

UNDERSTANDING EUROPE

Seminar Material

What is security and what does it mean to me?

CONTEXT

This seminar material was produced by participants of the international seminar on Dialogue, Trust and Security - European Youth Perspectives on the OSCE in 2016 organised by the Schwarzkopf Foundation with the support of the German Chairmanship of the OSCE in 2016.

Throughout the year 2016, the Schwarzkopf Foundation has organised events related to European security topics. The events have marked the German Chairmanship of the Organisation for Security and Cooperation in Europe, short: OSCE. From November 10 – 11, 2016, a final seminar on Dialogue, Trust and Security - European Youth Perspectives on the OSCE in 2016 brought together 25 participants from 13 countries, who are involved as peer trainers to the European wide school project *Understanding Europe*. Within the framework of *Understanding Europe* they engage in discussions with pupils across Europe and bring European Citizenship Education into the classrooms. The pupils' questions on Europe are the starting point of each course in schools across Europe.

After mapping out how current debates on conflicts and security in Europe are shaped, they further developed ideas on how to challenge national perspectives with a transnational outlook and how to encourage pupils to openly debate with each other. The ideas and the material filmed and produced during the seminar was then finalised by Anne Felmet and Thomas Leszke, two peer-trainers in the project, the short video, being a central part of the material, was finalised by Oliver Kötter, a volunteer in the youth network of the European Youth Parliament.

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CONTENT

Background material

A **Trainer Manual** (p. 4) outlines the learning goals of the seminar material, indicates notes for the working environment and step-by-step remarks for the trainer conducting the seminar.

The **Seminar Plan** (p. 9) summarises the step-by-step remarks and serves as a timetable.

Working material

A **Work Assignment** (p. 10) indicates tasks for the participating pupils. Beginning with a short **Video** (p. 11) the pupils can work with the trainer on different aspects of security. For a better understanding of these aspects a set of **Security Definitions** (p. 12) is provided in the material set.

WHAT IS SECURITY AND WHAT DOES IT MEAN TO ME?

TRAINER MANUAL

Learning goals in a nutshell

The main goal of this workshop is to make students reflect on different aspects of security in their own lives. In the ideal case, they arrive at the following insights:

- The feeling of (in)security is based on subjective, individual perceptions and emotions
- The definition of security differs per context and is subject to change
- Security entails many different aspects on a local, national or international level and is influenced by many factors and actors
- The students learn that security can conflict with values, such as liberty and freedom
- Security is a common interest and everyone can contribute to it (on different levels).

The students learn to develop and work on ideas on how to contribute to a society that respects people's integrity, and what it means e.g. to cooperate.

Note: This workshop does explicitly not aim to make students familiar with existing security policies. To achieve the learning goals, it is not necessary for students to know a lot of "hard facts" about security. In fact, providing such information (beyond the very general definitions provided in this workshop) may be counterproductive, because it diverts students' attention from their own experience and perceptions.

The following instructions focus on questions of moderation. It follows the structure of the seminar plan that is part of the seminar material. As an ideal scenario, the workshop describes a workshop with 10 pupils aged around 16, which presents their results at the end to the rest of the class. If more time is available more pupils can be included in the seminar by adding more subgroups in step 2.3 (see below).

Needed Material

- Projector and video
- Cards in two colours (ideally red and blue)
- Markers
- Blank sheets of paper (for comic)

Moderation guidelines

General remarks

- This workshop requires delicate time management. The trainer should ensure that all tasks of the work assignment are completed in due time.
- It is important for the trainer to make sure that discussions are based on students' own experiences, perceptions and knowledge. Discussions about the veracity of certain facts should be avoided.
- Be cautious about dramatic experiences and situations students mention and try to go back to a more general/non-personal level if the personal one is too disturbing.
- Be cautious about existing conflicts e.g. between countries, guide the students from blaming one party to think about ideas to foster cooperation.

Transition EU Crash Course Introduction and Workshop phase

This workshop can be used as one of the three workshops in the EU Crash Course. The EU Crash Course is the central element of the project *Understanding Europe* by the Schwarzkopf Foundation. In comparison to the workshops on the EU's history, its actors and ways to participate it differs as it does not contain a specific EU framework. We therefore ask you, the trainer, to make sure to give a bit of background information on this workshop and why it is part of the EU Crash Course.

How to do this?

- You can highlight questions or statements with relevance to the security issue from the "Europe in 4 Corners" part during the division of the class to the 3 workshops while outlining what every workshop is about
- You can explain the workshop before dividing the class to the workshops or before the presentation of the workshop like this:
"We cannot talk about Europe without talking about security. With our open borders and because of globalisation, we have many challenges we can only address together. This is the topic of our third workshop."
- You can follow-up the security workshop presentation at the end by connecting the issue to EU specific topics, institutions or the history of the EU. Also, a discussion about one of the security aspects would be possible

Remarks on specific tasks during the workshop

1) **Warm-up:** *First reflection on security: What comes to your mind when you think of security?*

- give some time for individual reflection so everyone can give an answer (around 1 minute)
- take turns so everyone can express their opinion shortly

2) **Watch the video and reflection**

2.1) *Collect the aspects of security mentioned in the video and write them on index cards or on the blackboard.*

- Not more than 10 minutes, including the video itself.

- Ask students to simply enumerate which different aspects of security were addressed in the video and write them down on index cards (either individually or with a partner). Give them around 2 or 3 minutes to work and brainstorm on this silently
- It is not necessary for students to recollect every single aspect mentioned in the video; if they forget one, it means it was not relevant enough.
- The students will probably not only mention the aspects of the video but also sub-aspects they grasped from the video (i.e. security in airports). For the further work, it is important that the trainer clusters these under the respective aspect (either on the blackboard or on the floor). Thus, as a trainer, have the key terms from the video ready on index cards already or somewhere else.
- The aspects are: Peace, Economic Security, Food Security, Human Rights, Border Security, Domestic Security, Rule of Law, Environmental Safety, Cybersecurity, Information Security

2.2) *From among all aspects mentioned in the video, determine (as a group) those two aspects that seem the most relevant to you.*

- A likely problem here is that students will not immediately agree. You may gently suggest majorities for certain topics to avoid delay.
- Use the opportunity of disagreement to make students aware of the fact that security perceptions are indeed highly subjective.
- If two groups choose the same aspects, ask one of the groups whether they could also agree on another aspect (to have a variety of aspects in the presentation later). If they don't, it is not a big problem since the groups usually interpret the aspects very differently. It is important that the pupils work on an aspect they identify with.

2.3) *Split into two subgroups (of 3-5 participants). For the remaining time, each subgroup will work on one of the security aspects determined in step 2.2).*

Suggestions for group size:

- 2 groups of 3-5 participants each would be ideal.
- In case you have a group of 11 students or more, you may decide to split into 3 groups.

3) **Work on specific aspect and understand context**

3.1) *Read the definition of the chosen aspect and make sure everyone in your group has understood it.*

- Cards with definitions for each security aspect addressed in the video are part of the workshop materials.
- Once your subgroups are constituted, hand out the cards with the corresponding definitions.
- The purpose of the definitions is that the group has a decent common understanding of the aspect. If you have the feeling that this understanding is already there, don't force the group to read and discuss the definition. Give them the definition in any way; they might have a look at it later during their group work.
- Students are not expected to fully understand every implication of every word. What is important is that they get the general picture

3.2) *Write down (each of you individually) a situation in your life where the aspect was/is important and share it with your group.*

- Not more than 3 minutes.

- This is just a little exercise to bring students back to their personal perspective to make sure the following discussion does not get too abstract.
- It could also provide some examples to build upon for the next steps. Never use these situations in the exact way the students experienced them but always generalize them or change the setting/persons.
- If you are already short on time at this point, you may decide to skip this task altogether.

4) **Prepare the presentation**

4.1) *Brainstorm different factors that are likely to pose a threat to your security (regarding the aspect you are working on). Write down each factor on a separate RED card (if not available try to use at least one consistent colour).*

- Depending on their concentration, students may not immediately get the point. Be ready to explain patiently:
 1. We have an aspect of our security;
 2. What reasons can you imagine for someone (ideally yourself) to feel insecure about this aspect?
- Ideally, every factor is formulated as one single word or a short sentence. It is important that the group agrees on the formulation.

4.2) *Students get the choice between preparing a short role play or drafting a short comic strip. The content should be about one person facing the security challenge the group is dealing with. In the video concrete examples were mentioned where he/she is confronted with the different factors that threaten his/her security (the ones on the red index cards).*

- Make sure that the play/comic does not suggest any solution to the mentioned security issue
- Role play: every member of the group should participate in the role play. Make sure they practice it well.
- Comic Strip: Have several sheets of paper and a thick pen/marker ready to give to the group (one sheet of paper = one picture; if not they will not be visible at the presentation later). Tell the group that they can sketch something very simple. This is not about their drawing talents. Make sure the group prepares how to present the comic. Option: Take a picture of the comic and show it on the projector later (otherwise just put them on the blackboard).
- Example of the aspect Economic security: A role play in which a person tries to get a job, but situations as bad economic conditions, poor grades, and high concurrence hinder him/her from finding a job.

5) **How to guarantee my security aspect, how to improve or safeguard it?** (If there is time)

Brainstorm different factors (actors, values, actions) that might be able to guarantee (or improve) the security issue that will be presented in the presentation.

- Ideally collect them on index cards (different colour than the threats used before)
- If the group has difficulties grasping the question, break it down: What could you/your school/your family/European Politics/Civil Society/NGOs/Media do to counter the issue and ensure security? Does the idea affect values, such as liberty and freedom?
- Explain to the group that this question will be asked in the audience after their presentation and that they will act as experts adding their points to those mentioned by the audience.

6) **Presentation in front of the class**

- Every group must present (even if two groups worked on the same aspect)

- Before the presentations split the audience in sub-groups and assign them a role.
- Roles that should always be used: Individual/pupil, family (i.e. parents, grand-parents), member of parliament (national or EU in EU-country).
- Roles that that can be used depending on country and topic: teacher, civil society organisation, media representative.
- Tell the audience that the group will present security issues and that after each presentation they will have a minute to discuss in their sub-group what they could do to solve the issue and ensure security.
- Sequence:
 - Group 1 presents
 - Sub-Groups get one minute to discuss what they could do
 - Short answers by sub-groups
 - Group one adds if they came up with more points
→ Same procedure for group 2 (and possibly 3)
 - Questions for the trainer to follow-up the ideas from the sub-groups: What do the other groups think about those ideas/measures? How can your group support this idea? Why does the idea need improvement? What actors could assist with this idea on local, national or international level? Does the idea to foster the discussed aspect of security conflict with values, such as liberty and freedom?
- Trainer explains that these were just a few aspects of security and that in a video people from all over Europe were asked what security means to them.
- The whole group watches the video

7) Reflection

- Reflection of the video: What further aspects were mentioned? Would you like to add something?
- Which aspects are the most important ones for you?
- What does the topic have to do with the EU? (option: tell students to maybe think back to what they heard in the other EU Crash Course workshops)

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Seminar Plan

08:00	00:05	Warm-up: first reflection about security	Question: What comes to your mind when you think of security? 1 minute for individual reflection and then short exchange of answers.	
08:05	00:10	Video and video reflection	The workshop group watches the video in which people from different countries explain what security means to them After the video: 1.) The group tries to recapitulate the video by collecting as many of the aspects mentioned in the video as they can remember and writes them on index cards. The trainer structures and clusters the mentioned aspects according to the topics of the video (see above). 2.) The group determines two of these aspects (those they consider the most relevant for themselves). 3.) Accordingly, the group splits into two subgroups (of 3-5 participants per group) to continue to work on these aspects separately.	Video, Index Cards, Markers
08:15	00:10	Work on specific aspect and understand context	1.) Understanding of the aspect: each group receives a short definition of their selected aspect and discusses it shortly. If needed, the trainer helps to understand the definition. 2.) Reflection on personal level: Each student writes down one situation of his/her life where the aspect is/was important. 3.) Collection of aspects that threaten the security aspect.	Definitions Index Cards
08:25	00:15	Preparation of presentation	Each sub-group chooses one form of presentation. Two options: 1.) prepare a role play 2.) sketch a short comic (3-4 pictures each on one sheet of paper) Content: A situation in which the chosen security aspect is threatened. Note: It is important that the story does not contain any solutions to the problem (since this is part of another working step).	Blank sheets (for comic)
08:40	00:05	Continuation of work on specific aspect and understand context	In preparation for the presentation each sub-group collects actors, values, actions etc. that can ensure the chosen security aspect and cluster them in a second step according to the different levels of responsibility (me/my environment/politics).	
08:45	00:15	Break		
09:00	00:15	Presentation	1.) Divide the class into 4 small groups and provide them with a certain role. Roles that should always be used: Individual/pupil, family (i.e. parents, grand-parents), member of parliament (national or EU in EU-country). Roles that can be used depending on country and topic: teacher, civil society organisation, media representative, 2.) presentation from first sub-group 3.) Each small group has to shortly reflect on: "What can we as representatives of the assigned group do to reduce the mentioned factors that constrain the security aspect?" 4.) Ask the group that presented whether they came up with any other factors. Same procedure for the second sub-group. 5.) At the end the entire class watches the video so everyone can gain an overview about a variety of security aspects.	Video, computer, projector
09:15	00:05	Reflection	What further aspects were mentioned? Which aspects are important to you? (For EU-countries) What does the topic have to do with security?	

„What is security and what does it mean to me?“

Work Assignment

1. Choose two aspects of security

From among all aspects mentioned in the video, determine (as a group) two aspects that seem the most relevant to you. Split into two subgroups (of 3-5 participants). Each subgroup will work on one of these aspects.

2. Find out more about your security aspect!

- In your subgroup: Read the definition and make sure everyone in your subgroup understands it
- Individually: Write down a situation in your life where the aspect was/is important
- In your subgroup: Share your situations and brainstorm different factors that are likely to pose a threat to your security aspect in general. Write down each factor on a separate RED card.

3. Prepare a short role play or draw a short comic

In your subgroup: Identify a situation where something poses a threat to your chosen security aspect. Prepare a short role play or draw a short comic about this situation. You will present this to the rest of the class later.

4. If you have some time left

Brainstorm different factors that might be able to guarantee (or improve) your security in this situation. Write them down each factor on a separate BLUE card (but do not mention them in your play or your comic).

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VIDEO

A group of young peer-multipliers produced a video under the guidance of Oliver Kötter. The video is part of this seminar material and can be accessed via this link: www.vimeo.com/208848888



PEACE

.....● is a feature of societies in which dialogue, rather than violence or coercion, is the key means of conflict resolution.

Peace can be divided into:

1. negative peace:

The absence of direct violence (e.g. torture)

2. positive peace:

The absence of indirect violence, for example the oppression of certain social groups.

ECONOMIC SECURITY

.....● exists in societies when all individuals are certain that their work will allow them to live free of existential fear. This includes, for example, stable employment, a guaranteed minimum income and social security, for instance during sickness or unemployment.

FOOD SECURITY

.....● is when every individual has access to enough healthy food and clean water. This includes several aspects:

1. The availability of food, e.g. that enough food is being produced globally.
 2. Access to food through economic and social structures, e.g. having enough money to be able to buy food.
 3. The possibility of a balanced use of different types of food and consequently the consumption of necessary nutrients (e.g. vitamins).
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HUMAN RIGHTS

.....● are upheld when every individual has certain basic rights on which they can rely. Human rights are above the state's jurisdiction. The state cannot grant them, only recognise them.

1. Liberal rights for the defense of human dignity: e.g. the right to life, freedom of opinion, freedom of religion, freedom of conscience and the right to equality.
 2. Democratic and social rights for a democratic society: e.g. the right of assembly, voting rights, the right to work and to fair pay and the right to an education.
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BORDER SECURITY

.....● is when borders can only be crossed by those people who are willing to respect the rules of the society held within them, and where dangers can be repelled at the border.

DOMESTIC SECURITY

.....● maintains that nobody within a country's borders are capable of causing serious harm to its people. The term can be divided into:

1. General domestic security: The defense of life and property and the maintenance of public order. For example the ability to safely leave the house without fearing attack.
2. Political security: The state exercise of its monopoly on violence. The monopoly on violence is the guarantee that physical force is only used by the state, primarily by the police – and only in the name of the law.

RULE OF LAW

- exists in a society when the law governs and no-one is above the law. This is anchored in the following principles:
 1. Legal certainty: all state action is tied to the law
 2. Equality before the law: All citizens are equal before the law
 3. Legal protection: independent courts protect citizens from arbitrary state action.

ENVIRONMENTAL SAFETY

- protects a society from environmental dangers so that nobody has to live in a polluted or destroyed environment. Causes of such dangers can be natural but can also of course be contributed to or caused by humans. Differentiation is often difficult:
 1. Man-made causes: Climate change and the associated rise in temperature and sea levels. Natural resources like water, land and soil are under threat.
 2. “Natural” causes: Natural phenomena like storms, forest fires, earthquakes or floods.

CYBERSECURITY

• secures an internet in which we can communicate without being threatened or manipulated. This includes protection from viruses or data theft both for individuals and states, companies and the media.

INFORMATION SECURITY

• is established in a society in which each individual has access to important information and has the possibility of checking its accuracy. The protection of information comprises three elements:

1. Confidentiality: Only authorised users have access to information.
 2. Integrity: Changes in information but be justifiable.
 3. Access: Access to information must be granted.
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