

101 - Simulation Resources

Tutor Handbook
Kyle's Story



HEADS-UP



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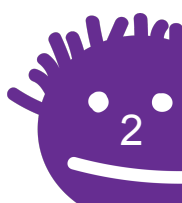
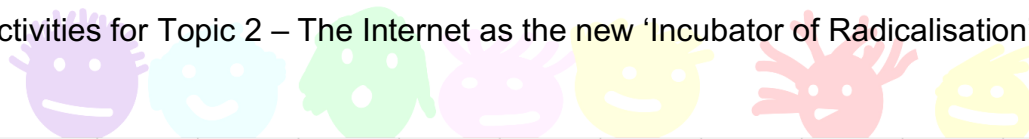
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Introduction to the Tutor Handbook

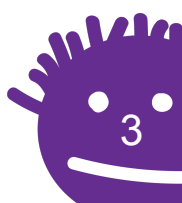
This Tutor Handbook is designed to act as a guide for teachers using the Simulation Resources – How radicalisation Happens (IO1); developed as part of the HEADS-UP Project. It is a key intellectual output of the HEADS-UP Project: Raising awareness of how radicalisation happens for greater individual safety and country security; funded through the Erasmus+ Programme. HEADS-UP is an innovative project which aims to raise awareness among teachers, front-line educators, parents and young people across Europe, of the process involved in radicalisation, and the vulnerability of young people in becoming radicalised through today's ubiquitous online and social media environments.

This Tutor Handbook has been developed by Future in Perspective, as part of the HEADS-UP project, to support teachers and educators working with young people to introduce the topic of radicalisation in classroom sessions with young people. This Tutor Handbook is to be used with the Simulation Video which shows **Kyle's Story**.

The content of this Tutor Handbook is presented below through a series of topics with related activities. As such, teachers are instructed to review the following topics and activities, and to choose which activities best suit the young learners they work with. It is not necessary for teachers to deliver all of the content in this handbook with their young learners. Each of the activities have been planned as a series of 45-minute sessions, so as to be easily integrated into school and youth education curricula.

Notes for the Tutor

- The theoretical content and activities contained in this Handbook are designed to act as a prompt for your work with young people. As such, the Simulation Video of Kyle's Story, should only be used as a starting point,





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and the group-work and discussions should be allowed to develop organically from this video.

- These activities should be delivered using a flexible approach to introduce the topic of radicalisation to young people through group-work.
- All of the content required to deliver these activities, including the audio-visual simulation video showing Kyle's story, are available and downloadable from the HEADS-UP e-learning platform: www.heads-up.online.
- Before each session, ask all young people to ensure that their phones are turned off during the workshop and ask for openness and awareness from all young learners.
- As this may be a difficult topic to broach with young people, remember to try and involve all young people, and to encourage participation and questions. At the end of each group discussion, it is good practice to summarise the main points and to seek consensus from the group to move on.

Learning Outcomes

On completion of engaging with these simulation resources young people should be able to:

1. Define radicalisation.
2. Give examples of radicalisation.
3. Understand how different online environments can be used in radicalisation.
4. Understand the role of peers in the radicalisation process.





Topic 1 – What is Radicalisation

Definitions of radicalisation are manifold. This is largely due to its use in the political arena where definitions are used to motivate policy choices. The term radicalisation has only entered the public vocabulary in recent years and as a result it is often confused with terrorism and other related terms.

Radicalisation is not usually an event; rather it is a process in which individuals are drawn into terrorist-related activity. In many cases this process is related to the search for identity, meaning and community. It is a social process, in which peer relationships are likely to be significant in persuading an individual that terrorism is a legitimate course of action.

At the most basic level radicalisation is the process whereby people become radical. In many definitions ‘radical’ is understood as a particular mind-set. This is often referred to as ‘cognitive radicalisation’. The term cognitive radicalisation is used to describe political ideas that are incompatible with core democratic principles and may refer to various forms of racial or religious supremacy, or ideologies that deny basic rights or democratic principles. Cognitive radicalisation is distinguished from behavioural radicalisation. It refers to (often violent or coercive) actions which result from radical ideas.

A definition put forward by another European project consortium, TERRA (www.terratoolkit.eu), considers ‘radicalisation’ to be:

“An individual or collective (group) process whereby, usually in a situation of political polarisation, normal practices of dialogue, compromise and tolerance between political actors and groups with diverging interests are abandoned by one or both sides in favour of a growing commitment to engage in confrontational tactics of conflict waging. These can include either (i) the use of (nonviolent) pressure and coercion, (ii) various forms of political violence other than terrorism or (iii) acts of violent extremism in the form of terrorism and war crimes.”





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This definition combines a lot of aspects that are more or less partially referred to in other definitions:

- It is an individual process as well as a group process, so psychological and social factors should be taken into account.
- It is characterised by the rejection of the legitimacy of the existing order.
- It can lead to non-violent tactics as well as to violent or terrorist acts.
- It comprises processes of ideological and social isolation from society, and dichotomous world view.

Activities for Topic 1 – What is Radicalisation

Time allotted: 45 minutes

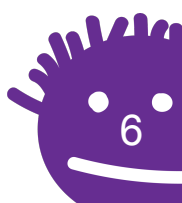
Learning outcomes

On completion of this activity, young learners will be able to:

1. Define radicalisation
2. Give examples of radicalisation

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>What is radicalisation?</u></p> <ul style="list-style-type: none"> • Teacher leads a short group discussion to get young learners to reflect on what they think is meant by the term: ‘radicalisation’. • Teacher then creates a ‘mind-map’ on a flipchart or whiteboard with the term ‘radicalisation’ in the middle. • Teacher asks all young learners to list one word that they associate with radicalisation. • For each word that young learners add to the mind-map, the teacher should ask all 	45	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard and markers for teacher.</p>	<ul style="list-style-type: none"> • Learners will participate in the mind-map activity, give examples of radicalisation and create their own definition of radicalisation.





<p>learners to give an example how why they associate that term with radicalisation.</p> <ul style="list-style-type: none"> • After 25-30 minutes, the teacher asks all young learners to work on their own and to review the words on the mind-map. • Each learner is asked to review the mind-map and to come up with their own definition of radicalisation. • To finish this activities, all young learners are asked to share their definition with the group. • The teacher can provide feedback to all learners on their definitions. 			
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Topic 2 – The Internet as the new ‘Incubator of Radicalisation’

The Internet and social media can play an active role in the violent radicalisation process, mainly through the dissemination of information and propaganda, as well as reinforcing the identification and engagement of a (self)-selected audience that is interested in radical and violent messages. In this sense, rather than being initiators or causes of violent behaviours, the Internet and social media specifically can be facilitators of radicalisation. As such, the Internet plays a role in decision-shaping rather than triggering decision-making, and it works through the creation of an environment of like-minded people constituted in opposition to an “Other”.

Exposure to extremist propaganda – both online and offline – is critical to the process of radicalisation. Extremist narratives are effective because of their simplicity, their use of scapegoating, and their emotional appeals to fear, anger, shame and honour. Their messages are crafted to exploit identity issues that many young people may be experiencing. It is upon this scaffolding that their violent and exclusionary ideologies are built. But the manner of transmission is equally vital. Popular extremist propaganda often includes: high production value, the use of fast-paced editing, music and a charismatic narrator, and a call to action. The



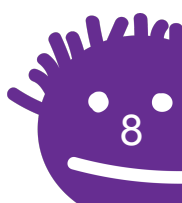


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professional and sophisticated use of social media by ISIL in particular has been a game-changer.

Since February 2010, over 95,000 pieces of terrorist content have been removed from the internet and the companies' below continue to work with the EU to limit the abuse of their platforms by terrorists and their supporters. However, more content is uploaded all the time and many radicalisers have an established online identity using platforms described below:

- Facebook: ISIL supporters use Facebook to share content, such as news stories and YouTube videos, among their peer groups.
- Twitter: Twitter is another popular social media platform for pro-ISIL accounts and those sharing ISIL propaganda. It is easy to establish an account, stay relatively anonymous and share material with large numbers of people.
- Instagram: Instagram is used by fighters and ISIL supporters to share photosets frequently produced by various ISIL media organisations. ISIL supporters also use Instagram to share pictures of their life in Syria, often showing landscapes and images suggesting they are living a full and happy life.
- YouTube: YouTube is also used to host videos, both of official ISIL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly. Users will post YouTube links across their own social media platforms in order to disseminate material, particularly Twitter and Facebook.
- Ask.fm: People considering travel to Syria or Iraq sometimes use Ask.fm to ask British jihadis and female ISIL supporters about travel, living standards, recruitment, fighting and broader ideology. The answers given by ISIL supporters are encouraging, saying all their difficulties will be solved if they travel to the region.
- Tumblr: Tumblr, the blogging site, is exploited by fighters to promote longer, theological arguments for travel. Tumblr is popular with female ISIL supporters, who have written blogs addressing the concerns girls have





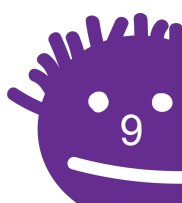
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about travelling to the region, such as leaving their families behind and living standards in Syria.

- Private Messaging: On social media, ISIL supporters frequently encourage others to message them on closed peer-to-peer networks when asked for sensitive information, such as on how to travel to the region, what to pack and who to contact when they arrive. Popular private messaging apps include WhatsApp, Kik, SureSpot and Viber.

Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. Considering the way that young people engage with these social online environments, at times living their whole lives through their online profiles, new research shows that the Internet is becoming the 'new incubator' of radicalisation. This is due, in part, to how radicalisers use social media to recruit new radical believers, but it is also perpetuated by the algorithms used by social media platforms. For example, once an individual searches for content online, suggestions generated through these algorithms recommend similar content for the user to view next. In this way, people who want to seek this information online can quickly find link after link of material that further fuels their belief in the injustice of certain groups or countries, for example, which further accelerates their radicalisation.

'Incubators of radicalisation' represent the environment where young people are susceptible to becoming radicalised. Traditionally, these include religious, social or sports clubs – one example is the role of the Gaelic Athletic Association (GAA) in supporting the growth of the Irish Republican Army (IRA) in Ireland during British rule; in more recent times, we think of Mosques and religious schools linked with *Wahhabism* as being incubators of radical Islamism. Traditionally, these organisations and institutions support young people and adults through the phases of radicalisation, such as through the Self-identification, Indoctrination and Radicalisation phases. However, as the individual progresses through their personal radicalisation process, the internet plays a significant role in supporting and even accelerating the radicalisation process. As such the Internet has





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replaced the traditional ‘incubators of radicalisation’. We see this in each stage of the radicalisation process as follows:

- Self-identification – the internet serves as the person’s source of information and a venue to meet other radicals online – example in the video: Jas and Charlotte chatting to radicals through chat-rooms
- Indoctrination– this phase comprises self-imposed brainwashing by volunteering to chat with and identify with other radicals in chat-rooms – example in the video: Jas showing empathy for the plight of Tariq and his friends and stating how Tariq needs her to show her support
- Radicalisation – young people being radicalised use digital platforms to motivate them into action – example in the video: Jas and Charlotte planning their move to ‘Syria’

Activities for Topic 2 – The Internet as the new ‘Incubator of Radicalisation’

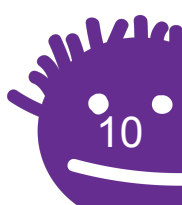
Time allotted: 45 minutes

Learning outcomes
On completion of this activity, young learners will be able to:

1. Understand the role of peers in radicalisation.
2. Understand how the Internet is used as an incubator of radicalisation

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Simulation Video</u> <ul style="list-style-type: none"> • Teacher introduces this activity by showing Kyle’s Simulation Video 	5	Projector, screen and laptop; Access to the Simulation Video for Kyle’s Video.	<ul style="list-style-type: none"> • Learners will engage with the topic of radicalisation by watching Kyle’s Video.





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<p><u>The Role of Peers in Radicalisation</u></p> <ul style="list-style-type: none"> • The teacher leads a short group discussion on the video, and asks learners to discuss the role that Eoin played in video? • Learners are prompted to consider Eoin’s role and to list: <ul style="list-style-type: none"> ○ What he did to support his friend, Kyle; ○ What impact or influence this had on Kyle; ○ What we can learn from Eoin. 	<p><u>10</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners.</p>	<ul style="list-style-type: none"> • Learners will take note of the positive example of Eoin as a peer, to support their learning.
<p><u>The Internet in Radicalisation:</u></p> <ul style="list-style-type: none"> • Teacher leads a group discussion on the topic: ‘What methods did the radicalisers use to reach out to Kyle?’ • Teacher takes a note of the main points raised in the group discussion on a flipchart or whiteboard. • Teacher then leads a group discussion on how different social media and online channels can be used in the radicalisation process. • Using a flipchart/whiteboard and marker, the teacher draws a grid, and lists different online and social media environments mentioned by young learners in the first column. • In the second column, the learners are asked to give examples of how this platform can be used to reach young people and to radicalise them. • The teacher takes note of these examples in the second column. 	<p><u>30</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard and markers for teacher.</p>	<ul style="list-style-type: none"> • Learners will copy the grid and all notes in their note-books to support their learning.





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- In the third column, learners are asked to suggest what type of young person could be susceptible to this type of radicalisation.
- The teacher takes note of these examples in the third column.
- In the fourth column, the teacher asks learners to suggest what could be done by the young person to protect them from radicalisers online.
- The teacher takes note of these examples in the fourth column.

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