepening questions and facts are included in the handbook.</p>
<p>Evidence and evaluation</p>	<ol style="list-style-type: none"> 1. Qualitative feedback of participants was collected. The feedback we get is that they "love the approach of a game" and they "see how a playful intervention works

Short description on performance measures of the practice, including

1. qualitative views and quantitative (statistical) data e.g. measure of the success of your project or intervention.
2. evaluation and feedback, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?
3. peer review which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.

Please elaborate on the outcomes of your monitoring and evaluation efforts.

out for the youngsters". "They are totally pulled into the game because it is provocative and inciting". The children were asking to do some more questions and role plays and when they would get another chance to play.

2. The intervention game was created in collaboration with more than 30 youngsters from the ages of 10 to 25 years. From the beginning (what do you like in games?) to the look and feel (what kind of drawings do we need?) to the pilots (do you understand what to do and what do you think of the content?), and everything in between. Many adjustments were made along the way. Besides the involvement of the youngsters, there was an evaluation with 30 social workers. They gave their opinion about the look and feel, the diversity of topics (LGBT+, culture, trauma, intelligence), and the ease of leading the intervention game. Again, adjustments were made.

A formal evaluation of effects has not taken place yet, but the reactions of participants and supervisors were very positive. Youngsters wanted to keep playing and were curious about the remaining questions. They were enthusiastic to hear about different perspectives, and how 'the other person' perceives things in romantic relationships. The approach with practicing real-life situations and peer education was quite new for the youngsters, but it was very well received.

Following recommendations during the RAN Y&E meeting, a training was developed for practitioners who do not feel comfortable yet to talk about these topics. Various organisations said they wanted to work together around this game.

3. During the meeting, people were very enthusiastic. They said they loved the approach of a game, the idea of putting genders together instead of separating them, and that you could play it everywhere and with everyone. One critical and proper question was who the game leader could be. The conclusion was that in some countries/cities/schools/etc. it would be ok for every teacher to be a game leader, if they feel comfortable with the subject. In other countries/cities/schools/etc., a trained teacher/game leader would be preferable, because they expect a general teacher is not very familiar with the subject.

For now, the intervention game is only available in Dutch, but the presenter was very happy with all the feedback from different cultures. They look forward to collaborating to improve the intervention game for game leaders or with even more questions focused especially on a subject, like radicalisation.

Sustainability and transferability
(maximum of 200 words)

It is a board game that can be used over and over again. Because of the group composition and their opinions, it is

<p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>always different. New dynamics, new things to learn from each other, new experiences and opinions, etc.</p> <p>Some game leaders would be ok with an instruction video, others would prefer a training like the train-the-trainer method. Both are very transferable.</p> <p>The costs of the intervention game in the Netherlands is EUR 140. The costs of training, postage and translation of the game are not yet calculated.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Y&E meeting 'Gender-specific approaches in P/CVE'</p> <p>Date: 31/05/2022</p> <p>Place: Lisbon</p> <p>Subject: Gender-specific approaches in P/CVE</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Besides individual investments, the game was funded by the municipality of Amsterdam (the Netherlands) to develop the game and make a promotion video for it.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Collaboration of CONCEPT Mingels & Qpido</p> <p>Type of Organisation: Foundation</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Netherlands</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p>	<p>Address: Baarsjesweg 224, 1058AA, Amsterdam Contact person: Muriale Mingels</p>

Please provide contact details of who can be contacted within the organisation, with name and email address.	Email: m.mingels@levvel.nl Telephone: +31 624926675 Website: www.qpido.nl/producten/ey-schatje/
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