

Stuttgart – Design Concept

version 1.6

Valeriya Vasilyeva

INSIDE OUT

Dr Dagmar Heinrich

University of Salford (USAL)

1.0 Background

Prevention of radicalisation leading to violent extremism

Processes of radicalisation are a significant danger to urban security and social cohesion. Regardless of whether people are radicalised by others or on their own, they pose a potential threat to their cities.

Although according to the official police statistics, Stuttgart consistently ranked as one of the safest large cities in Germany, it must not be taken for granted. The events of the past years in Stuttgart revealed the massive perils caused by radicalisation processes. However, addressing radicalisation at the local level is difficult because of the widespread networks of possible offenders: riots violence against police, vandalism; turkish-Kurdish conflicts; autonomous left-wing extremist groups, taking part in demonstrations against war in Ukraine; right-wing extremists, “Reichsbürger”, “self-governors” and extremist conspiracy ideologies; “Querdenker” initiatives and movement.

Based on qualitative data from the organisations that work with young people, Stuttgart sets a challenge to develop a tool that will help to prevent possible radicalization processes in the groups of the young people.

2.0 Problem statement

- **In what ways might we...** increase young people’s resilience in the face of radicalization?

2.1 Additional problem statements

- **In what ways might we...** increase the local resources for youth work and radicalization prevention in Stuttgart?
- **In what ways might we...** evaluate the effects/impact of the tool while working with young people?

3.0 Proposed design concept

3.1 Concept name

The proposed name is: TRICK17

3.2 Overview

Stuttgart Tool is a creative art-based approach to simultaneously:

- raise young people's awareness level in relation to radicalization and increases young people's resilience in the face of radicalization;
- awake/support the interest in young people to democracy values and encourage them to take more active part in the social city activities.

Stuttgart Tool combines in a new way the "workshop" and "outreach work" approaches, presenting a form of "mobile interactive show-workshop", that potentially achieves the highest degree of participation possible. The Tool utilises the power of magic and illusion to engage and empower young people, equipping them with essential skills to resist radical influences. By harnessing the universal appeal of magic, the tool creates an interactive experience that fosters critical thinking and personal growth.

3.3 Target group(s)

- Young people between 13 and 21 years old;
- different representatives of communal prevention, willing to use the Tool in their everyday work.

3.4 How it works

The Tool is based on principle of the "Magic wagon", it is an interactive mobile art-workshop that will be held in four different parts of the city Stuttgart (run workshop once a week, for four weeks, then change location):

- A school yard
- A train station (for example, Böblingen)
- A trade centre (Milaneo)
- A central park.

The Tool is conceptually divided in five stages, as follows:

1. Team-preparation
2. Beginning of the show (Preparation stage)
3. Part I of the interactive Workshop
4. Part II of the interactive Workshop
5. Ending

Each of these four stages is described below.

1. Team Preparation

Before the Tool implementation the team has already gone through the following steps:

- a) analysed the audience necessities and the situation in the city of the Tool implementation

The social workers should be consulted to understand the target audience's demographics, knowledge levels, and potential biases. The Tool itself is universal, but the **focus can be changed** according to the local needs (the social workers of the other cities will be able to choose the modules from the guidebook provided)

b) determined the team members, who will be using the Tool (constant or changing)

The main character of the whole workshop is a “magician”, who will be leading the whole program. **The whole working group requires 4-5 people (magician, magician assistant/stooge, coordinator, technician/driver).**

c) determined the stakeholders, who will be participating in the Tool implementation on the different levels

The stakeholders can participate directly on the spot, where the Tool will be demonstrated, provide the information for the calendar, or support the Tool in their social media. The Team has publicized the workshop through various channels, such as social media, community organizations, educational institutions, clearly **communicated the workshop's objectives and benefits.**

d) determined the spots, that are of interest of the young people in the city of the Tool implementation

The spots could be **determined by the local social workers**, who have an experience in the mobile social work. They should select a suitable outdoor location that offers both comfort and a conducive learning environment. Factors like weather, seating arrangements, and access to necessary resources should also be considered at this point.

e) prepared the Instagram page for the local social media activity

The design and the recommendations of the social media activities **will be provided** together with the methodical guide of the Tool implementation

f) prepared the “Magic wagon”, that consists of:

- a. a car
- b. curtains on the frame
- c. music boxes
- d. “magic” requisite (hat, cards etc.)

The “Magic wagon” comes to the chosen spot and the team goes into public preoperational stage.

2. Beginning of the show (Preparation stage) 7 min

This part of the show serves the goals of the Tool and **should not be mixed** the real preparation of the Tool, that was described before. In this pre-Workshop part the team starts working with the public and accumulate the interest before the action takes place.

The magician and the team start the open preparation to the show: they mount the curtains, the test the microphone, they get the requisite box ready. While doing all this, the magician already starts to interact with the young people, that are slowly coming to the spot:

- *Hey, guys, could you maybe come and help?*
- *Do you like magic? I will show you something special you today.*

This initial engagement creates a sense of **participation** and curiosity among the audience.

The team is helping the magician and also interacts with the public:

- *We are preparing the show (attraction)*
- *Well, you'll see yourself, let yourself be surprised! (interaction)*
- *You can stay here, in front of the curtain (involvement)*

This part is needed to respond **the following goals of the workshop:**

- **Attraction** of the young people. This serves on the one hand as an advertisement of what will follow, on the other hand we try to get the most part of the auditory to the beginning of the interactive workshop.
- First-stage **interaction** level of the young people with the social workers. This fosters an environment of open dialogue where participants feel comfortable sharing their thoughts and asking questions.
- First-stage **involvement** into the hidden level of the interactive workshop - radicalism prevention. This part serves as an involvement to the following workshop, on the one hand preparing the auditory for the listening to magician, on the other – during the reversal analysis of the workshop the young people would be able to understand that that could be the first stage of the involvement to any group action.

3. Part I of the interactive Workshop (7 min)

Magician:

The “magician” starts the show. He shows some tricks to attract the attention of the audience. These tricks or actions (action modules) will be scientifically elaborated to respond to the main **concepts of the democracy values**. Inside Out e.V. utilises the idea of magic tricks and the wish to be tricked (**how easy it is to trick me?**) the **representation of the possible extremist and radical influence that** young people can experience. Tricks are not the main goal during the workshop – they serve as an **instrument of distraction**; Inside Out e.V. Works with the Paradox-Intervention, and the interaction with the public is the main point of this part: „**don't believe everything you see**“.

The tricks, that will be elaborated, could be referring to the following democracy values and represent the complicated concepts with easy and possible-to-be-read metaphorical representations:

Law – the trick with the book

Constitutional state – “the majority was wrong” – the tricks with the “free” choice

Diversity of opinions – the trick with the voting stones (black, white, all are turning into the other color)

Plurality – the comments and the choice of the volunteers

Democratic choice - the trick with the objects, that is seen differently by the groups

Justice – „refusing“ the volunteer

Freedom – trick with making people to interact with their neighbour

During this stage the magician **works with the audience very actively:**

a) some people he only addresses, asking questions or pointing at them

At this stage the magician's behaviour remains **friendly**, although he starts to slightly **point to some facts** about young people, who are surrounding him, drawing the slight attention to their gender, physical appearance, nationality, and other factors that are not supposed to be mentioned this way in a real democratic society. The magician's comments gently draw attention to specific characteristics of the participants. These references are not overt but enough to make participants notice the commentary. This strategy prompts participants to question their self-awareness and their social borders, encouraging the young people to be more sensitive and aware of their own and the other's social behaviour, and therefore more resilient in the face of the radicalisation.

Important recommendation to this part of the workshop for the magician would be the **high level of awareness of the group dynamic**, including the quick and flexible reactions to any behavioural pattern. The magician should be prepared to navigate unexpected reactions from participants. Some might respond emotionally, and the magician's ability to change the attention focus is crucial.

b) some people he can call out as volunteers for very short tricks (1-2 min)

When the volunteer takes part in the trick, he also gets the comments like that are described above, but the main focus of the happening is to respond to the idea of magic tricks and the wish to be tricked, the **representation of the possible extremist and radical influence** that young people can experience. Also using a real person in the workshop can have a stronger impact on the participants and lead to more meaningful discussions about racism.

Team:

During this stage the Team goes further with the "preparation", but currently it is already a **thought-through act**, that serves only the goals of the workshop:

- the Team follows the strategy of segregating the audience into 2-3 distinct groups by using tape or other markers. These groups are now designated as "the group on the left" and "the group on the right," creating a clear division among the participants
- whenever it is possible one group gets a more favourable position compared to the other. This distinction adds a layer of inequality, drawing attention to the differences in positioning between the two groups
- the member of the Team brings the "Rules of behaviour" and prominently displays it on a flipchart or board, positioning it adjacent to the stage

The strategy of dividing the audience into distinct groups and introducing rules of behaviour serves as a representation of the common strategies of the extremist groups. This setup prompts participants to critically analyse and question the reasons behind this division, fostering an understanding of how manipulation and unequal treatment get into the play in any radicalization process after the attractiveness and freedom of the first stages. The division of the audience can trigger feelings of belonging within each group, mirroring the group dynamics that often lead to radicalization. The unexpected introduction of rules can prompt participants to question their autonomy within the controlled group. These measurements encourage critical thinking within the group of the young people who are taking part in the interactive workshop.

4. Part II of the Interactive Workshop (7 min)

The additional character for this part is a “stooge” or the “magician assistant”, who is prepared for the following activity. The main task is to show the influence of the tricks on this additional character. **The "assistant" cannot be a real person from the public.**

The magician chooses a stooge from the spectators and puts him in front of the public, while the audience chooses what will be done to the stooge, led by the “magician” figure. In some cases, the “magician” also assures the spectators that he has the full permission of the stooge to do everything that the group chooses to be done.

This part can be also changed to the official representing the assistant, depending on the chosen modules of the interactive workshop. Furthermore, using the magician's assistant openly will also add an element of surprise to the interactive workshop, as the participants will not expect the assistant to be the target of the inappropriate behaviour. This surprise factor can help to increase the emotional impact.

The “magician” starts to work with the “assistant”, showing his tricks on him and with his help, making him feel unpleasant in front of the group **as well as the group unpleasant in front of the magician**. The actions (action modules) taking place will be elaborated to respond to the main **concepts of the democracy values, being broken in front of the public**. These modules will be elaborated within the flexibility approach – the number of modules and their connection would be possible to adapt to the group and to the group reactions.

The example of one of the modules can be the following: taking the personal belongings of somebody from the audience, like a bank card and allow the assistance to read the number loud with the tied eyes. While the trick begins with the assistant making mistakes and being mocked by the magician in an unpleasant way, it transforms then to the moment, when the assistant is saying the right numbers, making the owner of the belongings in the public feel uncomfortable with his private information being violated (of course the magician knows where to stop at the point he won't give the whole information to the public). At this very moment the public is experiencing a strong combination of emotions from amusement to pity and from fun to discomfort. By witnessing the magician's interaction with the assistant and observing the reactions of both the assistant and the audience, participants gain insights into the psychological aspects of manipulation and the emotions associated with it.

The other important aspect of making the audience feel the planned level of discomfort is a prominent **change** in the behaviour of the magician. He remains friendly, but this friendliness turns to uncanny and sarcastic. He starts to ask the audience:

- *Why do we do all this?*
- *You see, the Big Brother is watching you*
- *You see, I tricked you again and distracted you, that's how this all works*
- *Be more attentive then! If you are not attentive people can do these tricks to you*

This change in behaviour adds to the atmosphere of discomfort and tension, encouraging participants to reflect on the emotions they are experiencing. This experience encourages critical thinking and a heightened awareness of how individuals can be influenced and how they themselves might react in similar situations. Ultimately, this contributes to building resilience against manipulation and radicalization.

5. Ending (5 min)

The “magician” reveals the main learning element of the whole action – all the unpleasant experience, that has been taking place in front of the young public, is not appropriate, and the main reason that they can take place — that nobody from the group **has not objected to the happening and, moreover, has taken part in the process.** (*The “magician” can also reveal to the group that the “stooge” was not a real figure and never gave official permission to what was happening.*) The magician also mentions the beginning of the workshop, when the audience found itself in a surrounded place with some unexpected rules. He also apologises to all the unpleasant comments and shows the direct rejection of this manipulative behaviour.

This part serves as an **open dialogue** with the young people and as a critical thinking “vaccine” that increases young people’s resilience in the face of radicalization.

This part can be also flexibly changed according to the reaction of the audience, taking into consideration their level of interaction, interest raised, and reaction given. In the case of the audience **giving objections** the goal of the workshop will be also reached and the lesson learned, and the social worker, who plays the magician, would praise the audience for having and communicating the ‘right’ reactions.

The young people are briefly encouraged to take photos and videos with the Team, as well as selfies and personal reels. After the workshop the “Magic wagon” disappears, leaving the contacts and **qr-code to the internet resource** with the further information for the young people.

4.0 Explanations to the concept

Concept

The concept of the Stuttgart Tool solves the following problem: In what ways might we... increase young people’s resilience in the face of radicalization?

Magic tricks often involve misdirection and illusions, challenging the audience's perception of reality. Also, Magic is a universal art form that transcends cultural and linguistic boundaries. By unravelling the secrets behind magic tricks, the magician teaches young people to question appearances, think critically, question extremist and radicalization methods and examine information from different angles. This gives them the “vaccine effect” and empowers them to become discerning individuals who are less likely to fall for deceptive or manipulative narratives.

Cross-phenomena approach: ¹

The Tool is oriented on the cross-phenomenal approach, and explores the themes of democracy, identity, rights, justice, diversity, and personal values, presenting narratives that resonate with the experiences of young people. The addressing to the cross-phenomena of radicalization helps to build the content of the workshop that encourages young people to reflect on their own beliefs and perspectives, fostering a sense of self-awareness and critical thinking.

Attraction and interaction approach:

- a) Tool is oriented towards young people's natural interests. It leverages the captivating nature of magic and illusion to engage young people. The use of interactive tricks activities creates an entertaining and enjoyable environment that captures their attention and curiosity.
- b) The Tool serves as a “promotion” Tool for democracy to the young people. Through representing current events, examples of democratic movements on the Internet-page the tool connects young people to the practical application of democracy values in their daily lives, engaging them to the future willing to collaborate with the local social organisations.
- c) The Tool provides itself the possibility to interact with the audience and to be flexible in the dialogues that appear during the performance. The idea of the workshop puts the interactivity to the base of following activities. As far as the main goal is to attract and hold the attention of the young people to teach them an important and valuable lesson, the workshop concept also includes the interactive varieties of the learning part, depending on the reaction and behaviour of the audience.

Flexibility approach:

- a) The cross-phenomenal approach allows to work with different audiences. The end-users' group is young people of Stuttgart from 13 to 21 years old cannot be described as solid, taking gender, origin, age, religious and other individual experiences into consideration. The addressing to the cross-phenomena helps to provide the universal impact on the young people, encouraging them to and critical thinking.

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<https://www.bpb.de/themen/infodienst/505225/phaenomenuebergreifende-radikalisierungspraevention/>

- b) The number of modules inside of the workshop and their connection will be possible to adapt to the group and to the group reactions. The dialogue inside the workshop stays also interactive, depending on the reaction and behaviour of the audience.

Gender Approach:

The Tool recognizes the importance of a **gender-inclusive approach** to effectively address radicalization and strengthen resilience among young people:

- a) The Tool explores themes such as identity, gender roles, and stereotypes, encouraging critical reflection and discussion on these topics. Gender topics tend to be utilised in the radicalisation, so the Tool is concentrated on giving young people the possibility to develop resilience in the context of radicalization in accordance with gender roles and stereotypes.
- b) The Tool collaborates with gender experts specialising in gender equality and youth empowerment. This collaboration ensures that the tool remains updated with the best practices, incorporating a gender lens into its activities.
- c) The Tool uses inclusive language and representation throughout its materials, ensuring that all young people, regardless of their gender identity, feel seen, heard, and respected. The mentors, facilitators, and characters portrayed in storytelling performances reflect a diverse range of genders and backgrounds.
- d) The figure of the fictive volunteer will be changed according to the gender approach, so that the workshop will take the diversity into consideration. In this case it could be recommended either to have a pool of candidates to play this role (in case of using the tool with a diverse group), or to change the candidate according to the type of auditory (in case of the future usage of the tool with the groups with special social expectations).
- e) During the potential aftertalking sessions (depending on the stakeholders) the safe and confidential atmosphere will be created and held, ensuring that all participants feel comfortable sharing their thoughts and experiences. These spaces are free from gender-based discrimination, harassment, or biases, fostering an inclusive and supportive environment for open discussions.

Professionalising the Tool-team:

- a) The Tool is conducted by **professional social workers**. The “magic” aspect of the workshop doesn’t play the main role and can be learned in a not long period of time. The main focus of the Tool is that these workshops not only show young people various magic tricks and illusions, but integrate messages of resilience, critical thinking, and empathy. The audience gains valuable insights into the psychology behind misdirection, manipulation, and persuasion techniques often used in radicalization attempts.
- b) In this aspect while preparing the Tool it is needed to understand that the “magician” figure and the “volunteer” figure must be social workers, who master the knowledge of working with young people and appropriate reacting in various contexts.
- c) The Tool collaborates with social workers, experts, and organisations, specialising in mobile working with young people, radicalization problems and primary prevention. This collaboration ensures that the tool uses the best practices, coming from all these fields.

- d) The preparation of the Tool includes the training sessions for the demonstrating group of social workers. During these sessions will be discussed the questions of dialogue between “magician” and “volunteer” and their audience as well as the questions of the importance of ethical conduct and responsibility in magic performances, especially in a provoking format.

5.0 Descriptions of following social work

Social work accompanying the workshop:

- a) Digital Engagement. Recognizing the significance of digital spaces in young people's lives, the Tool incorporates an online platform (Instagram-page) featuring educational content, space for discussion and the content provided by young people themselves. The Instagram page provides access to resources of the City of Stuttgart, empowering youth to take part in the other social activities provided by the social organisations.
- b) Personal Engagement. The Tool potentially plans to collaborate with local communities and youth organisations to create a holistic approach to sustainable effect while working with young people, who were attracted to the Instagram page. By chats-conversations, by attending the other social activities that are being promoted on the page, young people get a sense of belonging and community.

Stuttgart Tool web page / Instagram

- a) Designed Instagram page of the Tool.
- b) Map of „Magiewagen“, young people will be able to follow the project in the city and to return and to see the workshop again or to recommend it to their friends
- c) Calendar with the activities of the collaborating youth organisations
- d) Videos and photos of the project, reels, stories, potentially in collaboration with young people.

Workshop demonstration and potential implementation:

- a) The Tool demonstration phase is planned for 4 different places: trade centre, central park, train station near the school and school yard. The places were chosen according to the popularity of these places between the young people. The number of demonstrations planned is between 4–8.
- b) Inside Out e.V. plans to provide an additional internal webpage, where all stakeholders and potential future stakeholders will be able to find the information about the project including learning materials.
- c) Community Partnerships: By working closely with stakeholders, the Tool will potentially integrate into existing educational curricula, after-school programs, and community events, ensuring wide-reaching impact and sustainability.

6.0 Meeting the stated design requirements

PERSONAL DEVELOPMENT OF YOUNG PEOPLE:

1. The tool gives young people an interactively learned critical thinking lesson, helping them to elaborate/support the resilience in the face of radicalization.
2. Stuttgart tool attracts the attention of the young people due to the attraction of the chosen working format (“Magiewagen”) and involves them into the situationally developing dialogue about radicalization.

EXPERIENCE ENGENDERED IN YOUNG PEOPLE:

3. The tool makes young people feel more interested in democracy values, due to the direct demonstration of the immediate impact of ignoring these values in front of the group.
4. The Tool aims to awaken interest in young people towards the governmental measures, addressing their notion of spending a free time (idea changes from “we have nothing else to do” to “we have a choice what to do”) The activities they will be able to find and choose on the web/Instagram page of the project.
5. The Tool encourages young people to raise their voice against the occurrences of radicalism in everyday life, taking into consideration both possible behavioural lines - passive and active – and suggesting a flexible interaction.

YOUNG PEOPLE RELATIONSHIPS WITH OTHERS

6. The Tool provides an opportunity of self-expression for young people — they are encouraged to take photos and videos together with the youth workers and see the result on the webpage of the project.
7. The Tool helps young people to feel noticed due to its mobile approach: the mobile workshop will be held in four different parts of the city Stuttgart, in the places where young people tend to spend time.
8. The Tool works indirectly with a group-belonging idea of the young people, on the one hand helping them to build more social group connections through the general experience and the following discussion of it, on the other — alerts them about the possible negative influence of the radicalised group.

INCREASE THE LOCAL RESOURCES FOR YOUTH WORK AND RADICALISATION PREVENTION IN STUTTGART:

9. The Tool supports/enables improvement in relationships between local social organisations and young people, while attracting them to the other activities and due to the potential possibilities of a direct contact with some representatives.

IMPACT OF THE DESIGN SOLUTION:

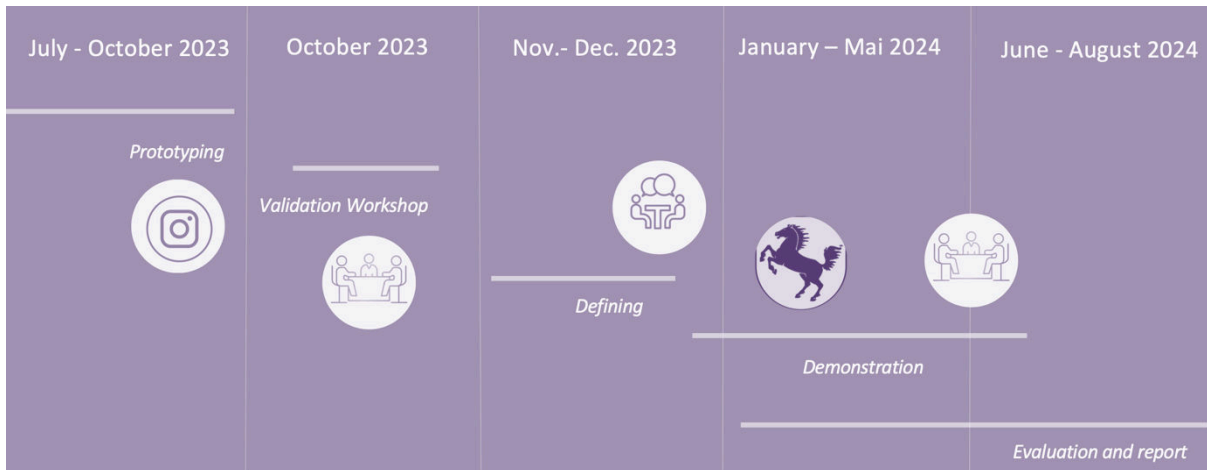
10. The Tool contributes to the anti-radicalization measures in city Stuttgart, giving a complementary impact to the other measures taken by the social organisations.
11. The Tool allows to measure the impact of the tool on the young people and compare the information received due to the possibility to compare the impact of the Tool in the different parts of the city and to count the number of followers/ visitors of the page.

SUSTAINABILITY

12. The Tool provides a sustainable approach, due to the elaborated materials for the future use.

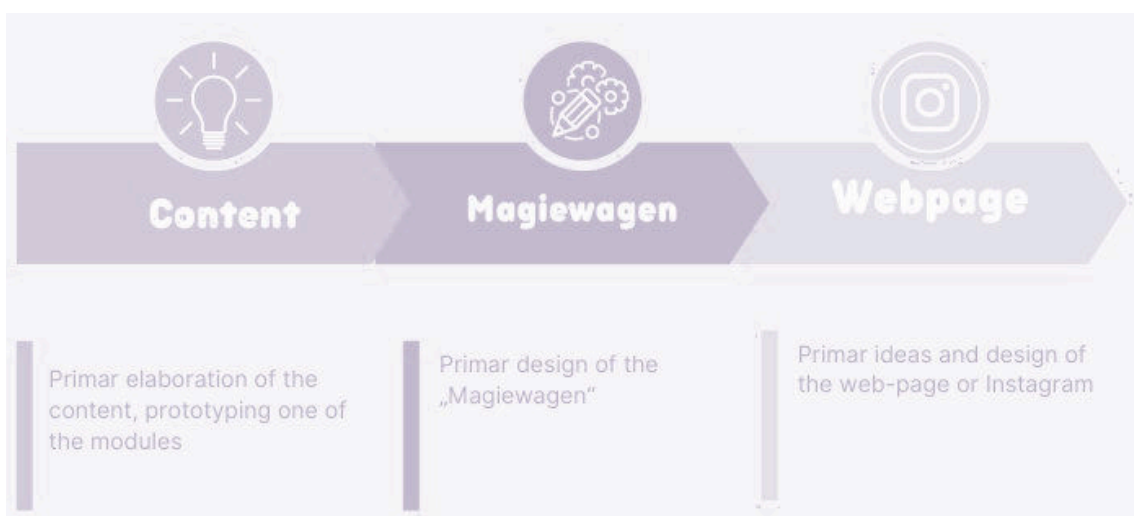
7.0 Tool development

The following activities will occur before implementing the tool and during the four months of the tool demonstration:



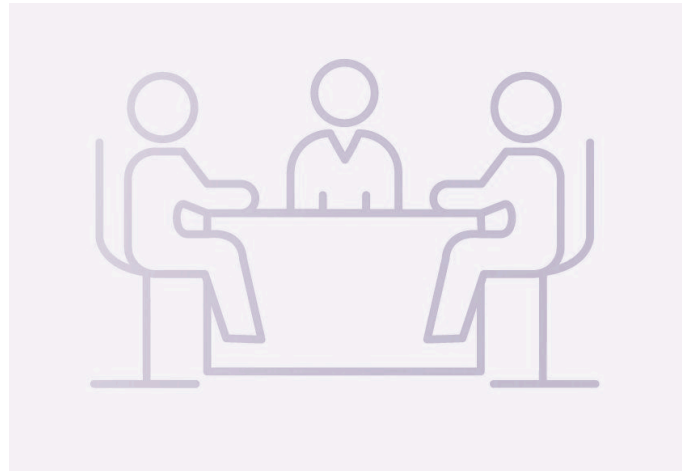
The diagram demonstrates the stages of working with the tool from August 2023 till 2024. The icons on the diagram represent the external experts that will be collaborating with the Inside Out e.V. team during all the 5 stages (prototyping phase - designers, validation workshop – stakeholders, defining stage – experts, demonstration stage – City of Stuttgart and stakeholders).

STAGE 1: Development and Prototyping of Design Solution. July–October 2023.

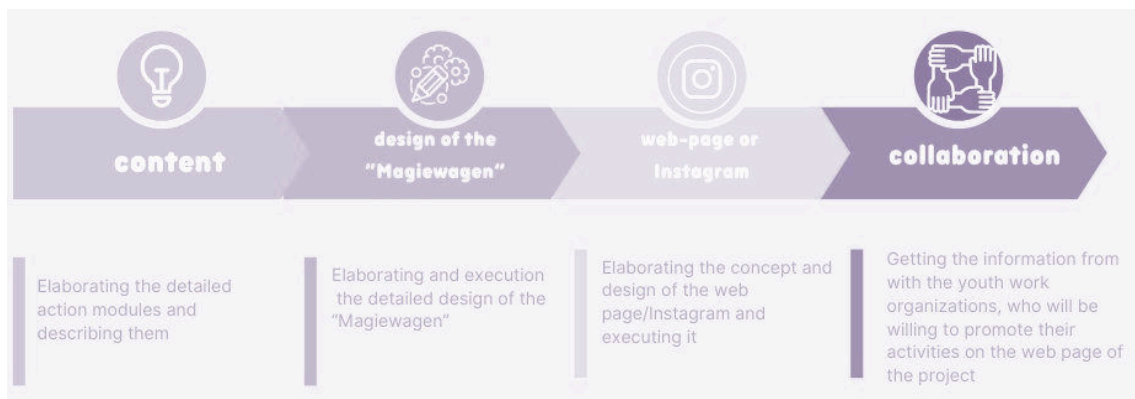


STAGE 2:

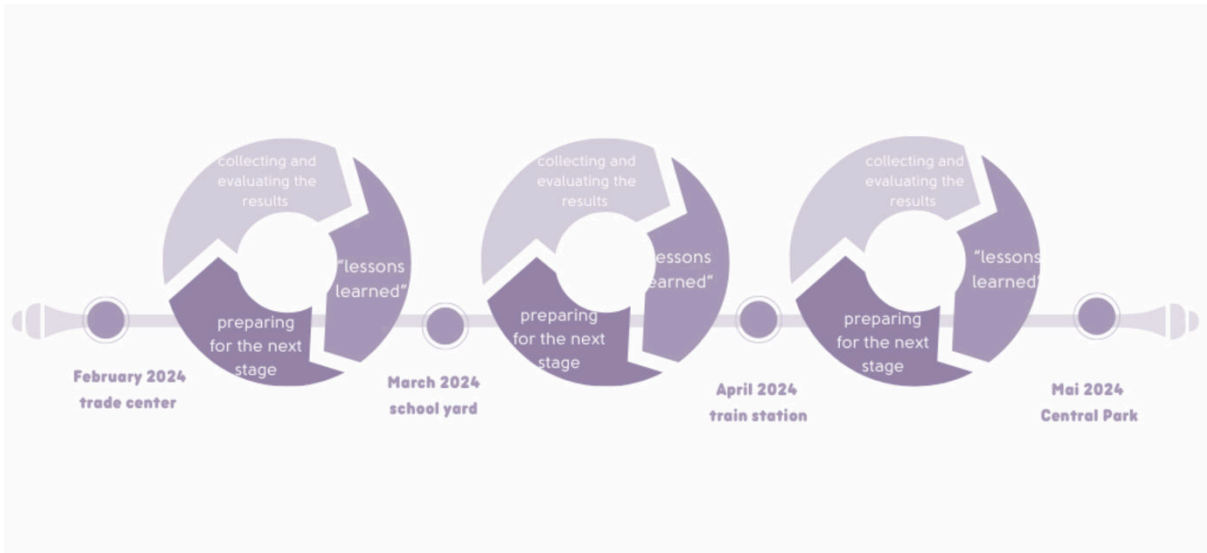
Local Workshop consultation with Community of Interest/stakeholders to Validate the tool Design Specification (Task 3.5) October 2023



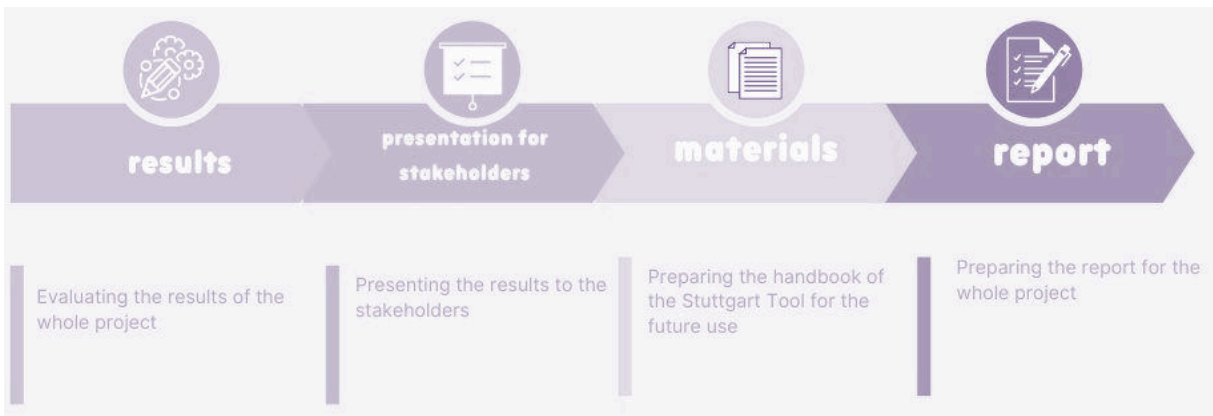
STAGE 3: Defining the Tool and training sessions. October–December 2023.



STAGE 4: Tool Demonstration. February-Mai 2024.



STAGE 5: Evaluation and results. June - August 2024.



Visual communication

Visuelle Kommunikation

Das Corporate Design des Tools richtet sich ebenfalls an die Magie und Zauberei, Mystik und Trug. Es werden rechteckige Grafikelemente in Form der Zauberkarten sowie dekorative grafische Elemente aus demselben Bereich verwendet. Die Farbgebung für die Hintergründe ist eher düster und mystisch und für die Grafikelemente leicht goldig.



Corporate Colors

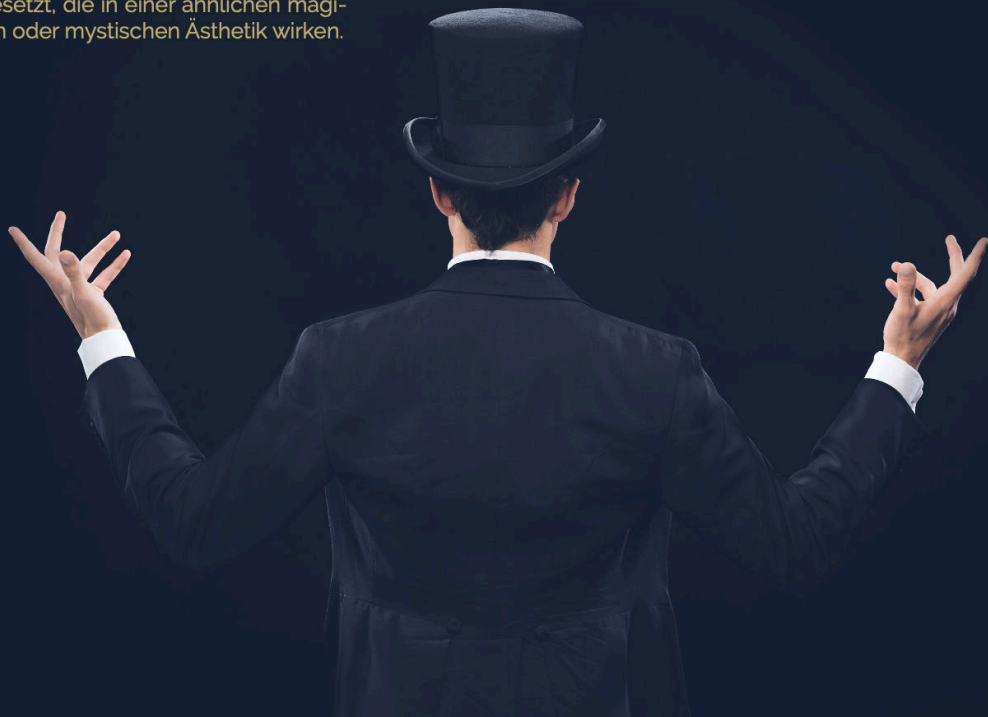


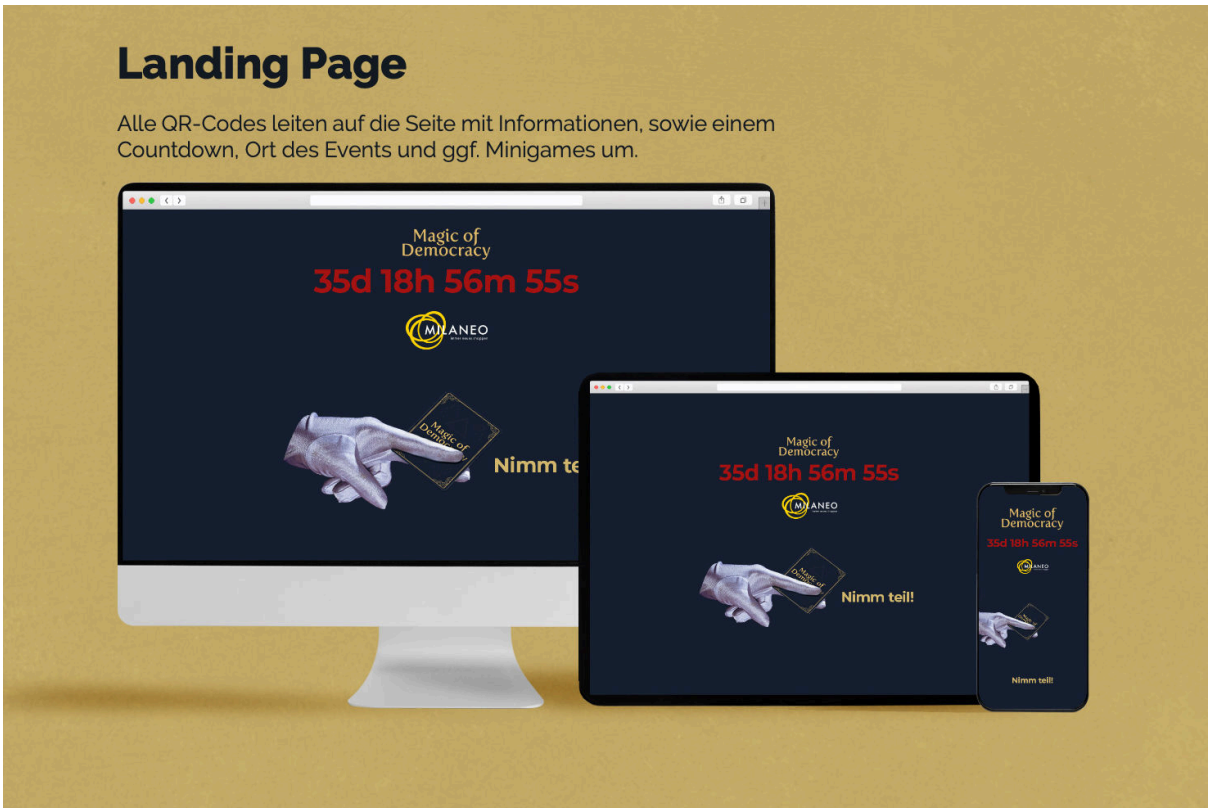
Bildsprache

Die Bildsprache des Tools besteht überwiegend aus minimalistischen grafischen Elementen (Vektorgrafiken, Piktogramme und Icons, leichte Illustrationen), die aus magischen und mystischen Symbolen bestehen. Die Grafiken werden auf monochromen Hintergründen platziert.



An bestimmten entsprechenden Stellen, werden fotografische Elemente eingesetzt, die in einer ähnlichen magischen oder mystischen Ästhetik wirken.





Social Media

