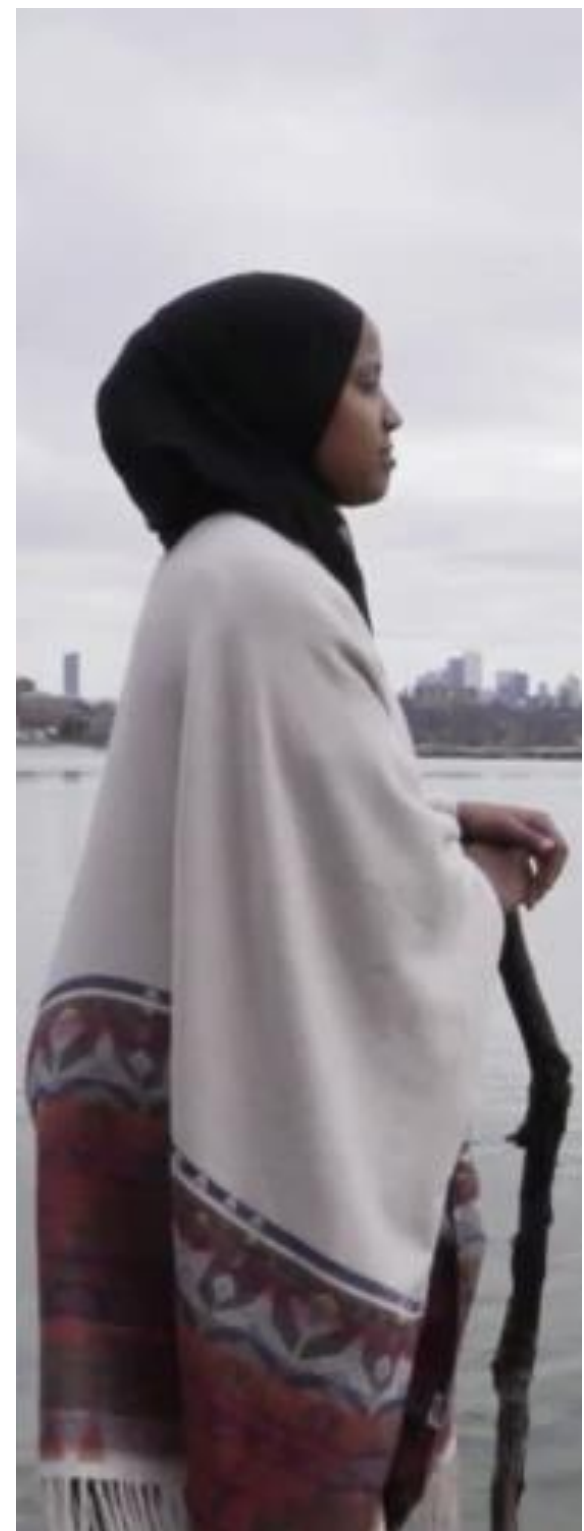


**EXTREME DIALOGUE.ORG**

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## Fowzia's Story – Resource Pack

Explore Fowzia's story further using this exciting mixed-media educational resource that delves deeper into the issues young people in minority communities are facing today. The resource is intended to support those working with young people to encourage an improved understanding of the causes and consequences of violent extremism, enable them to make better informed life-choices and enhance their critical thinking abilities.

### 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.

Funded by Public Safety Canada through the Kanishka Project, 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.

### Contact Us:

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# INTRODUCTION

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## 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 and Fowzia.

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 (e.g. ‘Daniel thought this – the truth is...’).
- Problem solving – exercises to be delivered or carried out in 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](mailto:info@extremedialogue.org).

# PRE-FILM EXPLORATION

25-30 minutes

<i>ACTIVITY</i>	<i>LEARNING OUTCOMES</i>	<i>TEACHING POINTS</i>
<p><b>Introduction to session</b></p> <p><b>Duration: 2 minutes, Prezi Frames: 1-3</b></p> <p>Brief overview of what the group will be watching (based on notes above) and how the material at times can 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><b>Introductory image</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 4</b></p> <p>Click on Prezi to show image of Fowzia.</p>	<ul style="list-style-type: none"><li>▪ Sparks curiosity in the group.</li><li>▪ Promotes engagement and introduces another type of media.</li></ul>	<p>Encourage group to engage and listen. Let them know exploratory questions will follow.</p>



## Exercise: Questions

**Duration: 3-4 minutes, Prezi Frames: 5-6**

Click on Prezi and screen with questions appearing:

- *Who do you think this person is?*
- *What do you think they do?*
- *What are they like as a person?*

Explain to the group that the workshop they are about to engage with explores the story of Fowzia: her story and her life today.

- Introduction to character and film.
- Allows group to make assumptions about character and start to project an image.
- Encourages curiosity about character.
- Establishes barometer in room as to levels of interest.

This should be facilitated in the wider group.

Students encouraged to 'put hand up' to respond.

Designed to be a quick fire response to gain initial reactions rather than deep held reflective responses.

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>Exercise: The Assumption Circle</b></p> <p><b>Duration: 20-25 minutes, Prezi Frame: 8</b></p> <p>Ask each group member to find a partner. One is A and one B. Tell the A's to make a circle with the chairs facing outwards to their partner standing opposite. This should look like two concentric circles (one on the inside, one on the outside) and they can be similar to a 'speed dating' scenario. They can then sit on chairs.</p> <p>Explain that this exercise requires quick responses as it is about how we react to statements. Ask them to take a good look at their partner to start with. They will then be given an instruction and should respond to what they feel appropriate:</p> <ol style="list-style-type: none"> <li><i>What is the other person's favourite type of food?</i></li> <li><i>What is the other person's favourite film?</i></li> <li><i>What do you think the other person wants to be or do when they leave high school?</i></li> <li><i>What type of holiday would be the other person's favourite?</i></li> </ol> <p>A's then stay sat down, and B's move around clockwise to the next person, repeating the questions.</p>	<ul style="list-style-type: none"> <li>▪ This exercise encourages participants to make judgement based on limited information ranging from what they see to what they have 'heard' about 'people like...'</li> <li>▪ Elicits responses that make us aware of how we can judge, and the effect this has.</li> </ul>	<p>Helpful not to alert the group to the fact that this exercise is about assumptions (at the outset) so participants do not 'inoculate' themselves or self-censor.</p>

<p><b>‘Safety’ Slide</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 9</b></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"> <li>▪ Expectation setting</li> <li>▪ Provides opportunity to establish safety in the group and room – participants able to prepare themselves.</li> </ul>	<p>Facilitator should have assessed the suitability of the film by viewing in audience.</p> <p>Prepare for any questions and answers.</p>
<p><b>Exercise: Watch Film 1 Part 1: <i>Multiple Identities</i></b></p> <p><b>Duration: 2.25 minutes, Prezi Frames: 10-11</b></p> <p>Play from 0.00-2.25 mins. The final piece will follow later.</p>	<ul style="list-style-type: none"> <li>▪ Shows the first part of this first film allowing group content to reflect on.</li> </ul>	
<p><b>Exercise: Reflection.</b></p> <p><b>Duration: 8-10 minutes, Prezi Frame: 12</b></p> <p>This now takes the form of a whole group discussion to explore the film content:</p> <ul style="list-style-type: none"> <li>▪ <i>What does Fowzia say about identity?</i></li> <li>▪ <i>What was it like for her growing up in Canada?</i></li> <li>▪ <i>What aspects of her identity were important to her?</i></li> <li>▪ <i>Did she experience any conflicts with her identity?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Chance to immediately reflect on the film, its themes and its content.</li> <li>▪ Provides an opportunity to get some key learning points made before subsequent activities.</li> </ul>	<p>This should be a relatively quick fire session to reflect before the exercise.</p> <p>The facilitator should familiarise themselves with the content and potential answers to the questions in advance, there are a few ‘right or wrong’ answers but rather an opportunity for the group to reflect on their different perspectives.</p>

## Exercise: The Identity Flower

**Duration: 25-30 minutes, Prezi Frames: 13-21**

1. The facilitator explains that this exercise is about exploring our identities. The facilitator could prepare their own example in advance to help inspire the group. If the group are in some need of energising following the previous discussion, invite them to stand up, change places and find somewhere new to sit!
2. Each participant will now design their own flower. In the centre of the flower will be aspects of our identities that cannot be changed or that are fixed. This could include eye colour, nationality, fact we are a daughter or a son.
3. The petals will now make up those aspects of our identity that are not fixed but that we choose or those that could be non-permanent. These could range from groups we belong to, to organisations with whom we affiliate. It could range from sports groups to political groups or include types of music etc...
4. Explain to participants that this is a personal thing so it's up to them to share as they feel comfortable. What features as permanent for some may not be for others – its about how people see their own identity.
5. Give participants 10-15 minutes to be creative
6. Invite participants to spread their flowers out in the space – you could ask them to pin on the wall.
7. Invite group to take a look at other peoples' flowers. Allow 5 or so minutes and watch for the

- Opportunity to consider own identity – what is important.
- Consider what they are comfortable to share (or perhaps even wish to conceal).
- Learn about what other peoples' identities and what surprises there were.
- What people may have in common even if they have previously felt there was little.
- Starting discussion on the importance of identity.
- Opportunity to consider which aspects are precious to us and which less so.
- Consider how it might feel for someone to have to or who decides to let go of a certain aspect of their identity.

Occasionally, participants can find it difficult to engage with the concept of a 'flower'. As a living growing organism of which there are many varieties however – it is a difficult to beat! We don't have to be keen gardeners to appreciate the usefulness of flowers.

Each flower will be different. Comment on the richness of the variety and the fact we all have different ones –like our personalities/identities. Some people have things in common with some and but also with others we may not have considered before. i.e. being a Muslim doesn't mean you don't also belong to a basketball team, and so on.

The exercise is not just about sharing what we 'have in common' but also to simply help aid reflection.

Many struggle to really define aspects of their identity when asked.

You may decide to ask them to initially share with partners or in threes to aid the conversation (and allow them to add a few whilst they discuss and are inspired!)

The final question is particularly sensitive around 'letting go' of one aspect of their identity. This should be given some time for thorough exploration.

<p>interactions.</p> <p>If you feel the need to stimulate the exchange – invite a couple of people to share their flowers or their exchanges with the wider group.</p> <p>8. <b>Debrief</b> – invite the group to take a seat and start the discussion:</p> <p>(Questions to appear on the Prezi slide)</p> <ul style="list-style-type: none"> <li>▪ <i>What did you notice about peoples’ flowers?</i></li> <li>▪ <i>What did you find out from them?</i></li> <li>▪ <i>Did anything surprise you?</i></li> <li>▪ <i>Were there any aspects of peoples’ identities that stood out strongly for you? Which ones? Why?</i></li> <li>▪ <i>How did it feel to you (yourselves) to produce your flowers?</i></li> <li>▪ <i>If you had to let go of one aspect of your identity, which would it be? Why?</i></li> <li>▪ <i>How difficult or easy decision would that be?</i></li> <li>▪ <i>Are you aware of anyone or any groups who might be in that situation in Canadian society? (Could be someone you know or something you’ve heard of or are aware of through media).</i></li> </ul> <p>9. Thank the group for their participation and keep in mind the next discussion which will focus on the next obvious question.</p>		
<p><b>Watch Film 1, Part 2</b></p> <p><b>Duration: 15 minutes, Prezi Frames: 22-27</b></p> <p>Ask the group to focus on Fowzia’s mother’s advice to</p>	<ul style="list-style-type: none"> <li>▪ Focus on the power of the identity Fowzia’s mother advocated.</li> </ul>	<p>This section really allows the group to start to address any ‘elephants in the room’ with regards to Fowzia’s religious identity. The Muslim community worldwide has been subject to</p>

<p>Fowzia.</p> <p>Play film from 2.25-3.06 mins,</p> <p><b>Debrief:</b></p> <p><b><i>Whole group discussion:</i></b></p> <p>a) <i>What advice did Fowzia's mum give her?</i></p> <p>b) <i>What identity did she want to keep hold of?</i></p> <p>c) <i>Why did she advise this?</i></p> <p>d) <i>Do you think this may have caused any challenges for Fowzia given what she reflected on at the start of the film?</i></p> <p>Give time for each of the questions about the film to be explored, then let the group know you're changing tack a little:</p> <p>e) <i>Are there any identities that you ever feel the need to hide or make less prominent to others? Why?</i></p>	<ul style="list-style-type: none"> <li>▪ Consider the reasons a parent may take such positions with their children.</li> <li>▪ Consider the impact of a parent's advice on a young person growing up.</li> <li>▪ Further explore the idea of having to conceal or lose an identity and the impact this can have on a young person growing up.</li> </ul>	<p>much scrutiny and criticism since 9/11 and the more recent conflict with Da'esh. This allows the group to consider the value of the Islamic identity from a parents' safeguarding point of view and the connection to the global 'Ummah'.</p>
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# THE CHALLENGES AND HOW WE EMPOWER YOUNG PEOPLE

110-120 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>Exercise: Introduction to the next Section ‘The challenges and how we empower young people’</b></p> <p><b>Duration: 30-40 minutes, Prezi Frames: 30-31</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to prepare themselves into 4-5 sub-groups depending on the size of your class. Approximately 5-6 per group is ideal.</li> <li>2. Tell the group that they will be fact finding and acting as reporters for the next session of the film.</li> <li>3. There are several questions for the group to consider (on Prezi) so they should agree between them who will focus on which or how they wish to manage the process of information gathering.</li> </ol> <p><b>The questions are:</b></p> <ol style="list-style-type: none"> <li>a) <i>What is Fowzia’s job?</i></li> <li>b) <i>She refers to a Somali quote – what is the quote about?</i></li> <li>c) <i>What does she say surprised her? Why was the surprise a ‘triumph’?</i></li> <li>d) <i>What did she say were her biggest frustrations?</i></li> <li>e) <i>She refers to the Taylor Swift song and lyric ‘bullet holes</i></li> </ol>	<ul style="list-style-type: none"> <li>▪ Introductory segment</li> <li>▪ Briefing for the students about their role whilst watching the film</li> <li>▪ Opportunity to facilitate deeper engagement with students with the content</li> </ul>	<p>This first section of film 2 aims to explore:</p> <ul style="list-style-type: none"> <li>▪ The motivations for Fowzia to become involved in working with young people.</li> <li>▪ The challenges young people face – particularly immigrant young people.</li> <li>▪ The challenges facing Fowzia as a worker in reaching young people as she feels they really need.</li> </ul> <p>As a facilitator – this exercise allows you to really focus the group on the material to come so attention should be given to how the group is prepared.</p> <p>It may be helpful to write the questions up on flipchart (or on the board or indeed as oriented handouts) so that students have these to refer to.</p>

<p><i>and bandages' – what does she mean by this?</i></p> <ol style="list-style-type: none"> <li>Once the groups are ready you can commence with the film.</li> <li><b>Watch Film 2 Part 1: <i>Serving the community</i></b> 0.00-3.13 minutes.</li> <li>Ask the group to work on the answers to their questions then to share with the wider group in the plenary.</li> </ol>		
<p><b>Exercise: Zip, Zap, Bop</b></p> <p><b>Duration: 30 minutes, Prezi Frames: 32-42</b></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>Ask the group to stand (or sit) in a circle and explain that this is a communication game which has three movements and three words ZIP, ZAP and BOP.</li> <li>The ZIP! passes around the circle with the hands held together (like in prayer) pointing to the person who is getting the ZIP, the word is said at the same time as the action.</li> <li>ZIPS can only travel to a player standing next to the zipper.</li> </ol> <p>The most useful way to facilitate this exercise is to let the ZIP go around in one direction a couple of times and then the other (if the facilitator plays as well they can say when the zip gets to them "ok now we will try the other direction").</p>		<p>As a facilitator, you will have observed different behaviours within the groups. It will be useful to take note of these behaviours during the exercise to share these with the group during the de-brief.</p> <p>The focus for discussion is around the process that just took place. You can keep this very short or increase time spent on discussions depending on how engaged the group are and whether or not you feel the point needs to be explored further.</p> <p>The exercise can also be related to the experiment undertaken in the US by teacher Jane Elliot or indeed refer to the film 'The Wave', in which similar experiments were undertaken with high school students.</p>



<p>4. Then the facilitator introduces the BOP, by asking a participant next to them to ZIP them.</p> <p>A BOP affects a ZIP in the same way a brick wall affects a rubber ball, (it bounces it straight back).</p> <p>A BOP action is made by holding both hands up as if rejecting, palms facing the person who has sent a ZIP, the ZIP then travels back in the opposite direction.</p> <p>The facilitator asks the group to play ZIP BOP for a while.</p> <p>Ordinarily the ZIP will get trapped between some BOPS and will not travel the whole way around. the facilitator then introduces the ZAP which can get around this problem.</p> <p>5. The facilitator introduces the ZAP which can travel across the circle through the air. The action of a ZAP is both hands flat, palms parallel, and made with direct and clear eye contact to the person to whom the ZAP is sent.</p> <p>6. Play the game for around 10 -15 minutes allowing the group to practice and improve!</p> <p>7. When you can conclude, ask the group to take a seat and discuss the game using the questions below:</p> <p><b>Debrief Questions:</b></p> <p>Begin with some general questions:</p> <ul style="list-style-type: none"><li>▪ <i>What skills were needed?</i></li></ul>		
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<ul style="list-style-type: none"> <li>▪ <i>How did people feel?</i></li> <li>▪ <i>What could each of the movements represent?</i></li> <li>▪ <i>What is it liked to be BOPPED?</i></li> </ul> <p>Now move on to considering the film:</p> <ul style="list-style-type: none"> <li>▪ <i>When did Fowzia get BOPPED?</i></li> <li>▪ <i>How did she react? (Hints: How did she feel when she was called Diaper Head, or when the children ignored her when she was teaching a friend to Pray)</i></li> <li>▪ <i>Does anyone here ever feel they get BOPPED because of a group or groups that they belong to?</i></li> <li>▪ <i>What might someone do if they are BOPPED many many times?</i></li> <li>▪ <i>What could we do about that?</i></li> <li>▪ <i>Why do you think groups and individuals BOP or reject other groups?</i></li> <li>▪ <i>What sorts of things might make people angry enough to make big impact gestures?</i></li> <li>▪ <i>Which groups in Canada do you think get BOPPED the most?</i></li> <li>▪ <i>Why do you think Fowzia didn't tell anyone she had been called a diaper head?</i></li> </ul>		
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<p><b>Exercise: Watch Film 2 Part 2 <i>Empowering Young People</i></b></p> <p><b>Duration: 3 minutes, Prezi Frames: 43-44</b></p>	<ul style="list-style-type: none"> <li>▪ The potential role of young people in helping effect change.</li> <li>▪ How she visions young people playing a role in countering violence and extremism.</li> </ul>	
<p><b>Exercise: What happened next?</b></p> <p><b>Duration: 30 minutes, Prezi Frames: 45-48</b></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Handout copies of the three stories (see activity printouts):</li> <li>2. Give group time to respond to each story, considering the questions: <ul style="list-style-type: none"> <li>a) <i>Who do you think they are?</i></li> <li>b) <i>What could have happened to them?</i></li> <li>c) <i>What might you have done in their situation?</i></li> <li>d) <i>Where do you think they are now?</i></li> </ul> </li> <li>3. After discussion and consideration about the individuals, reveal that: <ul style="list-style-type: none"> <li>▪ Jim Carey</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>▪ How people’s lives can feature major challenges and the paths they take as a result.</li> <li>▪ How a person’s start in life or experiences do not necessarily lead to them repeating the negative cycle.</li> <li>▪ How people can change.</li> <li>▪ The potential role of young people in helping effect change.</li> <li>▪ How she visions young people playing a role in countering violence and extremism.</li> </ul>	<p>This is best undertaken in small groups.</p> <p>Remember to keep the conversation moving and have enough copies of the handouts to keep group members occupied and interested.</p>

<ul style="list-style-type: none"> <li>▪ 50 Cent</li> <li>▪ K'naan</li> </ul>		
<p><b>Exercise: Reflection on Part 2 of Film 2:</b> <i>Empowering young people</i></p> <p><b>Duration: 15-20 minutes, Prezi Frames: 49-53</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to return to their initial 'reporting' groups that they started with to watch this final segment of film 2.</li> <li>2. Ask them to reflect back on the film they saw before the exercise: <ul style="list-style-type: none"> <li>▪ <i>How does Fowzia see young people's role in society?</i></li> <li>▪ <i>What does she think needs to change to help young people to achieve more?</i></li> <li>▪ <i>What does she hope will happen to help make people more confident and resilient?</i></li> <li>▪ <i>How does what she is referring to relate to radicalisation and extremism?</i></li> </ul> </li> <li>3. Ask the group to contribute to a plenary discussion sharing their responses</li> </ol>	<ul style="list-style-type: none"> <li>▪ The potential role of young people in helping effect change.</li> <li>▪ How she visions young people playing a role in countering violence and extremism.</li> </ul>	<p>As per the previous exercise, the small group dynamic may enable the students to better work with what is quite challenging narrative from Fowzia. It will help them process the meaning of what Fowzia says and consider their responses before sharing collectively.</p> <p>The session should not be protracted but move quickly to enable robust and focussed discussion.</p> <p>You may decide to do this as one plenary session depending on the size, energies and engagement of the group. You may also want to write down the questions on flipchart or on the board for reference when watching film.</p>

<i>ACTIVITY</i>	<i>LEARNING OUTCOMES</i>	<i>TEACHING POINTS</i>
<p><i>Exercise: Watch Main Film: <a href="#">Be Like Water</a></i></p> <p><b>Duration: 20-25 minute, Prezi Frames: 55-57</b></p> <p>Introduction to next Section where we will watch and then reflect on the main film from Fowzia’s story. Let the group know that this film was created to allow it to be viewed on larger social media channels to help young people like them understand the story and the experiences Fowzia has faced.</p> <p>Let the group know that you will reflect on this collectively at the end.</p> <p><b>Debrief:</b></p> <p>Keep the questions open and general:</p> <ul style="list-style-type: none"> <li>▪ <i>What did the group take from the film?</i></li> <li>▪ <i>What were the key messages?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Fowzia’s battle against stereotypes.</li> <li>▪ Trying to grow up and fit in in a new country.</li> <li>▪ The tactics and strategies Fowzia used to overcome the challenges she faced.</li> </ul>	<p>This is quite a lengthy film and quite different in nature (production and presentation) to the earlier films.</p> <p>It can at times be quite abstract but having ‘got to know’ Fowzia – this is an ideal time for the group to view it. You may choose to ask them to group into smaller groups as earlier in the session but the plenary should not take too long afterwards as the remaining small film will feature deeper exploration.</p>

<i>ACTIVITY</i>	<i>LEARNING OUTCOMES</i>	<i>TEACHING POINTS</i>
<p><b>Exercise: Master/Servant</b></p> <p><b>Duration: 20 minutes, Prezi Frames: 60-62</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to find a partner they feel comfortable with and to label themselves partners A &amp; B.</li> <li>2. Partner A will now be able, within the parameters of safety – be able to direct partner B for the 40 secs. They can ask partner B to do whatever they like as they are now in charge for the next 40 seconds (See teachers’ notes – within reason!)</li> <li>3. For the next 40 secs time the group and observe their interactions and behaviour.</li> <li>4. After 40 secs, ask the group to reform. Ask them to share what happened. You could invite a couple of groups to reflect back on a particular order or act to give a flavour of what went on. You may decide to create an inventory of phrases or actions on the board/ flipchart.</li> <li>5. Ask the couple to come back together. No it is the turn of partner B to direct partner A except this time, they have 50 secs.</li> <li>6. As the exercise concludes, repeat the discussion.</li> </ol>	<ul style="list-style-type: none"> <li>▪ What happens when people have power over</li> <li>▪ What can happen when the oppressed take on the role in reverse</li> <li>▪ Our responses when we have experienced pain and hurt</li> <li>▪ The cycle of violence and how we can get caught in revenge and habits</li> <li>▪ The impact trauma can have on people – how experiences of pain and suffering can linger and ripple</li> </ul>	<p>This can be a high risk exercise unless managed well.</p> <p>Be aware of making safety considerations prior to the exercise but at the same time, be aware this is supposed to provoke ‘extreme’ behaviour to some extent. As such, supervisors to ask people not to go too far or to stop behaviour that could be over the top is a useful way to approach. Often, if briefed properly and the group are well established – this can work well without too much coaching at the start.</p> <p>This exercise is about how we respond to pain and oppression and the degree to which we are willing to take a different approach and/ or break the cycle of revenge and violence. Often, people find that difficult and even the ‘benevolent’ leaders will still give ‘nice’ orders. We consider this not to be authoritarian but it still is – just a different type. We still retain and wield control and power.</p>

<p>Some additional questions:</p> <ul style="list-style-type: none"> <li>a) <i>Did things get better or worse?</i></li> <li>b) <i>Why do we think things tend to escalate in round 2?</i></li> <li>c) <i>Did anyone try to do anything different or break the mould? Why didn't they? What stopped them?</i></li> <li>d) <i>Do we ever see behaviour like this in real life? With whom and what are the examples?</i></li> </ul> <p>If appropriate, a useful point to make here is that if we feel this much pain after a game, imagine how people can feel in real life.</p> <p>Thank the group for their participation and encourage them to de-role and 'shake hands' to enable the session to progress safely. Any lingering frustrations should be actively dealt with and discouraged at this stage as it was, after all, 'a game!'</p>		
<p><b>Exercise: Watch Film 3, Part 1: <i>The impact of radicalisation on young people</i></b></p> <p><b>Duration: 15 minutes, Prezi Frames: 63-69</b></p> <p>Play film: 0.00- 1.13 mins</p>	<ul style="list-style-type: none"> <li>▪ How Fowzia, as a worker, feels young people are being pushed and pulled towards extreme groups.</li> <li>▪ How those working with young</li> </ul>	<p>This section can be quite heavy and reflective.</p> <p>The small groups allow focus once again and you may choose to brief them with questions in advance to help them to prepare their responses.</p> <p>The quote is a key focus as this connects directly to the</p>

<p><b>Debrief:</b></p> <p>Click the Prezi screen to reveal the quote from the film:</p> <p><i>If we don't create something for them to live for, they'll find something to die for'</i></p> <p>1. Ask the class to divide into small groups once again</p> <p>Ask the groups the following questions:</p> <ul style="list-style-type: none"> <li>a) <i>What does the quote mean?</i></li> <li>b) <i>How does this connect to the Master/Servant exercise we just did?</i></li> <li>c) <i>To what extent do people respond to the conditions they are subjected to?</i></li> <li>d) <i>Can we think real life examples where this happening in society now?</i></li> <li>e) <i>In the film, Fowzia refers to different extremist groups. How does she think they are affecting young people?</i></li> </ul> <p>2. After 15 minutes, ask the group to reconvene and share what they discussed.</p>	<p>people need to work harder to engage them.</p> <ul style="list-style-type: none"> <li>▪ For group to consider the push and pull factors for young people in relation to extreme groups.</li> </ul>	<p>phenomenon of violent extremism and how young people are being drawn toward extreme groups.</p>
<p><b>Exercise: Watch Film 3, Part 2: <i>Owning the narrative</i></b></p> <p><b>Duration: 20 minutes, Prezi Frame: 70-72</b></p>	<ul style="list-style-type: none"> <li>▪ Fowzia's perspective on how 'narratives' are playing out and who is owning these.</li> <li>▪ How she feels these need to be</li> </ul>	<p>This section can be quite heavy and reflective.</p> <p>Have pens and paper ready for each group.</p> <p>The small groups allow focus once again and you may choose to</p>



<p>Play film: 1.13-5.30 mins</p> <ol style="list-style-type: none"> <li>1. Ask the group to remain in their smaller groups for this final section of the film.</li> </ol> <p>Debrief:</p> <ol style="list-style-type: none"> <li>a) <i>What does she say about the consequences of signing up to extremist groups?</i></li> <li>b) <i>What does she say she would ask a young person who was thinking of becoming involved?</i></li> <li>c) <i>What does she think about how Muslim communities are being affected by radicalisation and extremism?</i></li> <li>d) <i>How does Fowzia think the extremists should be dealt with?</i></li> </ol> <ol style="list-style-type: none"> <li>2. After 10 -15 minutes, ask the group to reconvene and share what they discussed.</li> </ol>	<p>‘reclaimed’.</p> <ul style="list-style-type: none"> <li>▪ Invites groups to consider directly the topic of extremism and how groups are pulling young people.</li> </ul>	<p>brief them with questions in advance to help them to prepare their responses.</p> <p>You may feel it beneficial to explore the term ‘narrative’ with the group to glean their understanding of that before you start in earnest.</p>
<p><b>Exercise: It’s Only Words</b></p> <p><b>Duration: 15 minutes, Prezi Frames: 73-74</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to reflect on the scene in the main film where Fowzia talks about how she was labelled ‘diaper head’ as a young person growing up because of her hijab. This exercise will now focus on the use of labels and words to offend and judge others.</li> <li>2. Ask the Group: <i>what might have motivated her not to</i></li> </ol>	<ul style="list-style-type: none"> <li>▪ Reflect directly on the connection between labels given to people and how this can lead to a trajectory of isolation and division.</li> <li>▪ Allows group to bring the film content back to their own contexts and relate it. Where are they seeing/ hearing/</li> </ul>	<p>It is important to be sensitive to allow people to share as they feel comfortable here as they need to feel safe to share.</p>

<p><i>tell anyone for a long while?</i></p> <ol style="list-style-type: none"> <li>3. Discuss this for a while.</li> <li>4. Ask the group to consider what kind of words and phrases/ideas they would like to put in the trash and ask them to write these on the pieces of paper they have in front of them: <i>Which kind of words and phrases divide people as opposing to connecting them?</i></li> <li>5. Remind them that it is important that they write and think about things in a general sense (in Canada and not 'my life').</li> <li>6. Ask the participants read out the contents and briefly describe why they have come up with that.</li> <li>7. Remind them that they do not have to, only if they wish as this can be sensitive for people.</li> </ol> <p><b><i>As in the film, the papers are scrunched up and placed in the bin.</i></b></p>	<p>experiencing in real life.</p>	
<p><b>Exercise: What can I do?</b></p> <p><b>Duration: 20 minutes, Prezi Frame: 75</b></p> <ol style="list-style-type: none"> <li>1. Let the group know that this is the final exercise of the entire programme. With that in mind –this is all</li> </ol>	<ul style="list-style-type: none"> <li>▪ Safe close of programme</li> <li>▪ Space for reflection</li> <li>▪ Consider own personal actions and impact</li> </ul>	<p>Facilitators should focus on lifting the mood here yet encouraging reflection.</p> <p>This is a chance to enable the group to draw on their learning.</p> <p>Encourage them to be as detailed or not as they like in their</p>

<p>about how they can make a difference.</p> <p>2. Hand out pieces of paper and ask each participant to write down, in a word or sentence, something that they could do to stop people feeling isolated, left out or blamed in society. A personal pledge.</p> <p>3. Ask the group to pass their papers around and invite them to read out what has been written. (Each participant does not read out their own)</p> <p>4. Ask the groups to return the papers to the original authors, and they can explain their motivation/idea if they wish.</p> <p>5. Invite each participant to make their piece of paper into an origami boat with help from instructions (see Activity print outs for Origami instructions).</p> <p>6. Explain to the group that this is symbolic of Fowzia’s story in which she talks about ‘being like water’.</p>		<p>pledge – this is a personal choice.</p> <p>If the group were able and near to water –these boats could be floated to symbolise their pledge and the close of the programme.</p>
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# ACTIVITY/EXERCISE PRINT-OFFS

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## What happened next?

### Print out:

- a) James was born on January 17, 1962, in Newmarket, Ontario, Canada. At age 12, his parents had become unemployed and were unable to provide for their three children. Accepting a job offer in a factory that wished to hire the entire family, the family moved into a tiny building close to the factory. However, this living arrangement was short lived. Crumbling under the pressures of their situation, the family decided to leave the factory and thus became homeless, and lived in a van.
- b) Born in Queens, New York, Curtis was born to 15-year-old Sabrina Jackson. Living in the neighbourhood of Jamaica where his mother would sell cocaine, he was exposed to gangs and street violence from a young age. Sabrina quickly became one of the most feared drug dealers in Queens and was murdered when he was only 8 years old. Curtis was then raised by his grandparents. As a child, Curtis had big dreams of becoming a professional boxer. However, these dreams melted away once he hit adolescence. By age 12, he quickly followed his mother's footsteps and began selling crack cocaine. At 15 years old, Curtis bought his first gun and by 19 was spending most of his time in and out of jail. Sitting in a car one day outside of his grandmother's house, he was shot 9 times in a drive-by attack, causing him to be hospitalized for nearly 2 weeks.
- c) Born in 1978 in Mogadishu, Somalia. He spent his childhood in the national capital, Mogadishu. His father, Abdi, had left earlier when he was still a boy to work as a taxi driver in New York City. His early years were idyllic and enveloped in poetry and song, with his aunt Magool often singing to him. This changed following the start of a civil war, when at the age of 12, three of his friends were shot by an older adolescent gunman. He also narrowly escaped death one day at his school, when he mistook a grenade that he had found in the dirt for a potato and threw it away just before it detonated. These incidents and the general escalation in violence prompted his mother to seek a visa so that the family could re-join his father in New York. At the age 13 he and his mother and two siblings, older brother Liban and younger sister Sagal, subsequently moved to the United States. They stayed in New York for half a year before relocating to Toronto, Canada, where his dad had settled. His family still resides there.

### **Think about these questions:**

- a) *Who do you think they are?*
- b) *What could have happened to them?*
- c) *What might you have done in their situation?*
- d) *Where do you think they are now?*

Origami Boat Template Print-out:

Instructions:

<http://www.origami-fun.com/support-files/origami-boat-print.pdf>