POSITIVE PSYCHOLOGY
AND GLM
IN SCHOOL AND UNIVERSITY

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MINIMISING RADICALISATION IN EDUCATIONAL CONTEXTS

- Provide young people with a **structure of activities** in their everyday life giving them a **sense of belonginess**

- Offer **counselling services**, taking into account the culture and the particular characteristics of the individual

- **Implementation of training programmes** based on knowledge, skills and specific needs young people (i.e.: sports, arts, crafts, etc.)

- Inform families, educational institutions and community bodies on the topic and **enhance networking and cooperation** between them
WP2 Link:

• UK:

Importance of the GLM and restorative justice in giving young people a second chance rather than other “outdated” models that can be more punitive in nature.

• ITALY:

The need to maintain a positive training approach focused on the communitarian conflict management, which, through the use of knowledge, dialogue and the recognition of the "other", allows young people to build a future life projects based on respect and tolerance principles.
Integration of vulnerable young people (who feel socially isolated or excluded) into society and importance of this being an interactive process

One cannot expect vulnerable youth to adapt during an integration process when the society or social group in which they re-integrate does not change itself
Radicalisation can be countered by providing young people with positive alternative opportunities that will enhance their sense of empowerment.

References were made to young people’s involvement with athletic clubs and societies as a positive alternative for young people.

Skills taught through sport help to empower individuals and enhance psychosocial well-being, such as increased flexibility of thought, self-esteem and respect in relationships with others.

Many of the core values inherent in sport, such as fair play and respect for team-mates are compatible with the principles required to reduce extremist ideologies and violent behaviour (Ehsani, Dehnavi, & Heidari, 2012).
Experts from the academic community explained that the role of an active and educated young citizen is an important factor to prevent radicalisation.

By raising awareness and providing early education on issues such as human rights, social inclusion and community coexistence, radicalisation of youth can be addressed.

In this way, young people acquire skills and knowledge to act positively for an equal society (Masson, Hammaren, & Odenbring, 2016).
Educational strategies to support prevention efforts are dependent on the educator’s abilities to identify personal challenges of young learners as they struggle with issues of well-being, identity and meaning and are tempted to adopt radical views in search for meaningful answers.
How to build Resilience

- **Encourage**
  - Encourage to develop empathy and tolerance

- **Encourage**
  - Encourage to help them think from different perspectives

- **Facilitate**
  - Facilitate open dialogue in a safe space to support and explore attitudes and experience

- **Facilitate**
  - Facilitate sessions to provide basic knowledge of various extreme ideologies

- **Build and enhance**
  - Build and enhance critically thinking on the use of media to propagate extremism

- **Support**
  - Support them to engage in something meaningful which will give them sense of belongingness
Enhance their resilience skills

Focus on their abilities and qualities in order to build strong social identities to positively cope with the difficulties they face on the path of personal growth.

Promoting an environment that fosters belongingness and connection: the positive relationships built with academic/school staff, student services staff and with other students give them a sense of belongingness and well being which would ultimately prevent them from being targets for violent radicalisation.
Principle #1: Teachers and professors are the primary source of belonging, retention and satisfaction

The educational environment is the best place to generate a strong connection between students and the university/school. Students want and ask for a deeper connection to teachers and professors. Thus investing in initiatives and resources to deepen this connections serves two objectives: it gives students what they want and increases their sense of connection and belonging.
Principle #2: Don’t ignore the potential impact of student services

There’s a large opportunity for student services to positively impact the student experience. Professional services can serve as a core of holistic support within the institution that helps students succeed.

Source: https://www.hobsons.com/resources/entry/blog-four-key-principles-for-a-positive-student-experience
Principle #3: Life happens all the time

A student with every reasonable expectation of a positive experience at the point of induction may run into a breakup, financial difficulties, stress at home or any number of challenges that threaten to disrupt his or her experience. Universities/schools must develop flexibility and the capacity to detect changing circumstances to intervene when it's necessary.

Source: https://www.hobsons.com/resources/entry/blog-four-key-principles-for-a-positive-student-experience
Principle #4: People make the difference

Students’ relationships with people that make the difference. Education is a deeply human experience and any approach to improving the student experience that elevates the reach and effectiveness of the people who work directly with students will have the biggest effect.

Source: https://www.hobsons.com/resources/entry/blog-four-key-principles-for-a-positive-student-experience
HOW IMPLEMENTING POSITIVE PSYCHOLOGY AND GLM IN YOUR SETTING?
1) STIMULATING WELL BEING AND BELONGINGNESS
2) TAKING A STRENGTHS PERSPECTIVE
**STRENGTHS POINTS!**

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Co-funded by the Erasmus+ Programme of the European Union
3) BUILDING AND IMPROVING SELF-CONFIDENCE