

EXTREME DIALOGUE.ORG





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Chris & Damian's Story – Resource Pack

Find out more about Chris and Damian's story using this multi-media educational resource that further explores issues surrounding the radicalization of young Canadians 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.

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.

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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.

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

40 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to session</p> <p>Duration: 5 minutes, Prezi Frames: 1-3</p> <p>Brief overview of what the group will be watching (based on notes above) and how the films will be viewed as well as exercises and activities carried out either side to help us explore content.</p>		
<p>First short film of Chris</p> <p>Duration: 5 minutes, Prezi Frames: 4-5</p> <p>Play this film up to the line that concludes... <i>“And that was that golden carrot that was dangled in front of him”</i>. (Stop at 5 minutes 30 seconds)</p>	<ul style="list-style-type: none">▪ Promotes engagement and connection with the subject.▪ Provides an initial ‘proactive’ reference point of Chris.	<p>Introduce the participants to Chris so that they can begin to understand who she is and begin to have a ‘relationship’ with her before starting the learning journey.</p>
<p>Questions to the group</p> <p>Duration: 5 minutes, Prezi Frames: 6-8</p>	<ul style="list-style-type: none">▪ Introduction to character and film.▪ Allows group to make assumptions about character and start to project	<p>This should be facilitated with the whole group, the facilitator should be open and aware to all possible responses, but not rush expression.</p>

<p>Click on Prezi and screen with questions appears.</p> <ul style="list-style-type: none"> ▪ <i>Who do you think this is?</i> ▪ <i>What do you think she does?</i> ▪ <i>What might be going on in their lives?</i> 	<p>an image.</p> <ul style="list-style-type: none"> ▪ Encourages curiosity about character. ▪ Establishes levels of interest in the group. 	<p>Students should be encouraged to make themselves known (hand up) if they wish to respond.</p> <p>The intention here is to allow participants to get to know Chris a little before she starts her 'letter to Damian'.</p>
<p>'Safety' slide</p> <p>Duration: 30 seconds, Prezi Frame: 9</p> <p><i>"The short film you are about to watch shows Chris composing a letter to her dead son. It is pretty strong and emotionally powerful. Chris has done this because she does not want other people to go through what her family has experienced...."</i></p>	<ul style="list-style-type: none"> ▪ Expectation setting - the group are made aware of the session and what they are about to embark upon during the workshop. ▪ Helps establish the premise of the film (i.e. a letter to Damian). ▪ Provides an opportunity to establish safety in the group and the room – participants able to prepare themselves. ▪ Allows the audience to consider the gravity of what they are about to watch. 	<p>Facilitator should have assessed the suitability of the film by viewing in advance, and be familiar with the content so as to respond to any questions that may come up before it is shown. It is important that this preparation does not encourage disengagement.</p>
<p>Show main film</p> <p>Duration: 10 minutes, Prezi Frames: 10-11</p>		

<p>Post-film exploration</p> <p>Duration: 10-15 minutes (15 minutes if small groups exercise, 10 minutes to discuss and 5 minutes to share more widely), Prezi Frames: 12-14</p> <p>Questions to group</p> <ul style="list-style-type: none"> ▪ <i>What do you feel about or towards Damian, Chris and Luke?</i> ▪ <i>How do you feel her life may have changed as a result of what happened?</i> ▪ <i>What would you like to know more about?</i> 	<ul style="list-style-type: none"> ▪ Cultivate openness and participation in the group. ▪ Assess levels of engagement. ▪ Assess reactions and responses to the film. 	<p>The facilitator should re-establish the names of the people featured and discussed in the film and who they are (Chris, Damian and Luke). This set of questions could be set up as a whole group exercise <i>or</i> as an exercise done in smaller sub-groups, which then share key points. It should not be a long session in duration as subsequent exercises and activities will examine these themes in more detail.</p> <p>Feelings and emotions may include the following:</p> <p>angry, upset, confused, sad, stimulated, excited, depressed, anxious, helpless, worried, concerned, frustrated.</p> <p>The group may have many thoughts and as they struggle to articulate them – they can be prompted with these themes/topics: violence, extremism, vulnerable individuals, impact on family members and loved ones etc.</p> <p>The group may present a number of questions - from how Damian got involved to why he couldn't be stopped. The idea is to encourage these types of enquiry as there is a lot more to explore. This is also an opportunity to establish where interest is at and to make notes about things to be followed that you may wish to follow up on later.</p>
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CHOICES AND CONSEQUENCES

1 hour 40 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>‘Choices and Consequences’.</p> <p>Duration: 8 minutes, Prezi Frames: 16-18</p> <p>Return to the first short film where we initially ‘met’ Chris and show the rest of the film. (Start from 5 minutes 30 seconds)</p>	<ul style="list-style-type: none"> Content for exploration in the remainder of this section of the resource. 	<p>Remind the group that we started to watch this film earlier and will now continue to hear from Chris. A session to explore the content will take place afterwards.</p>
<p>‘There’s always a way back...’</p> <p>Duration: 20 minutes, Prezi Frames: 19-21</p> <p>Divide the group into four smaller sub-groups of equal size.</p> <p>Distribute the hand-outs which contain details of all seven scenarios. (<i>See page 23 for scenarios</i>)</p> <p>Ask the group to rank the items in terms of seriousness (7 being the most serious and 1 the least). Allow up to 10 minutes for this, more if you feel necessary.</p> <p>Following on from this they are reminded of Chris’s quote from the film <i>“There can always be a second chance”</i></p>	<ul style="list-style-type: none"> To develop conversation and discussion about the possibilities for positive change after violent, anti-social or extreme behaviour. To associate other narratives with Chris’s and Damian’s stories. 	<p>This is an exercise exploring moral dilemmas that considers the varying severity of different types of ‘extreme behaviour’.</p> <p>The facilitator should float around from group to group and listen in to the process of discussion, helping it along if necessary. As there may well be some contention within the groups it is important that the facilitator is available to keep the process moving along and to help prevent discussions becoming arguments.</p> <p>If there is disagreement about a ranking within the group this can be recorded and presented as such. There is no finite aim to achieve a 1 to 6 list. The process of reasoning and connection to the challenge is more valuable than any conclusions that may be met.</p>

<p>(on Prezi).</p> <p>Then ask the groups to discuss whether they think a second chance can or should be given to the perpetrators in each of the situations they have ranked.</p> <p>After 15 minutes the whole group will come back together and share their conclusions.</p> <p>The facilitator asks each sub group to nominate a spokesperson and they should also indicate when time is coming to an end.</p> <p>The large group reforms and brief feedback from the sub-groups is heard.</p> <p>De-brief questions</p> <ul style="list-style-type: none"> ▪ <i>How did the discussion go?</i> ▪ <i>What was easy or difficult about the decision making process?</i> ▪ <i>Did the group manage to reach a consensus?</i> <p>Concluding points can be made (see Teaching points).</p>		<p>Concluding points may include the following:</p> <p>There were no right or wrong answers in this. The most important aspect of the exercise was to engage process and reason.</p> <p>Our decisions are affected by many different factors including our values, beliefs, knowledge, understanding and our experiences.</p>
<p>What could you do?</p> <p>Duration: 20-25 minutes, Prezi Frames: 22-23</p> <p>This is an activity which gives participants the opportunity to consider how they might engage with people at risk.</p>	<ul style="list-style-type: none"> ▪ To allow learners to consider their potential role in helping people abandon harmful behaviour. 	<p>What could you do? Is an activity that gives participants the opportunity to consider how they might engage with people at risk</p>

<p>The facilitator creates four new sub-groups and gives each a scenario (different for each) from the preceding activity (Use same examples from Moral Dilemmas on page 23 - ‘There’s always a way back’).</p> <p>Ask the group to come up with a strategy or strategies to encourage them to leave violent behaviour and reconnect with society.</p> <p>Ask the group to come up with different phrases (based on their strategies) and to evolve these, if appropriate, as they discuss and problem solve.</p> <p>Ask the group to nominate a spokesperson. Let group know that time is coming to an end.</p> <p>The group reconvenes and share their phrases with the wider group.</p>	<ul style="list-style-type: none"> ▪ To offer in very brief form, some kind of rehearsal for difficult conversations that the participants may experience in the future. 	<p>The facilitator spends time with each sub-group to encourage the process, and can point out the difference between ‘Telling someone to do something’ and ‘inviting or suggesting something different’. The difference is that people will often feel empowered and part of the decision making and more likely to own a decision if they make it themselves – rather than if they are told to do something by others.</p> <p>Reinforce to the group that there are few ‘right or wrong’ answers as they feed back. This exercise is about considering what we can all do, on a human level, to try to affect the course of a person’s actions.</p>
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<p>What is going on, what do you see?</p> <p>Duration: 20-30 minutes, Prezi Frames: 24-53</p> <p>Tell the group that you would like them to concentrate now on the sequence of images to be shown as you will be asking questions about them.</p> <p>As you click through the images (showing cropped version of a wider image), ask the group these open questions:</p> <ul style="list-style-type: none"> ▪ <i>What do you see?</i> ▪ <i>What do you think is going on here?</i> ▪ <i>What happened before?</i> ▪ <i>What might happen after?</i> <p>The facilitator then reveals the whole picture and gets a measure of the response. The same questions are repeated for the whole image.</p> <p>Upon concluding the exploration of the images, ask the group to reflect on a situation when they made a choice or a decision based on fragmented or reduced information. Ask people to share their own personal stories or examples as appropriate.</p>	<ul style="list-style-type: none"> ▪ To develop critical thinking. ▪ To encourage questioning and investigation before jumping to conclusions. ▪ To cultivate an understanding of how assumptions can lead to actions. ▪ To bring into discussion the possibility of multiple consequences. 	<p>This session is about assumptions. It is often useful not to share this with the group at the beginning so as to allow them to make uncensored decisions and judgements and to help draw out learning in relation to their ‘natural’ responses.</p> <p>In the first section of this exercise, the facilitator must make it clear that no judgements are made about the participants, and that they explain that this is not a test but an exploration of how people think. We add in details based on history and assumptions, what we assume may often be wrong.</p> <p>Making assumptions is part of a natural survival process which has developed to help us make sense of the world.</p> <p>Chris’s quote from the film (<i>“Mum, women are being raped, and children killed here”</i>) allows you to bring the conversation back to Damian and to explore the extent to which he may or may not have equipped himself with extensive knowledge and a complete understanding of what was happening in Syria.</p> <p>It is important to remember that the next activity will help to look more closely at this issue so it might be useful to hold back on the exploration here to enable it to be explored in more depth in the next section.</p>
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<p>Finally, ask the group the following questions:</p> <ul style="list-style-type: none"> ▪ <i>Did Damian have the full picture?</i> ▪ <i>Was Damian aware of the potential consequences of his actions?</i> ▪ <i>Do you think he had thought them through?</i> 		<p>The pictures (in Prezi order) show:</p> <ol style="list-style-type: none"> 1. MP Joe Daniel hosts an Interfaith Discussion with prominent community religious leaders in Toronto. (August 2012) 2. Orthodox Jewish demonstrators in New York hold Turkish flags during a protest against Israel's attack on an aid ship bound for Gaza. (June 2010) 3. Student from Coventry University (UK) admiring the 'Throne of Weapons' (2001) by artist Cristóvão Estavão Canhavato at the Herbert Art Gallery. It was made from decommissioned firearms collected after the end of the civil war in Mozambique in 1992. (Date Unknown) 4. Protest by Elsipogtog First Nation member against proposed fracking in Rexton, New Brunswick. (October 2013) 5. Unknown origin. 6. March on Washington DC against the Vietnam war where a protester placed flowers in the barrel of a National Guardsman's gun. The picture gathered further recognition in 1970 after the killing of four students at Kent State University, Ohio in a similar protest. (April 1965) 7. Martin Luther King Jr. being charged with loitering near the Recorder's Court in Montgomery, Alabama. The charge was later changed to 'failure to obey a police officer' but he was arrested over 30 times for his participation in early civil-rights activities. (September, 1958) 8. Unknown origin.
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<p>News bulletin</p> <p>Duration: 20 minutes, Prezi Frames: 54-58</p> <p>Tell the group that they are about to make some news stories.</p> <p>The facilitator splits the group into smaller sub-groups – ideally 4 or 5.</p> <p>Give each group a news story (selection at end of the resource pack) and ask them to make an eye and ear catching TV based news bulletin out of it.</p> <p>Give them 5 minutes to prepare these.</p> <p>Ask each group to present their bulletin to the rest of the group.</p> <p>After each is shared, a brief synopsis of the source (which is provided) is read out.</p> <p>The following questions may be asked of the group as a whole once all of the bulletins have been performed:</p> <ul style="list-style-type: none"> ▪ <i>How easy was it to sensationalise the stories?</i> ▪ <i>Did you make anything up or add details to keep your audience interested?</i> ▪ <i>To what extent do you think that Damian might have been influenced by things that were ‘made up’?</i> ▪ <i>In the film, Chris mentions that she sees Damian’s face on the news every time something related happens. How do you think this affects her and her family?</i> 	<ul style="list-style-type: none"> ▪ To continue the development of critical thinking. ▪ To demonstrate how various media with an agenda can alter the content of a story. ▪ To consider the impact of the media’s representation of Chris’s story on her. 	<p>This is a faced paced activity that addresses the presentation and different versions of stories for the purposes of news and getting those stories to large audiences.</p> <p>It is important not to steer the groups towards a particular outcome other than that of producing a bulletin. They may ask ‘what type?’ ‘What should it contain’ etc. Encourage them to be creative and to reflect on the brief. The brief is simply to create an ‘eye and ear catching’ story.</p> <p>The exercise is not designed to catch people out or to overly criticise journalists and the wider media. It is however important to encourage the group to consider the impact of the media on public opinion and the extent to which it influences peoples’ thinking and understanding.</p>
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POINTS OF INTERVENTION

30 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>‘Unfold my arms’</p> <p>Duration: 15-20 minutes, Prezi Frames: 60-65</p> <p>Divide the group up into pairs and ask each pair to find a space in the room to either stand or sit opposite each other.</p> <p>One person becomes ‘A’ and the other ‘B’. Tell ‘B’ to fold their arms. It is the task of ‘A’ to get ‘B’ to unfold their arms, but they are not allowed to make any kind of physical contact with their partner.</p> <p>The facilitator explains the task and asks each ‘B’ to be aware of the different strategies that ‘A’ tries.</p> <p>Remind the group that it is not the objective of ‘B’ to keep their arms folded regardless of what is done or said to them. They can unfold their arms if they feel they have been convinced.</p> <p>Both participants can speak.</p> <p>No contact is allowed, nor can objects be used to make contact with participants.</p>	<ul style="list-style-type: none"> ▪ To encourage conversations around manipulation, influences and pressures and to arrive at vocabularies associated with them. ▪ To facilitate the recognition of manipulation. ▪ To explore resistance strategies. 	<p>This is an activity which gives participants direct experience of dealing with pressure and manipulation and makes links to real life situations.</p> <p>It is not the objective of ‘B’ to keep their arms folded regardless of what is done or said to them. They can unfold their arms if they feel they have been convinced.</p> <p>During the questioning the facilitator should make a list of key points and tactics, and present them in a way that the whole group can see (flip chart, white board, screen etc) in order to explore and even refer back to afterwards. This list can be added to as the discussion continues.</p> <p>Examples of ‘manipulations’ and/or tactics and strategies may include:</p> <p>Begging, demanding, scaring, emotional blackmail, calling names, ridicule, abuse, threats, promises, asking, complimenting, flattering, enticing, exciting, sparking curiosity, excluding, joking, reassurance, ignoring or persuasion (and many more).</p>

<p>After 60 seconds the participants reverse roles.</p> <p>Click on Prezi to reveal questions to the group: -</p> <ul style="list-style-type: none"> ▪ <i>What tactics were being used?</i> ▪ <i>Did you feel manipulated?</i> ▪ <i>How did you resist?</i> ▪ <i>How many of these pressures exist in real life situations?</i> ▪ <i>Do you think people in similar situations to Damian have experienced them? If so how?</i> 		
<p>Second short film</p> <p>Duration: 7 minutes, Prezi Frames: 66-67</p> <p>Facilitator lets the group know they will now hear more from Chris.</p> <p>The group should be aware of some of the content they have already been exploring.</p>	<ul style="list-style-type: none"> ▪ Further understanding of Chris's and Luke's stories. ▪ Explore points of intervention as considered by Chris. ▪ Hear Chris's advice on what people could do. ▪ Connection of themes explored with the real story. 	<p>The facilitator explains that we will now see more from Chris, and will then ask the group to be aware of anything we have discovered so far which may feature in the film.</p> <p>This film explores points of intervention and possible actions people could take.</p> <p>After showing the film, an opportunity should be given to reflect if it seems the group needs this.</p>

<p>Reflection session</p> <p>Duration: Open-ended, Prezi Frame: 68</p> <p>Ask the group for comments, thoughts or observations about what they just watched.</p>	<ul style="list-style-type: none"> ▪ An opportunity for the group to consider the content of the film and what implications this has for their learning. 	<p>Encourage the group to consider what they have already been exploring during the session.</p>
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Third film</p> <p>Duration: 10 minutes, Prezi Frames: 69-71</p> <p>Facilitator lets the group know they will now hear more from Chris.</p> <p>The group should be aware of some of the content they have already been exploring.</p>	<ul style="list-style-type: none"> Hearing directly from Chris about the impact on her and on Luke. 	<p>Let the group know that what features in this section will feed directly in to the next exercise.</p>
<p>‘The Ripple Effect’</p> <p>Duration: 30 minutes, Prezi Frames: 72-73</p> <p>Split the group into two.</p> <p>Ask each of the two groups to sit together. Ask the group to consider people who may have been affected by Damian’s actions and how. Ask the group to record their findings using markers and large pieces of paper.</p>	<ul style="list-style-type: none"> Consideration and empathy with victims. Better understanding of the range and scope of impact. 	<p>This activity explores the number and profile of people who are impacted by actions and events, and how. It explores both seen and unseen consequences.</p> <p>This is a fast paced, almost competitive way of exploring the multiple effects and impacts of extreme behaviour.</p>

<p>Ask the group to draw two columns – one for ‘Those affected’ and one for ‘How’.</p> <p>Tell the group that all answers must be realistic and that the groups have 5 minutes to come up with as many people as possible.</p> <p>The ‘team’ with the greatest number ‘wins’.</p> <p>After 5 minutes, ask the groups to share their findings with one another.</p> <p>The facilitator can add to them if they feel appropriate.</p>		<p>Chris and Luke are obvious examples of people affected but it is important to consider the wider ripple effect. This could include Damian’s best friend, it could also include the wider Muslim population in Canada as a whole. It is important that the groups consider the impact and are able to justify their decisions when asked to share.</p>
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ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Reflections</p> <p>Duration: 20 minutes (10 minutes in small groups and 10 minutes to share), Prezi Frames: 75-81</p> <p>Split the group into several smaller sub-groups.</p> <p>Click Prezi to reveal questions:</p> <ul style="list-style-type: none"> ▪ <i>What have you learnt through the stories of Chris, Luke and Damian?</i> ▪ <i>What is useful about this story and this workshop?</i> ▪ <i>Do you think it is important that other Canadians hear this story? Why?</i> ▪ <i>What does this story mean for you?</i> ▪ <i>What are our responsibilities?</i> ▪ <i>If you knew someone like Damian, what could you do?</i> 	<ul style="list-style-type: none"> ▪ Opportunity to reflect on the learning taken throughout the workshop. ▪ Consider what Chris's messages and reflections mean for them and for others. 	<p>This is a session designed to work towards closing the workshop in a safe and constructive manner.</p> <p>It can be useful to separate the group into smaller discussion groups to encourage participation and sharing in what will be a more intimate forum.</p> <p>Once the small groups have spent time discussing their key points can be shared in a wider forum.</p> <p>It is possible that some of the group may feel that they have covered similar themes in earlier exercises. If this is the case, exercise judgement as to how long to spend, but encourage the group to recognise the subtle differences in questioning. These questions are designed to aid closure and a safe conclusion to the session.</p> <p>It also provides an opportunity for participants to think about how they can take their learning and apply it outside of the workshops.</p>

'THERE'S ALWAYS A WAY BACK' - MORAL DILEMMAS

1. A young man (Ian) who up until now has had a good group of friends starts to mix with other people. He becomes reserved and does not return calls from old friends. He has been seen hanging around with a group of older people and riding around in cars. One day in a mall an old friend sees him and approaches, he says hello and asks where he has been. Ian reacts very strongly, and uses abusive language. He pushes his old friend down and they suffer a cut and sprained arm in the fall. Ian walks away with his new friends.
2. A young high school student is excluded from school because they have been distributing (via social media and putting up posters) information that promotes hatred against a specific minority.
3. An 18 year old man is arrested after maps and an address detailing where a RCMP officer lives are found in his home, along with some illegally held firearms.
4. Two very close friends have an argument about clothing. One of them posts a photograph of the other in revealing clothing on Facebook. It is accompanied with hurtful comments that question their former friend's

morals. The image and comments gets lots of 'likes' from people the victim does not know.

5. Two friends since childhood begin to drift apart when they are in their mid-teens, and only occasionally see each other. When in their late teens one of them travels to Syria to take part in the conflict. They feature on the news and the story becomes well known. Out of the blue the old friend receives a friendly message from the conflict zone but which also which condemns the Canadian Governments' actions and the Canadian way of life, they want to keep in touch.
6. A temple on the East side of town is attacked, windows broken and offensive comments painted across the outside walls. One of the culprits seen on CCTV is caught, but they refuse to reveal who the other two are.
7. A 20 year old has been online promoting and trying to raise money for an organisation that the authorities say is linked to violent extremism. The 20 year old claims that they are raising awareness and funds for helpful and charitable reasons.

Crimebuster Merlin is magic

MAGICIAN and juggler Merlin Cadogan used a few of his special powers when he gave chase to bicycle thieves.

Student Sarah Newsome had parked her car, with her husband's £2,500 mountain bicycle in the boot, in Foster Street,

Easton, Bristol, on Friday evening.

She visited a friend and when she returned to the car she found a rear window had been smashed and the bicycle wheels stolen.

Mr Cadogan, who has recently returned from performing on a cruise ship, gave chase to two

men who dropped the wheels.

Mr Cadogan said: "I don't know what came over me since there were two of them. But the community in Easton is really good. People are always helping each other. Sarah was really upset so I ran after them and shouted at them to drop the wheels."

FELSHAM.

On Monday, the 10th inst., a young man named Edward Dempster, of Gedding, was going with a load of barley from Felsham to Rattlesden, early in the morning, when, near the latter place, he met Mr. Manfield's steam-engine, and, it being rather dark, the horses in the waggon took fright, and ran it on the bank. The shafts knocked Dempster down, and the wheels passed over his legs, causing a severe compound comminuted fracture of the bones of the left leg about three inches above the ankle, a simple fracture of the right leg, a fracture of the right collar-bone, and many cuts and bruises in various parts of the body. He was attended by Mr. Leech, of Woolpit, and up to the present time is going on very favourably.

... and finally

A GIANT stick insect which scientists thought became extinct 80 years ago has been found alive and well on a cliff face on a volcanic island off the Australian coast.

Dryococelus Australis, said to resemble a walking sausage, survived the era of the dinosaurs only to fall victim to rats introduced by humans in its only known habitat, Lord Howe Island. Yesterday, scientists confirmed that an expedition had found up to ten insects on a rocky outcrop called Balls Pyramid, 15 miles from the island.

Scientist Dr David Priddel said the insects became so big because they had no natural enemies. The aim now is to establish a breeding colony on the island.

Death of Joyland Owner

THE funeral takes place at Christ Church today of Mrs. C. Y. Brown (71), of 21 Esplanade, Bridlington, who died at Harrogate on Tuesday.

A member of the Bridlington Ladies Lifeboat Gull, Mrs. Brown had been in the amusements business at Bridlington for the past 23 years. She was the owner of Joyland and Pleasureland.

She was born in London and was in business at Cleethorpes, Withernsea, and Scarborough before coming to Bridlington.

Mrs. Brown is survived by two sons.

Airline gives newlyweds a lift after burglary

NEWLYWEDS who were forced to cancel their honeymoon following a break-in at their home on their wedding night said they have been "cheered up no end" after an airline offered them free flights.

The burglary at Ian and Lynsey Morris's West Yorkshire home wrecked their plans for a five-day honeymoon to Iceland.

Now the firm Iceland Express has stepped in.

Mr Morris, 39, said: "It really is a lovely gesture. It's cheered us up no end. I'll have to get a passport now as that was stolen as well."

Thorunn Reynisdottir, Iceland Express's chief commercial officer, said: "Once we heard what had happened, we wanted to do our utmost to help – it's so upsetting that anyone could be burgled on what is set to be the happiest day of their life."

The couple left their home in Tingley on February 3 to get married in Pontefract. They returned the following morning to discover their house had been burgled and valuables taken.

The 32-year-old bride's engagement ring was among the stolen items.

'Copter saves disc man

PIRATE disc jockey Colin Dale, sick with stomach pains, was lifted off Radio Sutch on Shivering Sands fort by an RAF helicopter in a gale last night.

The rescue came after a day of silence from the pirate station. Then came the S O S . . . "a disc jockey is ill."

Rough seas and a gale

kept all boats in port, so a helicopter from the air-sea rescue centre at Manston, Kent, landed on top of the fort.

Dale, aged 24, of Cricklewood-lane, Cricklewood, NW, was taken to Margate General Hospital, where he was said to be "comfortable."

LIGHTING-UP TIM

Woman finds a hat in a tree

A HAT has been found up a tree in Bilton.

The woollen head garment, which is red and has a bobble, was discovered on Tuesday by Bilton Lane resident Sharon Bromance, 43.

"I could hardly believe my eyes when I saw it up there," she said. "I got it down with a stick and put it on a fence post."

The owner now has until April 10 to reclaim the hat, after which it will be destroyed.