



## Exploring Core Values and Attitudes

### Key message

Sometimes we are not aware of the ways in which our attitudes can influence our understanding of other cultures and the way in which we approach and interact with people from different cultures. This exercise will guide young people to undertake an individual and group reflection, to address myths and misinformation and to challenge bias and stereotypes about the people who become radicalised.

**Key words:** self-reflection, challenging stereotypes, intercultural awareness and understanding

### Summary

The aim of the exercise is to get participants to look at their own perceptions in relation to those engaged in what is considered radical behaviour. Through group work practice they will explore and expose the different attitudes and values apparent amongst the group members and in turn challenge the prejudices and stereotypes that currently exist.

Module	Group size	Group age	Duration
• Early detection	• medium • large	• 16 - 19 • 20 - 24	• 1 hour

### Purpose

- To encourage participants to explore and challenge their own perceptions and attitudes around radicalization and those involved in it
- To develop an understanding of the ways in which our attitudes can influence our relationships with those who come from other cultures, belief systems and backgrounds
- To encourage individual and group reflection on the issue
- To clarify myths and challenge stereotypes about those involved in radical behaviour

### Participants

Suitable for use with a wide variety of groups but may be most relevant to teenagers and young adults; non-gender specific.

### Description

There are three options available to the facilitator.

#### Option One: Large group discussion

The facilitator reads out each statement and asks the group to react (at an instinctive level) and give their views on each statement.

#### Option Two: Working Groups

The main group is split into three working groups and each group is given a list of provocative statements. They are then asked to discuss each statement and decide as a group whether they agree or disagree with the sentiment behind the statement. After their deliberations the teams feed back to the main group where their findings will be endorsed or challenged by the other participants.

### **Option Three:** Move across the room

The facilitator designates three areas in the room to represent Agree, Disagree and Don't know. Read out the statements and invite participants to stand in one of the designated areas of the room based on whether they agree or disagree with the statement. Ask the participants to debate with each other and try to convince those with an opposing viewpoint to change their position.

Follow up with discussion on the main issues that arose out of the statements and unpack any pre-conceived notions or prejudices that may have become apparent during the exercise.

### **Materials needed**

A worksheet with your statements (for options 1 and 3); Small cards with provocative statements printed on them, 3 sets for your 3 working groups (for option 2)

### **Methodology**

Individual reflection, Small group negotiations, Main group discussions

### **Advice for Trainer**

Ground rules need to be established prior to the exercise to ensure everyone's position is respected and all participants are given the space they need to have their opinions heard.

### **COMMENTARY:**

The facilitator can ask participants to research newspaper articles for provocative comments re different social groups/examples of radicalisation and these could then be used to form the basis of the attitude statements used in the exercise and subsequent group debate.

### **Source / Literature**

Original material developed for the purpose of the YCARE project.

### **Handouts**

[Worksheet: Statements for Consideration](#)



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