

EXTREME DIALOGUE

*Equipping young people
to challenge extremism.*

Stop hate.

*Start the
dialogue today.*





Co-funded by the Prevention
of and Fight against Crime
Programme of the European
Union

ADAM'S STORY – RESOURCE PACK

Find out more about Adam's story using this multi-media educational resource that further explores issues surrounding the radicalisation of young people today.

ABOUT EXTREME DIALOGUE:

The Extreme Dialogue project aims to reduce the appeal of extremism among young people via a series of short films and educational resources that can be used in classrooms or community settings and are intended to build resilience to extremism through active discussion and enhanced critical thinking.

The project has brought together an international consortium of expertise including the Institute for Strategic Dialogue, the educational charity the Tim Parry Johnathan Ball Foundation for Peace and film-makers Duckrabbit.

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CONTACT US:

Visit: www.extremedialogue.org

Email: info@extremedialogue.org

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INDEX

▪ INTRODUCTION	p.4
▪ PRE-FILM EXPLORATION	p.8
▪ FROM BOY TO EXTREMIST	p.13
▪ GETTING OUT	p.20
▪ REFLECTIONS	p.22
▪ EXERCISE: EXTREME PEOPLE	p.25
▪ EXERCISE: HOW TO BOIL A FROG	p.35
▪ AL-MUHAJIROUN FACT SHEET	p.36
▪ END NOTES	P.37

INTRODUCTION

WHO IS THE RESOURCE PACK FOR?

This resource pack is aimed primarily at young people aged 14-18 years. Whilst these may be the primary age groups, it could easily be used with audiences a little older or perhaps even a little younger depending on their maturity levels and levels of support. The resource or exercises within it could also be used with and by those tasked with working with young people as an opportunity to further explore issues surrounding extremism and radicalisation.

WHAT DOES IT AIM TO DO?

The resource pack aims to provide opportunities for exploration and further learning to accompany the films about Daniel, Christianne and Damian, Fowzia, Billy and Adam.

It provides a series of exercises and activities to enable robust conversations to take place around what can be a difficult topic to explore.

We aim to develop young people's educational, psychological and social understanding through the resource by;

- Increasing young people's knowledge and understanding of violent extremism and its roots.
- Challenging myths and misconceptions held around individuals and groups.
- Increasing contact with individuals and their stories, building empathy and association.
- Evaluating why individuals become motivated to join extreme groups and commit violence.
- Analysing the consequences and effects of violent extremism.
- Developing the skills to think critically.
- Considering how young people can be involved in influencing and affecting change.

Exercises and activities are deliberately participatory to maximise participation and encourage learning from the wider group. Our approach is one of the facilitation of learning to encourage participation, openness and collective learning. For this reason we avoid providing single or limiting solutions and responses so as to encourage expression and engagement through participants' contributions and responses. We have found this approach to be particularly successful when working across mixed groups and on topics that can sometimes be difficult to engage with.

Within the resources, you will find the following:

- Questioning and explorations – to enhance participants’ own emotional literacy and responses to content, to share different perspectives and viewpoints.
- 'Counter-narrative' exercises – setting the record straight.
- Problem solving – exercises to be delivered or carried out in a large or small groups. These are included to encourage participants to think about doing things differently, entertaining new possibilities and exploring alternatives.
- Moral reasoning – scenarios and situations to encourage critical thinking and the consideration of what makes up our own core values and shared beliefs.
- Choices and consequences – the impact of actions and decisions, including considering the impact on victims.
- 'Get Active' – what can you do? 'We need you to....' Exercises to explore the next steps for individuals and communities and consider practical steps to achieving that.

USING THIS RESOURCE

The resources have been designed to examine numerous themes and topics within the films. The Prezis and the accompanying session plans work through chronologically providing a series of additional films, images and audio quotes to complement the films.

We do, of course, advocate that all sessions are undertaken with groups in order to maximise the learning possibilities available. We do however recognise that people may not wish to do so, and as such, sections tend to be contained and concluded to enable safe navigation between them.

Each of the workshops are quite lengthy and run at between 3.5-4.5 hours on average. You could consider cutting these sessions down to be delivered in 1-1.5 hour chunks depending upon what you have time for in your session. Similarly, the timings given for each activity or exercise are intended as guidelines and some groups may wish to shorten or extend the open discussions depending on their time constraints.

PREPARING FOR THE SESSION

In preparing for the workshops, it is recommended that facilitators familiarise themselves with all content prior to using it. This includes viewing all of the short films and reviewing the exercises that are contained within.

Some of the exercises may require that lists or sheets are printed out in advance. Some of the exercises do not have instructions on the screen - this is deliberate so as to provide variety and flexibility within delivery. As such, the facilitator should familiarise themselves in advance.

In order to deliver the session effectively, facilitators may wish to ensure that there are flip chart pads and/or large pieces of paper available so that groups can record their responses collectively and share with the wider group in plenary.

DELIVERING THE SESSION

It is often a good idea to spend time establishing the group and what they are about to embark upon in terms of the learning journey. This can take the form of simply speaking to the group to explain what it is that they are about to view and discuss. It is however often useful to establish an agreement or set of rules and expectations around participation. For an established group, this may not be necessary as patterns for learning may already be well established and work well. For other groups, it can be helpful in promoting confidence and encouraging participation in discussions on a topic that some may find difficult. Statements such as 'really listening to others- even when difficult' may appear, as well as more usual requests such as 'mobile phones on silent to avoid distraction', etc.

Suggestions have been made about asking people to work individually, putting people into pairs or into small groups. It may be that, as a facilitator, you wish to change this a little and switch between these, either increasing or reducing the size of your groupings. You should feel free to exercise your own judgement depending on what you feel is appropriate for the group whilst ensuring that safety is paramount for participants.

There are some notes within the resource packs to give clarity over the learning points and provide notes for the educator. These are not however exhaustive and are designed to allow the facilitator to apply with a certain amount of freedom and flexibility. That said, there are clear safety considerations with these resources. These are not the types of topics that are always familiar to participants and could evoke emotional responses. It is important that the facilitator considers this in their construction and delivery of any session. Furthermore, due to the nature of the content it is important that the facilitator remains available during the session. This could mean visiting small groups or being on hand for a one-to-one chat during or after the session.

FEEDBACK

If you valued using the resources, or have ideas on how they could be improved, please get in touch via info@extremedialogue.org.

PRE-FILM EXPLORATION

50 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to session</p> <p>Duration: 2 minutes, Prezi Frames:</p> <p>Brief overview of what the group will be doing and watching (based on notes above) and how the material can at times be provocative or heavy. The session will require engagement and participation if we are to get the most from this.</p> <p>The group will view a series of films, with exercises and explorations in between.</p>		
<p>Introductory Image</p> <p>Duration: 5 minutes, Prezi Frames:</p> <p>Click on Prezi to show image of Adam</p> <p>Exercise: Questions</p> <ol style="list-style-type: none">1. Click on Prezi and screen with questions appearing1. <i>Who do you think this person is?</i>2. <i>How old are they?</i>3. <i>What do you think they do?</i>4. <i>What are they like as a person?</i>	<ul style="list-style-type: none">▪ Sparks curiosity in the group▪ Promotes engagement and introduces another type of media▪ Introduction to character and film▪ Allows group to make assumptions about character and start to project an image▪ Encourages curiosity about subject▪ Establishes barometer in room as to levels of interest	<p>Encourage group to engage and look. Let them know exploratory questions will follow.</p> <p>This should be facilitated in the wider group.</p> <p>Students encouraged to 'put hand up' to respond.</p> <p>Designed to be a quick fire response to gain initial reactions rather than deep held reflective responses.</p>

<p>2. Ask open questions to the group about their responses:</p> <ul style="list-style-type: none"> ▪ What gives you that impression? ▪ How did you come up with that? <p>3. Finally, once they have concluded the conversation reveal some key facts about Adam to satisfy some of their curiosity:</p> <ul style="list-style-type: none"> ▪ Name: Adam Deen ▪ Age: 39 ▪ Born: London, England ▪ He is now a Senior Researcher & Head of Outreach at a Think Tank to counter extremism. <p>3. Explain to the group that the workshop they are about to engage with, explores the story of Adam. His story and his life today.</p>		

<p>'Safety' slide</p> <p>Duration: 30 seconds, Prezi Frames:</p> <p>Click on Prezi</p> <p><i>'The short film you are about to watch can be provocative and even upsetting for some. Take care of yourselves.'</i></p>	<ul style="list-style-type: none"> ▪ Expectation setting ▪ Provides opportunity to establish safety in the group and the room – participants able to prepare themselves ▪ Shows the first part of the film allowing group to reflect on content 	<p>Facilitator should have assessed the suitability of the film by viewing in advance.</p> <p>Prepare for answers to any questions.</p>
<p>Watch Film 1: 'It was payback, retribution – fair do's'</p> <p>Duration: 40 seconds, Prezi Frames:</p>	<p>Shows the first part of the film allowing group to reflect on content.</p>	
<p>Exercise: Film debrief and 9/11 – what happened?</p> <p>Duration: 5-10 minutes, Prezi Frames:</p> <p>1. Film debrief questions:</p> <ul style="list-style-type: none"> ▪ <i>What are your responses to the film?</i> ▪ <i>How do you feel?</i> ▪ <i>What did we see?</i> ▪ <i>What stood out?</i> ▪ <i>What do you know about these buildings?</i> ▪ <i>What do you know about what happened during these events?</i> ▪ <i>What does Adam describe thinking and feeling?</i> 	<ul style="list-style-type: none"> ▪ Allows space for contemplation following some very serious and potentially inflammatory and upsetting content, including comments made by Adam in the previous section. ▪ Allows the group to explore own feeling and responses as well as those of others. 	<p>There may be an emotional response to the story. With this in mind, it may be better to allow themes to develop and be explored than to necessarily complete the list of questions. Judge this as you see fit.</p> <p>It is important to conclude this session by reflecting on Adam's sentiments and the fact these are reflective and it was 'how he felt' past tense.</p>

Exercise: 'An event that changed the world'

Duration: 30 minutes, Prezi Frames:

1. Ask the group to divide into 4-5 smaller groups. Explain they are about to see a timeline of what happened on this day.
2. Exploring the timeline: Talk the group through the timeline stating the events step by step as they appear on the Prezi.
3. Conclude the timeline and ask the groups to consider the following:

Ask them to discuss these in small groups for around 10 minutes:
 - What questions do you have?
 - What stands out to you?
 - What do you think the impact was of what happened on this day and who was affected?
 - What did the attackers want? Did they achieve their objective?
4. The facilitator should check in on the groups as they prepare helping stimulate discussion or support where appropriate.

- Allows the group to further explore a significant event in the world.
- Allows space for further reflection following very serious and inflammatory content and comment made by Adam in the previous section.
- Provides group with further factual information to help shape understanding.
- Develop understanding and empathy about the impact of the event.

This activity is designed to help provide the group with greater understanding about an event since described as 'changing the world'.

The intention is to provide material to help them explore this event drawing on the factual information from the timeline to enhance that understanding.

The facilitator should be mindful that these events are highly political for many and that the advent of policies around prevention and security increased significantly after 9/11 and then 7/7 in the UK. Therefore, the impact of this event extends far beyond those affected immediately on the day, for example. It may also be considered to have affected different groups differently which may play out in the responses.

In debriefing the responses from the group on those impacted – it is a good idea to spend time allowing the group to share different perspectives and asking open questions about what groups conclude and how they came to their responses.

5. Plenary discussion: The facilitator should field the responses the groups make and ask them open questions to help aid exploration of how and what they concluded.

e.g.

- How did you conclude that?

- Were there different viewpoints within the group?
Why?

- What sources of information did you draw upon to reach your conclusions?

FROM BOY TO EXTREMIST

2 hours

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Watch Film 2</p> <p>Duration: 5 minutes, Prezi Frames:</p>	<ul style="list-style-type: none"> Shows the second part of this first film allowing group to reflect on content. Debrief to help process immediate questions. 	<p>Remember to keep the debrief brief! The exercises to follow will provide further time for reflection and analysis.</p>
<p>Exercise: Push and Pull factors</p> <p>Duration: 15-20 minutes, Prezi Frames:</p> <p>1. Explain to the group that they are about to examine how and why Adam became involved in the group.</p> <p>Divide the class into 4-5 smaller groups.</p> <p>2. Talk the group through the definitions and brief examples of push and pull listed on the Prezi screen</p> <p>2. Using the Prezi slide to help steer the group – instruct them to :</p> <p>List the 'Push and Pull' (or internal and external) factors that contributed to Adam's involvement in</p>	<ul style="list-style-type: none"> Identify and evaluate the push and pull factors that influence individuals to become involved. Recognise there are often many factors at play as to why an individual may be driven towards violent extremism. Increase understanding. Widen perspectives about the reasons why. Participants spend time expressing and sharing their own thoughts on this amongst the group. 	<p>This is a group exercise designed to encourage the identification and understanding of different factors.</p> <p>Divide the group as you wish – ideally into two groups minimum depending upon numbers.</p> <p>The questions on the Prezi (under 'Push and Pull') are there to provide a guideline for responses – they need not be exhausted. The purpose is to generate discussion and to compile a list for comparison and sharing between groups.</p> <p>This can be undertaken as a whole group exercise if time is restricted simply by asking the group to respond to the questions on screen.</p>

<p>violence.</p> <p>Push - Internal</p> <ul style="list-style-type: none"> ▪ What do you think Adam was thinking and why? ▪ What do you think he was feeling? ▪ What made him feel like this? ▪ How did he view the world? <p>Pull - External</p> <ul style="list-style-type: none"> ▪ What were the factors that made it possible for Adam to do what he did? ▪ What and who influenced his thinking and behaviour? (And how?) ▪ What events or things that people said influenced Adam's thinking and behaviour? <p>Plenary session – ask the groups share their findings with others.</p>		<p>Internal Factors may include:</p> <ul style="list-style-type: none"> ▪ Feeling isolated ▪ Anger and frustration with 'other' groups ▪ Conflict between his cultural identity ▪ Need to belong ▪ Sense of identity ▪ Increasing status ▪ Sense of self importance ▪ Sense of moral/political injustice <p>External factors may include:</p> <ul style="list-style-type: none"> ▪ Information fed via leaders of Al Muhajiroun ▪ Religious teachings he was taught supporting ideologies ▪ Access to social group ▪ Behaviour of 'others' justifying his perceived injustice ▪ Negative influencers feeding black and white thinking ▪ Charismatic individuals ▪ Offers for membership of groups and identity <p>It can be useful to us this list (above) to help refer the group to examples and to fill gaps. However, the groups' own interpretations can also be useful so do not feel the need to ensure every factor is covered.</p> <p>Depending upon the quality of the discussion you may wish to spend more or less time on this.</p>
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Exercise: Us and Them

Duration: 40 minutes, Prezi Frames:

It is important that the facilitator does NOT tell the group the name of the exercise at the beginning but simply tells them they are about to engage in an activity.

1. The facilitator divides the group into those with even numbered birth dates and those with odd numbered birth dates. Whichever is the larger is labelled 'Us' and the smaller labelled 'Them'. (If as can happen the two groups are the same size then the facilitator arbitrarily assigns the names.)

2. The group called 'Them' is then asked to divide themselves into two halves. This will leave you with three groups.

3. The group called 'Us' is then asked to select one of the two remaining halves to come and join them, and they enthusiastically welcome them to 'Us'. That half moves over and becomes 'Us'.

4. Of the remaining 'Them' the 3* tallest and the 3* shortest participants remain as 'Them' and the others join 'Us'. They are enthusiastically welcomed to the group 'Us'.

**You can decrease this number if you see fit. You should aim to have around 4 participants minimum left in the 'Them' group.*

- Activity explores the reactions, responses and behaviours associated with isolation and rejection.
- It triggers conversations about how we can respond when we feel pushed out, and when we are part of a larger group.
- It enables the group to experience and interrogate how quickly black and white (or binary, 'Us and them') thinking can manifest itself.

This activity gradually makes two groups from one larger group; one of the groups will eventually be much smaller than the other.

The way the activity is delivered is set out deliberately to guard against any previously held prejudices being imported into the experience. This is why they are arbitrarily split based on birth date numbers being odd or even. Having said this, if there are 'vulnerable' participant(s), at the first division, they could be part of the Us group. The facilitator should be aware of this and manage carefully.

The exercise should be 'closed' responsibly; a useful way of doing this is to ask the whole group to arrange themselves in a circle in order of their birthdays. This helps them to reform and regroup in a different way shaking off some of the roles they have adopted earlier in the exercise.

<p>'Them' and 'Us' are then asked to write down how they see themselves and how they see the other group in the following way:</p> <p>What is bad about them and what is good about us. They should create a list of around ten points.</p> <p>5. Give the groups 10 minutes to do this.</p> <p>6. After 10 minutes, ask the groups to share their answers with the other groups in a plenary session.</p> <p>Debrief Questions:</p> <ul style="list-style-type: none"> ▪ What did it feel like being labelled? ▪ How did you feel when your group became larger? ▪ How did you feel when your group became smaller? ▪ For those that were chosen by 'Us', how did it feel? ▪ For those rejected by 'Us' how did it feel? ▪ What did it make you want to do? ▪ When and where in life do people feel isolated? Give as many examples as you can ▪ What might the consequences of people feeling isolated and rejected be? ▪ What sort of things can people do to deal with isolation? 		
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7. Thank the group for their responses and ask them to stand up one more time. They should now form a circle grouping themselves in order of their birthday.		
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Exercise: Extreme People

Duration: 40 minutes, Prezi Frames:

1. Divide the class into smaller working groups of around 6 once again.
2. Explain that they are about to examine some case studies of people who were drawn into extreme groups.
3. Ask the groups to examine each of the case studies listing push and pull factors for each based on what they can decipher from the fact sheets. Use paper to note down the different push and pull factors for each of the 'extreme people'.
4. Give the groups around 20 minutes to explore the bio sheets and list the factors.
5. Ask the group to reconvene and ask the following questions:
 - Were all the people from similar or different backgrounds?
 - Did you notice any overlap in the types of push and pull factors they had?
 - What surprised you? Was there anything of particular note or did anything stand out?
 - To what degree do you think they understood the true consequences of violence?

- There are different push and pull factors at play for people drawn to violent extremism.
- People drawn to violent extremism come from different backgrounds and have different motivations.
- Violent extremism is not just about one group or ideology.

The activity is about encouraging the group to explore and research. The facilitator could encourage the group to access the internet or other sources, if appropriate –to find out even more. The exercise could even be lengthened to allow further time for exploration.

It is important to be clear that the sources of information have been listed but there could be others.

The purpose of the exercise is less about focusing on 'right or wrong' answers on the push and pull factors but rather it is about the group being aware of what makes someone susceptible and the conditions that allow for this.

There is a teaching aid on the different group profiles the individuals were affiliated with, below. This is purely for the facilitators, the students do not need access to these during the exercise. Find this on page 30.

<p>Exercise: How to Boil a Frog...</p> <p>Duration: 10 minutes, Prezi Frames:</p> <p>1. The facilitator should read out the passage entitled 'How to boil a frog' (or ask a volunteer to) to the wider group. This passage appears on page 35 of this resource pack.</p> <p>2. Reading this out can be followed up with the passage featuring on the screen so participants can take a moment to reflect on what they have just heard and re-read.</p> <p>3. Ask the group the following questions that will appear on the Prezi screen:</p> <ul style="list-style-type: none"> ▪ What are the messages contained in the story of the frog? What's the moral of the story? ▪ How can people avoid becoming 'boiled frogs'? What can they do to avoid this? ▪ How could people get sucked into something that is going to cause them and others harm? ▪ Do we always know when we are slowly being changed by our environments? 	<ul style="list-style-type: none"> ▪ Ultimately, an abstract way to allow the group to consider how something or someone could become de-sensitised to violence ▪ Chance for group to recognise that people can become narrow in their thinking or even ignorant and unaware of the consequences of their actions if they do not remain vigilant and attentive to their situation. ▪ The benefits and importance of keeping oneself open to other options. 	<p>The facilitator should familiarise themselves with the story in advance to read with effect!</p> <p>The learning messages that come from the story are as follows:</p> <p>Life is full of change. It has always been so. To effectively manage change it can be useful to anticipate what is coming next, in order to prepare. If caught by surprise, you may be in danger of being overwhelmed.</p> <ul style="list-style-type: none"> ▪ Resisting falling into a rut of routine expectation. ▪ Being observant and actively searching for what is coming next. ▪ Actively monitoring information from as many different sources as possible. ▪ Listening to your intuition because your gut instinct may provide a warning. ▪ Taking some action as soon as possible, even if it is risk, because it may be riskier to do nothing. <p>The facilitator can share these if they feel the group would benefit from further insight into it.</p>

Exercise: Watch film clip once again

Duration: 10 minutes, Prezi Frames:

Tell the group they are about to watch a short clip from the film once again – they should consider Adam's attitude towards violence at that stage.

Watch film: 3.18-3.53mins

Debrief questions to the group:

Considering what we did in the exercise before this (the frog) –

- Do you think Adam was always fully aware of what he was involved in whilst part of the group?
- Do you think Adam was always aware of and sensitive about violence?
- What messages are there for what happened with Adam?
- Have you ever found yourself de-sensitised to something?

- Further reflection on Adam's desensitisation to violence.
- How events or occurrences can effect change in a person's attitude or behaviour.
- Allow group to consider where else this can happen.

The intention of this exercise is to encourage reflection on the seriousness of the situation Adam found himself in and to consider how a person can arrive in that situation.

The facilitator should bring this back to the group by asking the final question about self-reflection to enable the group to consider how this can happen.

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: The Radio</p> <p>Duration: 20 minutes, Prezi Frames:</p> <p>1. Tell the group this is an interactive exercise.</p> <p>Instructions:</p> <p>2. Divide the group into pairs – one is A and one is B.</p> <p>3. Ask the two groups to stand separately across the room – it is important they don't hear one another's' instructions:</p> <p>Give B's the following instruction:</p> <p><i>You think you might want a radio but you don't want to buy one just yet. In a moment, someone will try to sell you one. Keep in mind that you're not sure at the moment.</i></p> <p>Give A's the following instruction:</p> <p><i>You've got sell B a radio. If you don't you'll lose your job. You have about 3 minutes to persuade them to buy one!</i></p>	<ul style="list-style-type: none"> ▪ Experiment with techniques and tactics to persuade and resist ▪ Reflect on the techniques and tactics used to persuade and resist ▪ Connect their own experiences with those of Adam in his situation 	<p>The debrief should focus on how people felt, what motivated behaviour, how easy to manipulate or be manipulated.</p> <p>The facilitator should consider the evidence seen in the film of Adam's story and be prepared to make connections if the group are quiet when it comes to this point in the exercise.</p>

<p>3. Tell the partners to come back together and commence with the task.</p> <p>4. The facilitator should observe what happens between the partner and prepare their observations for the debrief:</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. <i>What behaviour did we see in the exercise?</i> 2. <i>What tactics were used to persuade?</i> 3. <i>What did people do to resist?</i> 4. <i>Where do we see this in real life?</i> 5. <i>How does this exercise relate to the story of Adam?</i> 		
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: Watch Film 3</p> <p>Duration: 5 minutes, Prezi Frames:</p> <p>Explain to the group that they will now watch the final section of the film</p> <p>Prior to viewing the film - ask the group to look out for the following:</p> <ul style="list-style-type: none"> ▪ What does Adam say about how easy or difficult it was to leave the group? ▪ What were the challenges he faced upon leaving the group ▪ What was Adam missing when he was involved in the group? ▪ How is his relationship with his faith now? ▪ How if Adam finding fulfilment in his life now? <p>Watch Film 3</p> <p>3.53-4.47mins</p>	<ul style="list-style-type: none"> ▪ Shows the third and final part of this film allowing group to reflect on content. 	<p>Reflection questions to be shown on Prezi and available on a flip chart or white board, or as a hand-out.</p> <p>The facilitator should split the group into smaller groups prior to the film so they can organise themselves to respond to questions if they wish.</p>

<p>Exercise: Reflection on Film 3</p> <p>Duration: 5 minutes, Prezi Frames:</p> <p>1. The facilitator should draw the groups attention to the reflection questions appearing on the screen once again:</p> <ul style="list-style-type: none"> ▪ What does Adam say about how easy or difficult it was to leave the group? ▪ What were the challenges he faced upon leaving the group ▪ What was Adam missing when he was involved in the group? ▪ How is his relationship with his faith now? ▪ How if Adam finding fulfilment in his life now? 		
<p>Exercise: Closing activity</p> <p>Duration: 15 minutes, Prezi Frames:</p> <p>1. Tell the group to return to the original picture of Adam give the participants a few moments to look at it and then ask the following questions:</p> <ul style="list-style-type: none"> ▪ How have your impressions of Adam changed? ▪ What lessons can his story teach us about radicalisation? 	<ul style="list-style-type: none"> ▪ This presents the group with an opportunity to understand that there are possibilities for positive change after involvement with radicalisation. ▪ Additionally it shows that Adams experiences are being put to constructive use. 	<p>This activity is intended to bring the work to a close without delving into the areas of the previous activity.</p> <p>The idea is to leave the group knowing and understanding that Adam is leading a fulfilling life and that he is no longer a threat.</p>

2. The facilitator then shares some information about Adams current pursuits. Adam now works for a counter extremism think tank doing work to turn others away from radicalisation leading to violent extremism.

Two quotes from his current employer's* website

"In 2012, Adam founded the Deen Institute, which teaches Muslims critical thinking skills and increases awareness of Islam's rich intellectual heritage. He has spoken at over 40 university campuses across the UK and has debated with prominent academics on issues surrounding religious philosophy and theology."

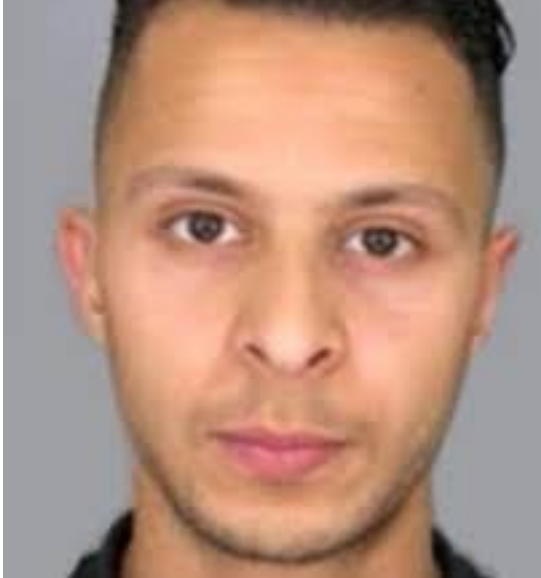
"Adam now dedicates his work to countering extremism and the Islamist ideology he once subscribed to, which he believes tarnishes the beauty of Islam. Adam's past experiences add tremendous value to our outreach work".

*The Quilliam Foundation

EXERCISE: EXTREME PEOPLE

(STUDENT WORKSHEETS)

SALAH ABDESLAM

- **Born:** 15 September 1989
 - **Born:** Brussels, Belgium
 - **Nationality:** French
 - **Group Affiliation:** *Islamic State*
 - **Ideology:** Salafi Jihadism (religious-political, physical jihad belief)
 - **Known for:**
 - 13th November 2015 Paris Attacks: in which he was part of a coordinated series of gun and suicide attacks which killed 130 people and injured hundreds more.
- 
- Worked as a mechanic from September 2009 to 2011
 - Sentenced to a month in jail for minor crimes
 - Worked as a manager in a bar called *Les Béguines* in Molenbeek
 - Bar was shut down after authorities discovered that hallucinogenic substances were being used there
 - Convicted of other crimes (breaking and entering) in 2014
 - In 2015 he was arrested for being in possession of cannabis
 - Abdeslam was captured and arrested in December 2016, after escaping arrest for his involvement in the November 2015 Paris attacks. 130 were killed in these coordinated attacks around Paris
 - His brother and 9 others planned and committed the attacks, supposedly pledging their allegiance to the so-called Islamic State
 - Abdeslam's Belgian defense lawyer said: "I asked him if he had read the Koran, [...] and he said he had read his interpretation on the internet.", saying his radicalisation was likely to have taken place online

WADE MICHAEL PAGE

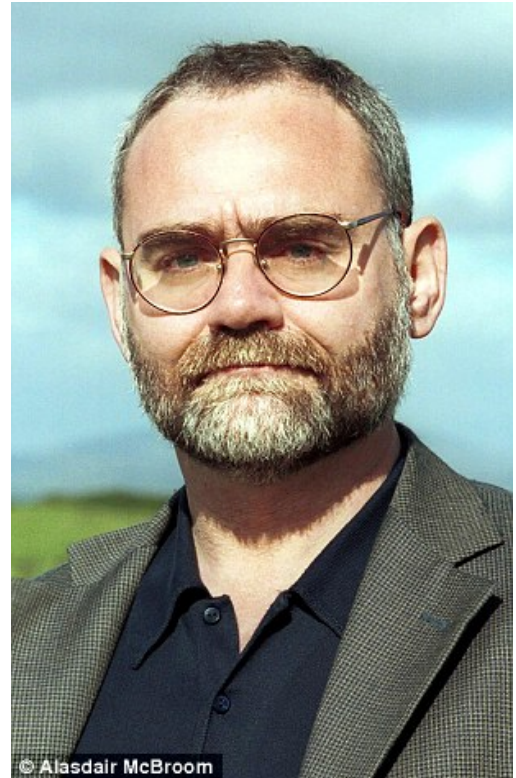
- **Born:** 11 November 1971
- **Died:** 5 August 2012
- **Born:** Loveland, Colorado, US
- **Nationality:** American
- **Group Affiliation:** *Hammerskins*
- **Ideology:** White Supremacy
- **Known for:**
 - The Wisconsin Sikh Temple shooting in which he killed 6 Sikh people and injuring 4 more in a gun attack, before dying of a self-inflicted gunshot.



- Served in the US Army from April 1992 until October 1998 when he was discharged for “patterns of misconduct” (being drunk on duty, and going absent without leave)
- During his time in the Army, he became a psychological operations specialist
- Page was a big music lover, and was interested in white power music after attending a Hammerfest (a white power music festival run by the Hammerskins) in 2000
- He returned to Colorado and worked as a truck driver from 2006 to 2010, but was fired after being charged with drink driving
- Reportedly a member of the Hammerskins, a White Supremacist Neo-Nazi, skinhead group, and interested in joining the Klu Klux Klan, also a White Supremacist group
- On 5th August 2012, Page walked into a Sikh Temple and fatally shot 6 people, injuring 4 others in the attack, before dying of a self-inflicted gunshot

PAT MAGEE

- **Born:** 1951
 - **Born:** Belfast, Northern Ireland
 - **Nationality:** Irish
 - **Group Affiliation:** Provisional Irish Republican Army
 - **Ideology:** Irish Republicanism and Independence
 - **Known for:**
 - Planting a bomb in Brighton's Grand Hotel targeting Prime Minister Margaret Thatcher, instead killing two men and three women. Often referred to as the "Brighton Bomber".
-
- Born in Belfast, but moved to Norwich when he was four years' old
 - On 12th October 1984, during the Conservative Party Conference, the bomb Pat had planted in the Grand Hotel in Brighton, exploded and killed 5 people, injuring many more as well
 - Pat was sentenced to eight life sentences with a minimum of 35 years
 - Pat served 14 years in Prison, and was released in 1999 under the Good Friday Agreement
 - Whilst in prison, he completed a PhD, studying the how Irish Republicans are seen in "Troubles" fiction
 - Amongst those killed in the Brighton attack, was Sir Anthony Berry MP. His daughter, Jo Berry, met with Pat on his release from prison in 2000 in an effort to achieve reconciliation
 - Pat states: *'Although I still stand by my actions, I will always carry the burden that I harmed other human beings. But I'm not seeking forgiveness. If Jo could just understand why someone like me could get involved in the armed struggle then something has been achieved.'*
 - He has written a book titled: *Gangsters or Guerillas? Representations of Irish Republicans in 'Troubles Fiction'.*



ULRIKE MEINHOF

- **Born:** 1934
- **Died:** 1976
- **Born:** Germany
- **Nationality:** German
- **Group Affiliation:** Baader Meinhof, Red Army Faction
- **Ideology:** Anti-Capitalist, Maoist
- **Known for:**
 - Being a founding member of Baader Meinhof, and the Red Army Faction.



- She studied philosophy, sociology and German Literature and engaged herself in the left in the anti-nuclear movement in the late 1950s
- From 1959 to 1969 she was a columnist for the magazine Konkret, one of the most important publications in far-left Germany then, and now to this day
- In *From Protest to Resistance*, an article in the newspaper Konkret, Ulrike wrote: 'Protest is when I say I don't like this and that. Resistance is when I see to it that things that I don't like no longer occur.'
- Meinhof moved to Berlin in 1968, and on 14th May 1970, helped to break-out Andreas Baader, a left-wing militant who was in jail for setting fire to a department store in protest of the Vietnam War
- After breaking out Baader, they went underground, founding the Red Army Faction. The aim was to start an armed front in the capitalist heartland (West Berlin) guided by Maoist (communist) beliefs
- In June 1972, she was arrested and charged with a number of different murders and creating a criminal association (RAF)
- Before her trial, she was found hanging dead in her prison cell in 1976

AURORE MARTIN

- **Born:** 1978
- **Born:** France
- **Nationality:** Basque
- **Group Affiliation:** Batasuna party
- **Ideology:**
- **Known for:**



Being a member of Batasuna, a political party which is illegal in Spain, but legal as a cultural association in France

- In December 2010 she publicly declared she was going into hiding from French Police
- On May 18, 2011, after hiding for six months, she stated that she would return to political life
- If arrested and expedite by the French police to Spain, she was faced with 12 years' imprisonment for speaking out during a political rally in 2003
- On June 21, 2011, the French police attempted to arrest Aurore in Bayonne, accused of taking part in meetings of the Basque nationalist movement. When they attempted to take her, people surrounded her and managed to separate her from the police
- The French Government extradited Martin to Madrid in 2012. She is the first French citizen extradited to another state, to be judged there, and was released in December 2012 on bail
- Aurore was also accused of being a member of Basque separatist group ETA between 2006 and 2008 and providing logistical support to the terrorist organisation by helping to raise funds

EXERCISE: EXTREME PEOPLE

(TEACHING AID – NOT FOR PARTICIPANTS)

Group & Ideology information:

- **Islamic State, Islamic State of Iraq and Syria, Da'esh, Islamic State of Iraq and the Levant:**

In June 2014, the group who are known as the so-called Islamic State (see above for other names) formally declared the establishment of a "caliphate" - a state governed in accordance with Islamic law, or Sharia, by God's deputy on Earth, or caliph.

It has demanded that Muslims across the world swear allegiance to its leader - Ibrahim Awad Ibrahim al-Badri al-Samarrai, better known as Abu Bakr al-Baghdadi - and migrate to territory under its control.

IS has also told other jihadist groups worldwide that they must accept its supreme authority. Many already have, among them several offshoots of the rival al-Qaeda network.

IS seeks to eradicate obstacles to restoring God's rule on Earth and to defend the Muslim community, or umma, against infidels and apostates.

The group has welcomed the prospect of direct confrontation with the US-led coalition, viewing it as a harbinger of an end-of-times showdown between Muslims and their enemies described in Islamic apocalyptic prophecies.

In late 2015, the group began to lay claim to attacks outside its territory (Syria and Iraq), including the suspected sabotage of a Russian Passenger plane in the Sinai peninsula, killing all 228 on board; twin blasts in the Lebanese capital Beirut which killed 41 people; 13th November 2015 attacks in Paris, killing 130 people, amongst others.

- **Hammerskin Nation (Hammerskins)**

The Hammerskin Nation is a group that has adopted the White Power Skinhead lifestyle. They claim to be 'blue collar workers, white collar professionals, college students, entrepreneurs, fathers and mothers'.

The Hammerskin brotherhood claim that they 'must secure the existence of our people and a future for White Children.'

The first Hammerskin group, the Confederate Hammerskins was formed in Dallas, Texas, in the late 1980s. Since then, different national White Power Skinhead groups have appeared coming under the banner of the Hammerskins, including the Eastern Hammerskins, the Northern Hammerskins and the Arizona Hammerskins; united under the umbrella of the Hammerskin Nation.

The Hammerskin Nation also lists on its website ten "chapters" outside of the United States: one in Canada, England, France, the Netherlands, Spain, Switzerland, Australia and New Zealand as well as two in Germany.

- **Provisional Irish Republic Army (IRA)**

Northern Ireland slid into violence in the late 1960s as the unionist-dominated, UK Government controlled state resisted demands from Catholics for civil rights and equality.

Apart from some sporadic campaigns, the IRA had long been dormant and as the violence worsened, some of its traditional supporters accused it of failing to defend the Catholic community.

Amid the violence and rows over how to react to the continued unequal treatment of the Catholic community in the North, what remained of the IRA was headed for a split over the place of constitutional politics in its movement. The more Marxist "Official" IRA wanted at least a token recognition of parliamentary politics and the Dublin government.

Hardliners not only demanded action on the streets but regarded political abstention as an article of faith. They said that recognition of the Dail, Dublin's parliament, would entrench partition (split between the North and South). They split to form the "Provisional" IRA.

It was the Provisional IRA, later to be just the IRA, which became the main republican paramilitary organisation resisting British rule in Northern Ireland.

- **Baader Meinhof:**

Baader Meinhof are also known as Red Army Faction (RAF), which operated between 1970 to 1998, and was a West German far-left militant group.

The RAF was formed with the intention of complementing other revolutionary and radical groups across West Germany, Europe and the wider world, to defeat capitalism.

Its history can be traced back to the end of the Second World War, and the “de-nazification” of Germany. After the east/west split of Germany, some youths were left dissatisfied by newly enforced social, economic, political and institutional splits, in which young people’s identities, and left-wing politics were dominated by discourses of racism, women’s rights, and anti-imperialism.

- **ETA (Euskadi Ta Askatasuna):**

ETA is a paramilitary Basque nationalist and separatist organisation, based in northern Spain and south-western France.

The group was founded in 1959 aimed at gaining independence for the Greater Basque Country, on the north eastern Iberian peninsular crossing over into the Pyrenees.

ETA is the main group within the Basque National Liberation Movement and is the most important participant in the Basque conflict.

Since 1968, ETA has been held responsible for killing 829 people, injuring thousands and undertaking dozens of kidnappings. The group is proscribed as a terrorist group by Spain, the United Kingdom, France, the United States, and the European Union.

ETA declared a ceasefire in 2005.

EXERCISE: HOW TO BOIL A FROG...

Suppose you want to boil a frog. How do you do it? You could place the frog into a pot of hot water, but as soon as it feels the heat, it will jump out. So, what can you do? Put a pot of cool water on the stove and then add the frog. Not sensing danger the frog will stay. Next, turn the burner on low to slowly heat the water. As the water warms, the frog relaxes. The warmth feels good. As the water gets hotter it acts like a steam bath draining away energy and deepening the frog's relaxation. The frog becomes sleepy and has less and less energy while the water is getting hotter and hotter. By the time the frog realizes its danger, the water is beginning to boil, and it is too late to take action. There is neither time nor energy left to do anything. The frog perishes in the boiling water.

What is the moral of the story?

AL-MUHAJIROUN FACT SHEET

- Al-Muhajiroun is a banned Salafi-jihadi terrorist organisation based in Britain that has been linked to international terrorism, homophobia and antisemitism.
 - Founded by Omar Bakri Muhammad, a Syrian Sunni Islamist cleric who has a long record of supporting terrorism.
 - Since 2014, he is in prison in Beirut under terrorism charges.
 - Flees Saudi Arabia in 1985 and seeks and receives political asylum in Britain, where he launches al-Mujahiroun with Anjem Choudary.
- Founded in 1983 in Saudi Arabia, and have been considered as a front for Hizb ut-Tahrir in the United Kingdom, although Bakri states that Hizb ut-Tahrir did not accept the group, and therefore they established themselves independently from them.
- They were banned in Saudi Arabia in 1986, which prompted Bakri to move to England and operate from there, and Bakri would later become the chief sponsor in Britain of the International Islamic Front, an organisation that trained and sent British Citizens to fight in Chechnya and the Balkans.
- They have been operating since January 1986 but since 2005, they have been banned by the British Government due to their growing militancy and controversy.
- They are behind controversial events such as 'The Magnificent 19' conference in 2002 that praised the September 11, 2001 attacks.
- The group operates under aliases to evade the law, and it constantly changes its name and identity:
 - It was proscribed under the UK Terrorism Act of 2000 in 2010 with four other organisations including Islam4UK and again in 2014 as "Need4Khalifah".
- They have also run a safe house in Lahore for visiting British Muslims. Michael Adebolajo, the man convicted of killing Lee Rigby attended Al-Mujahiroun meetings and demonstrations.
- They became known for touring university campuses and shopping centres to look for recruits, as well as holding rallies and marches across Britain. Sheikh Omar Bakri Mohammed also established Britain's first Sharia court, which has no legal standing, but enables him to settle disputes for a fee.

- Their main aims are to establish public awareness about Islam, to influence public opinion in favour of sharia law, and to convince people that Islam is an inherently political and viable ideology. They also want to unite Muslims on a global scale in the threats facing the Muslim umma and to resume the Islamic way of life by re-establishing the Islamic Caliphate.

END NOTES

SALAH ABDESLAM

[Paris attacks, who were the attackers?](#) 2016

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[Sikh temple killer Wade Michael Page radicalized in army.](#) 2012

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[What is Eta?](#) 2011