John Khan: April 2019

PRIORITY 1-54   [Anti-Bullying Alliance Member]

Learning outcomes

- A detailed understanding of TPC resources

- Increased confidence of professionals working around sensitive and controversial issues

Anti-Bullying Alliance Member

Section One: National Context

National context

- Ongoing threat from domestic terrorist attacks

- Growing concerns over rise of 'far right' extremist groups

- A need to respond sensitively to terrorist incidents when they occur

PRIORITY 1-54   [Anti-Bullying Alliance Member]

Spike in Hate Crime following terrorist incidents

THE TIMES

Police record surge in hate crimes after series of terrorist attacks

Richard Ford, Home Correspondent | Frances Gibb, Legal Editor

October 17 2018, 12:00am, The Times

Law   London

Sajid Javid   UK politics

Subscribe for just £1 a week for 8 weeks

Already a subscriber

PRIORITY 1-54   [Anti-Bullying Alliance Member]

Manchester Inquiry [2018]

- Lack of support for young people who do not meet intervention thresholds

- Lack of mentors and positive role models to support and inspire vulnerable young people

- Lack of **'safe spaces'** for young people/adults to have difficult conversations around sensitive issues

Extreme far right groups
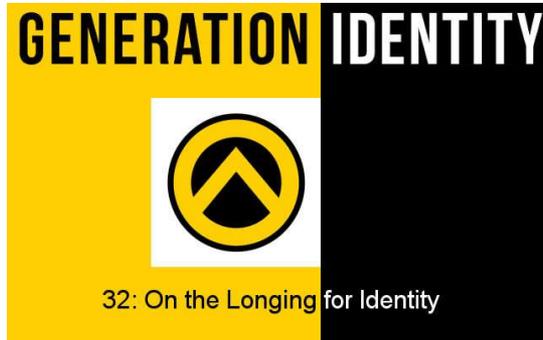
Christchurch, New Zealand

Section Two:
The link between autism, radicalisation & extremism

What current research shows

There is no evidence that people with autism spectrum conditions are at an increased risk of engaging in terrorist offences nor that autism is over-represented in terrorist offenders

[Al-Atar: 2016]

Anti-Bullying Alliance Member

High profile cases

- Number of high profile cases involving young people with ASC:
  - Lloyd Gunton (2018)
  - Damon Smith (2017)
  - Mark Alexander-Harding [2015]
  - Harry Thomas (2014)
  - Michael Piggin (2014)
  - Nicky Reilly (2008)

Anti-Bullying Alliance Member

Cautionary warning

- There is evidence to suggest that those with autism spectrum conditions are being inappropriately stigmatised as terrorism risks [Health-Kelly: 2018]

Anti-Bullying Alliance Member

Question

Are there specific risk factors that might make young people with ASC more vulnerable to self-radicalisation?

Anti-Bullying Alliance
Member

Specific risk factors might include:

- Tendency to hyper-focus on a particular interest at the expense of other attachments and life interests

- Reduced ability to critically analyse the philosophy and beliefs of an extremist group

- Lack of social connections, isolation, loneliness and searching for 'a need to matter'

Anti-Bullying Alliance
Member

Section Three: Prevent Agenda

Anti-Bullying Alliance Member

Prevent duty

- The Prevent duty came into force as part of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism

- It covers schools, colleges, universities, health, local authorities, police, and prisons

Anti-Bullying Alliance Member

Community project

- 181 community based projects delivered in 2017/18 reaching over 88,000 participants

- 54% of projects delivered in schools/colleges, aimed at increasing young people's resilience to terrorist and extremist ideologies

[Anti-Bullying Alliance Member]

Prevent duty

- Viewed as 'toxic' by certain sections of the community

- Stifles 'freedom of expression' in schools and colleges

- Discriminates against young Muslims

- Overly vague definition of extremism

Anti-Bullying Alliance
Member

Prevent agenda

Young people/adults need *safe spaces* in which to explore their natural curiosity, ideas and concerns about national and global issues linked to extremism

Anti-Bullying Alliance Member

A safeguarding approach

- **'Reactive safeguarding approaches'** - spotting the danger signs and taking action. May not be enough and could mean that interventions are too late

- **'Proactive safeguarding approaches' –** creating a *safe space* within schools to discuss the difficult global issues and develop resilience to challenge all forms of extremism

[Anti-Bullying Alliance Member]

Section Four

TPC Phase One & Two

- **Phase One:** Development & piloting of first set of resources (Jan-Oct 2016)

- **Phase Two:** Home Office funding to develop and pilot second set of 'autism friendly' resources (Jan-May 2017)

Anti-Bullying Alliance
Member

Aims

- To develop an early intervention tool to support young people deemed to be at risk, who do not meet Channel thresholds

- Provide young people with a counter-narrative to extremist arguments that promote intolerance, prejudice and extremist ideas

Anti-Bullying Alliance Member

Key outcomes for young people

- Build personal resilience around a positive sense of self, identity & belonging

- Promote digital resilience to online radicalisation & extremism

- Develop critical thinking skills

Anti-Bullying Alliance
Member

Findings from the pilot phase

- Experiencing significant levels of bullying behaviour

- Accessing information on the dark-web

- Meeting up with people had met online

- Increasing exposure to online fake news & conspiracy theories

Anti-Bullying Alliance Member

Workshop Outline

1. Personal identity

2. Belonging and shared (British) values

3. Stereotyping

4. Extremist views and behaviour

5. Online propaganda and conspiracy theories

6. Digital resilience and how to stay online

7. Final evaluation

Anti-Bullying Alliance Member

Think Protect Connect

Workshop One

Personal Identity: This is me?

Think

What are the workshops all about?

- It's about keeping **all** young people **safe from harm**

- **Preventing** young people from becoming **radicalised** and drawn into **all** forms **extremism**

- Encourage **critical thinking** about national and global events

- Promote **tolerance of people** from different faiths and backgrounds

Think Protect Connect
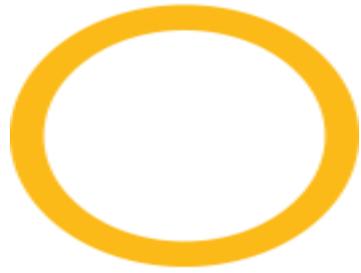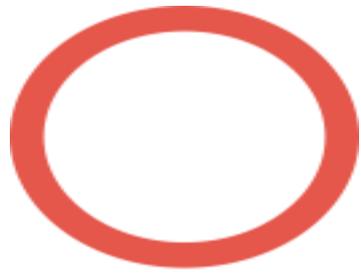
Group Agreement

- Be open and honest
- Confidentiality
- Ask if you don't understand
- Join in
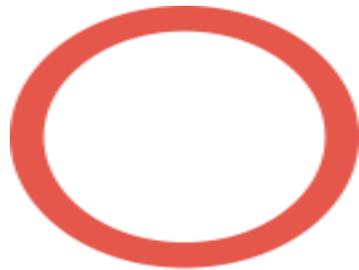
Connect

Think
Protect
Connect

Learning Outcomes:

I will begin to **understand** the things that forms **my identity.**

I will begin to **understand** how my identity informs the way I see **the world around me.**

Think
Protect
Connect

Think

What do we mean when we talk about our identity?

Think
Protect
Connect

Film – Amazing Things Happen

Origins by TrueTube

Anti-Bullying Alliance Member

What were the key messages in the films?

Activity – My Identity Web

Think
Protect
Connect
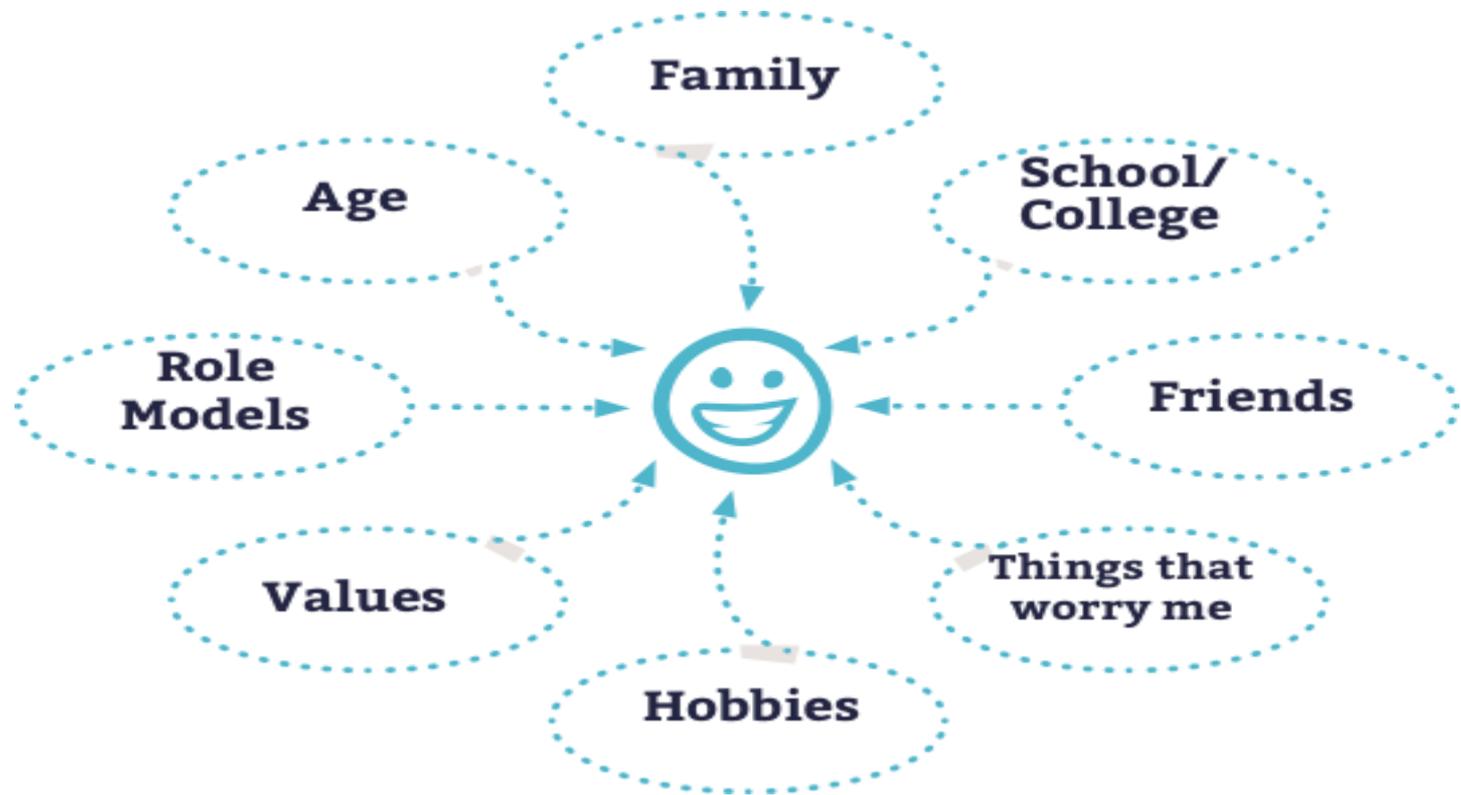
Activity – Things that shape the way I see the world

What key **aspects of** **your identity** **shapes the way you see** **the world around you?**

Think
Protect
Connect

Think

Connect

Have you ever pretended to be something or somebody to fit in?

Think
Protect
Connect

Any questions?

Anti-Bullying
Alliance
Member

Think
Protect
Connect

Workshop Two

Group Identity, Belonging and Shared (British) Values

Learning Outcomes:

I will **understand** that there is more than one aspect to **my identity**.

I will **understand** how shared (British) values contribute **positively** to living in **the UK**.

Think
Protect
Connect

Film - The DNA Journey
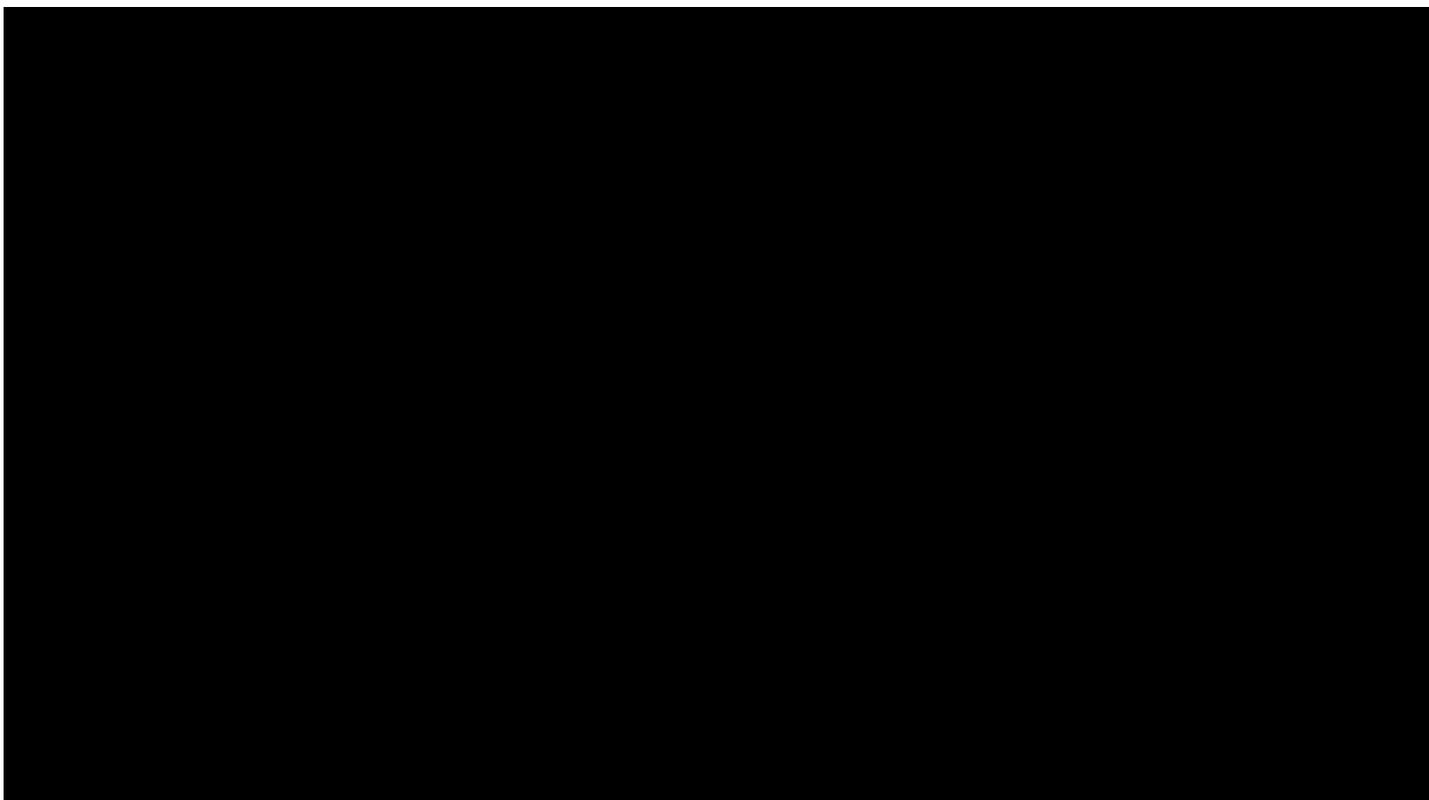
What were the key messages in the film?

Did you agree or disagree with any of the messages in the film?

Activity – More than one identity

Sarah

Imran

Rose

Billy

Read though the short case studies then:

1. List the things that make up each person's identity

2. The challenges they may encounter because of their identity

3. The positive aspects of their identity
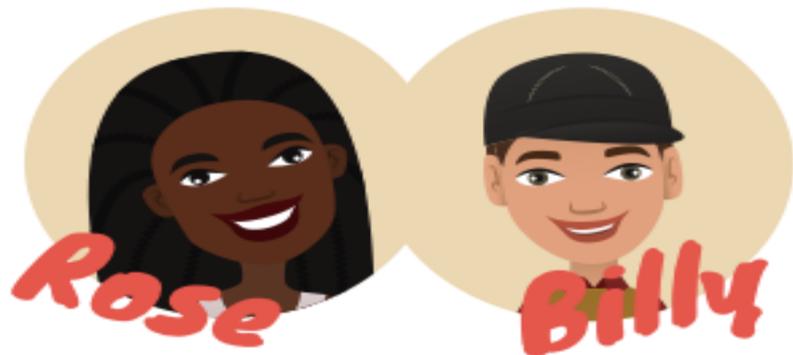
Imran

Is 14, born in England and both of his parents are refugees from Afghanistan. He hasn't shared much with his friends about being Muslim. Recently he has been called a 'terrorist' at school.

Sarah

Is a vegetarian, loves Goth music and has been getting in lots of trouble for wearing her Goth clothes and jewellery to school. Sarah thinks this is against her human rights and freedom of expression.

Think
Protect
Connect

Billy

Lives on a traveller site. He likes most sports. Billy supports Manchester United and England at football but Scotland at Rugby. He is a really good dancer but his dad would go mad if he found out.

Rose

Is 16. She has autism and goes to college. Rose really likes reading and talking to people on social media and is a good online gamer. Rose's parents are worried that she spends too much time online.

Think

Have any parts of your identity ever caused you problems?

Think

Getting along with each other in Britain

British Values

Workshop Two
Group Identity, Belonging and
Shared (British) Values

Think
Protect
Connect

Activity – Getting on with each other?

List the **rules** of your school or college that **help students get on** with each other.

List the **rules** we have in Britain that **help people get** along with each other.

Protect

Getting along with each other in Britain

Democracy

Rule of Law

Tolerance

Mutual Respect

Individual Liberty

Any questions?
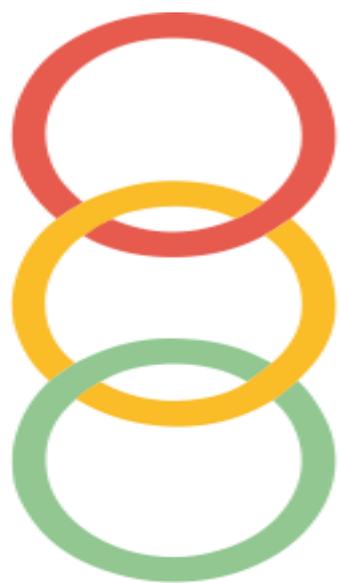
Think Protect Connect

Workshop Three

Stereotyping

Learning Outcomes:

I will **understand** what a **stereotype** is.

I will **recognise** when a **stereotype** is used.

I will **understand** the **negative consequences** of using stereotypes.

Think Protect Connect
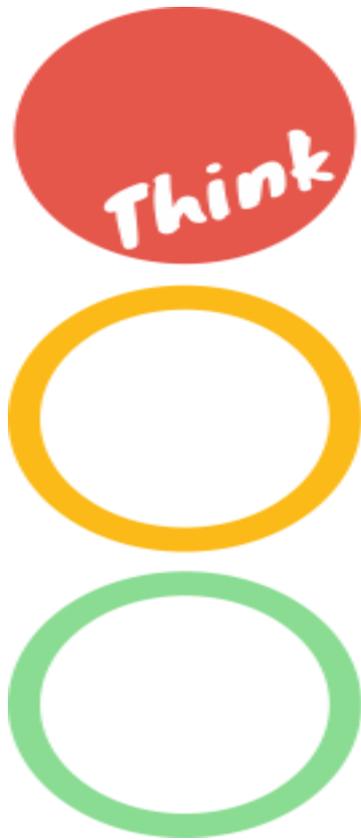
Think

What is a Stereotype?
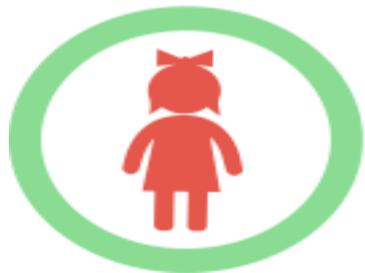
Think

It's a way of **thinking** about a person or a group of people **before** we even **know them**.

Think
Protect
Connect

Activity – What stereotypes can you see?

PRIORITY 1-54

[Anti-Bullying Alliance Member]

Workshop Three
Stereotyping

Think
Protect
Connect

Activity – What's in a stereotype?

Agree   Unsure   Disagree

How much do you agree with each of these?

"A doctor is **better** than a person who collects the rubbish."

"Women are **safer/ better** drivers than men."

"People who are unemployed are **too lazy** to get a job."

"People who spend **too much time** on the computer are geeks."

Think
Protect
Connect

Where do stereotypes come from?

Think

IMMIGRANTS BRING MORE CRIME

Shannon's m... on trial with m... accused of kidnap...

1 in 5 Brit Muslims' sympathy for jihadis

- Many of our attitudes are shaped by our **family**

- **Other people** we know can shape the way we think

- What the **media** tells or shows us

- **Online** e.g. news, social media

Think
Protect
Connect

Film – "I'm a Muslim, but I'm not…"

Think
Protect
Connect
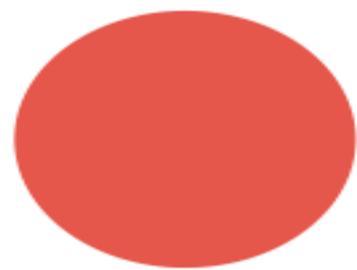
Dangers of stereotyping

- They cause people to exaggerate differences between groups

- Stereotyping can lead to bullying in school and the community

Think
Protect
Connect

Thinking positively about Autism
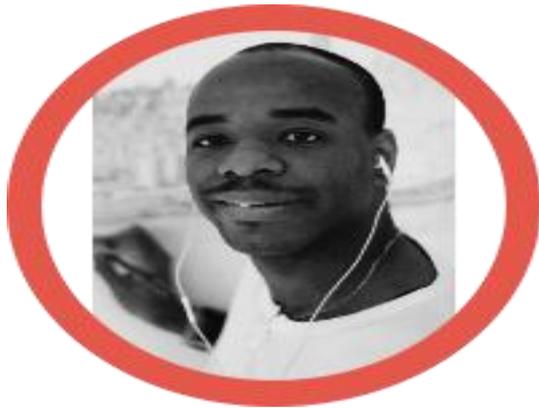
Workshop Two

Group Identity, Belonging and
Shared (British) Values

Think
Protect
Connect

Any questions?

Conspiracy Theories

Anti-Bullying Alliance
Member

Question

Discuss some of the conspiracy theories that you have heard about?

Anti-Bullying Alliance Member

Examples
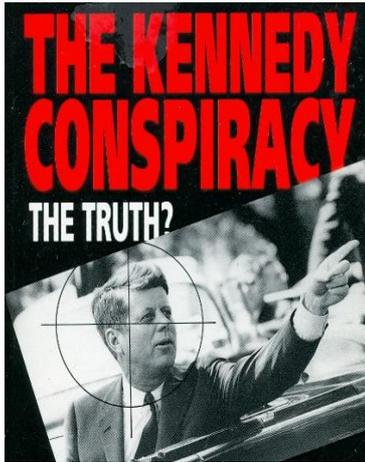
What does this picture show?

Anti-Bullying Alliance Member

A-Level exam question related to September 11th attacks
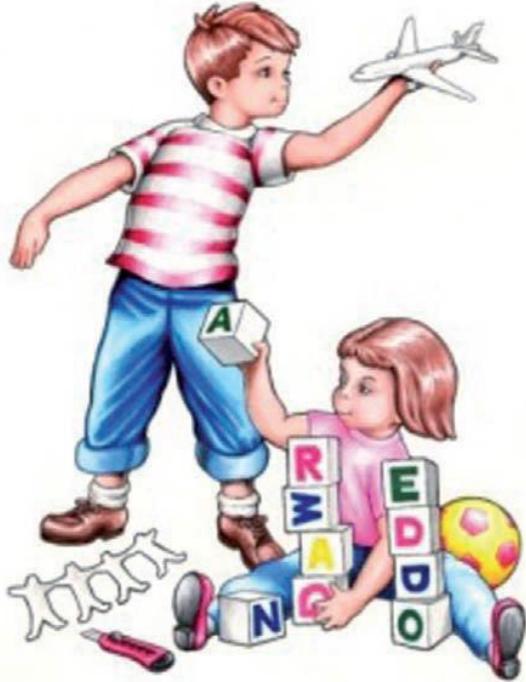
- The letters on the towers spell out 'Armageddon'

- The boy's clothes are the colour of the American flag

- The Stanley knife was the weapon the planes were hijacked with

- The football has pentagons on it which references the attack on the Pentagon

Why are they popular?

- **Conspiracy theories** offer people 'knowledge' that most people are ignorant of. It's exciting to think that you know the truth whereas the majority are ignorant of it.

- What they don't do though is consider all the **evidence**. They only put forward **evidence**, however convoluted, to back up their position.

Anti-Bullying Alliance
Member

How do conspiracy theories link to extremism?

Anti-Bullying Alliance Member

- **Extremist narratives** do exactly the same. They pick and choose '**evidence**' which supports their ideas and dismiss anything which goes against their single-minded world view.

A conspiracy theory is defined by four characteristics:

A group

acting in secret

to alter institutions hide truth or usurp power

at the expense of the common good

Anti-Bullying Alliance
Member

Far- right groups like Britain First use the following sort of narrative:

Far-right group Britain First announce Luton march after staging mosque 'invasions'

BRITAIN FIRST
TAKING OUR COUNTRY BACK
0208 914 8212 www.britainfirst.org

| Muslims | are conspiring | to take over the UK | to stop British people being able to live their lives as they choose |

Anti-Bullying Alliance
Member

Islamist extremist groups like ISIS use the following type of narrative:

| The West | are planning | to take over Muslim countries | and destroy Islamic way of life |

Anti-Bullying Alliance Member

Make up your own conspiracy!

- You will be given four pieces of information

- The group that makes the most convincing conspiracy theory with the information provided wins

Choose a group…

Anti-Bullying Alliance
Member
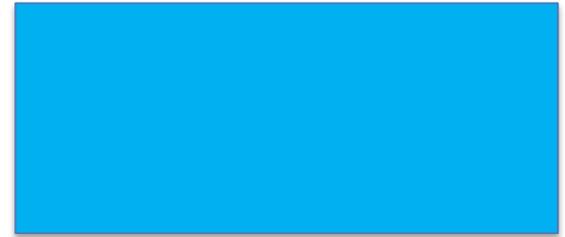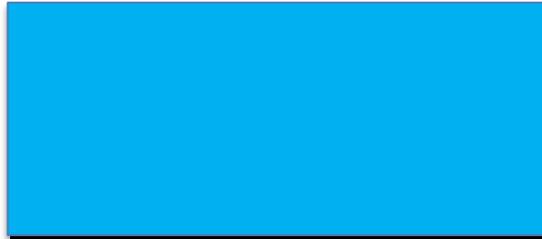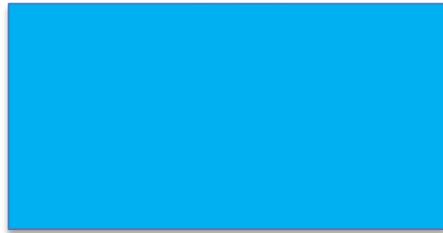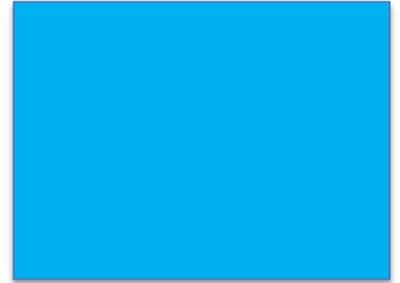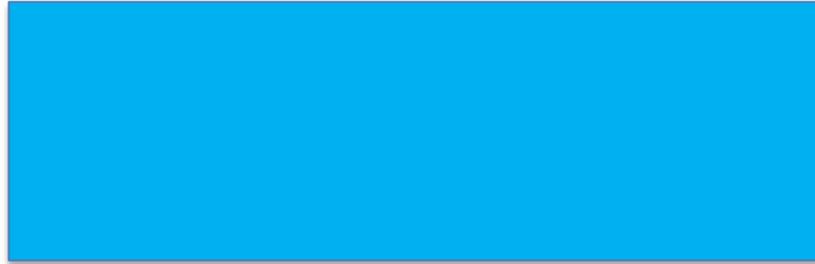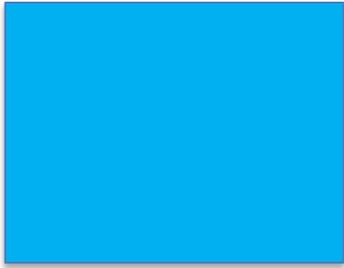
...a celebrity they are having a secret meeting with
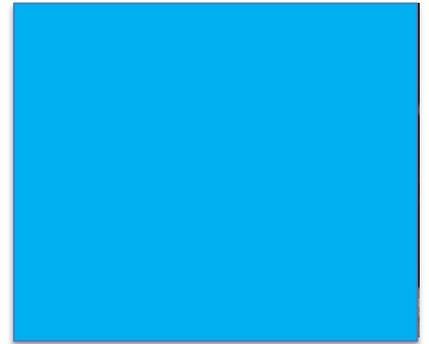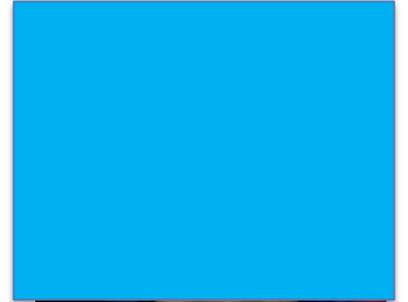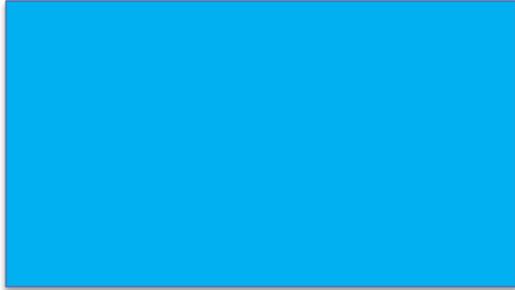
What are they trying to do?
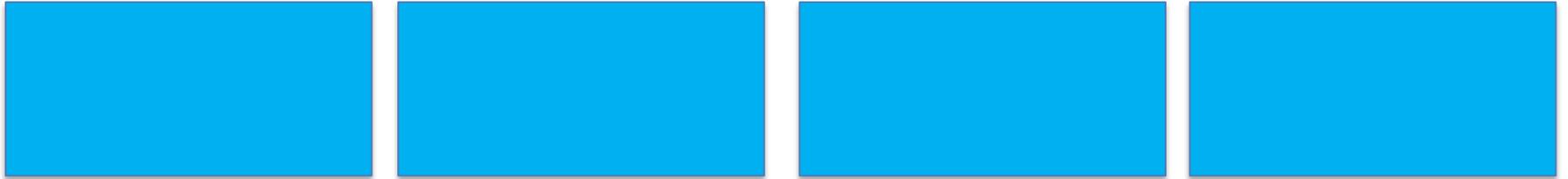
Any questions?

Think
Protect
Connect

Workshop Four

Extremist Views and Behaviour

Learning Outcomes:

I will **understand** what is meant by the term **radicalised**.

I will understand how **young people** become **radicalised**.

I will **understand** what is meant by the term **extremism**.

Think
Protect
Connect

Talking about Extremism & Terrorism

Think
Protect
Connect

Think

Have you ever felt passionate about something?

Think
Protect
Connect

Extreme behaviour
can take **many forms**.

Talking point – Development of views

Passionate → Extreme View → Extremist Views → Violent Extremism

Think

Defining Extremism:

'Vocal or active **opposition** to fundamental **British values**'

Shared (British) Values:

- Democracy
- Rule of Law
- Tolerance
- Mutual Respect
- Individual Liberty

Workshop Four
Extremist Views and Behaviour

Think Protect Connect
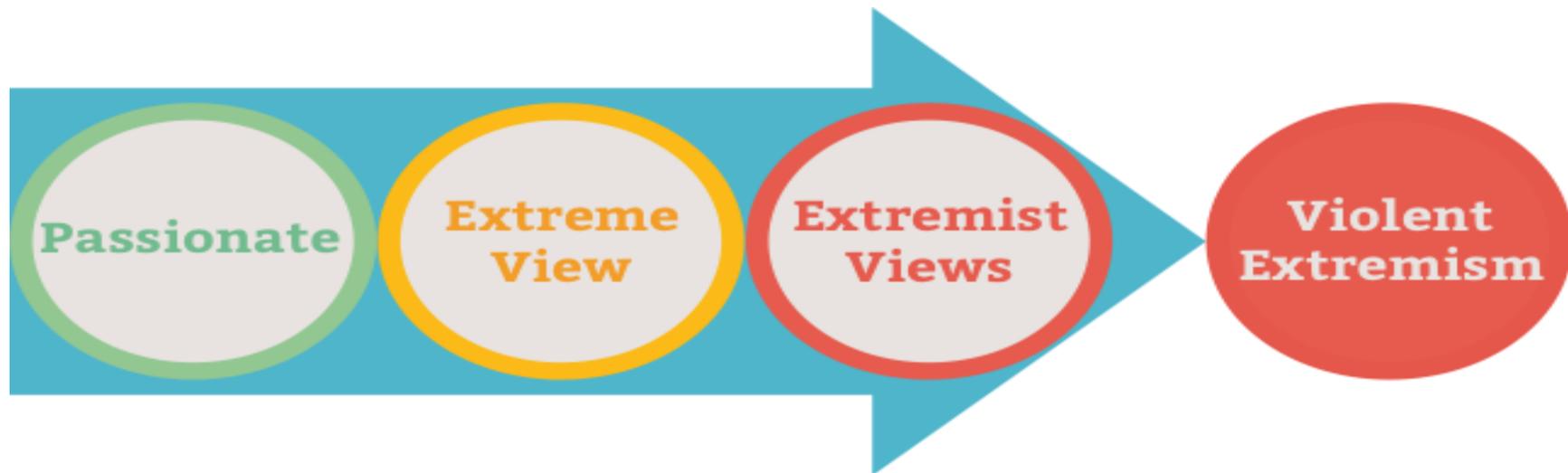
Think **Radicalisation is...**

'The **process** of how a **person** comes to **support** extremism and terrorism.'

Think
Protect
Connect

How do young people become radicalised?
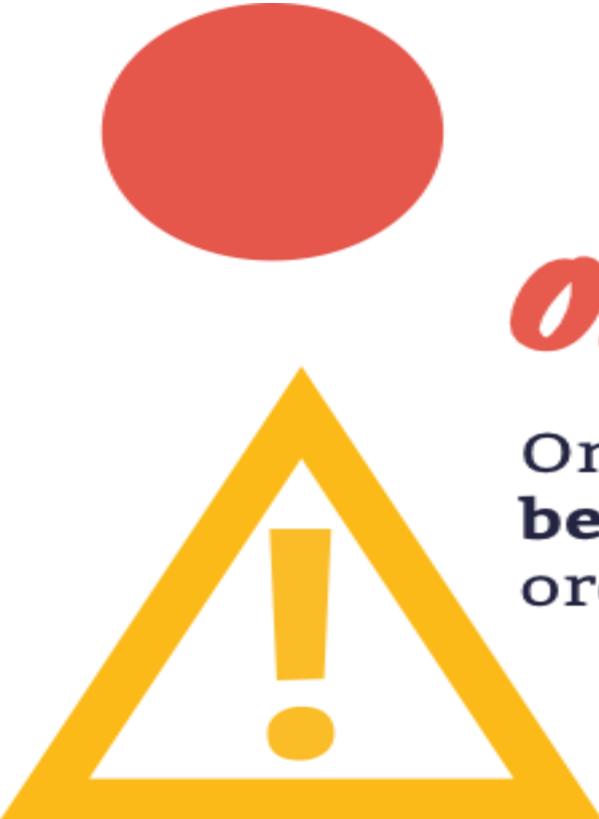
What is Online Grooming?

Online grooming is how people **befriend young people online** in order to **take advantage of them.**

Think
Protect
Connect

The Process of Online Radicalisation

Online Contact — Exploits natural curiosity of a young person

Special Attention — Invests time to develop friendships

Filling a Need — Providing a sense of identity/belonging

Isolating — Creates gaps between child and parents

Ease Inhibitions — Gradual exposure to extremist content

Controlling — Makes threats to stay silent about possible extremist behaviour

Think Protect Connect

Any questions?

PRIORITY 1-54 [Anti-Bullying Alliance Member]
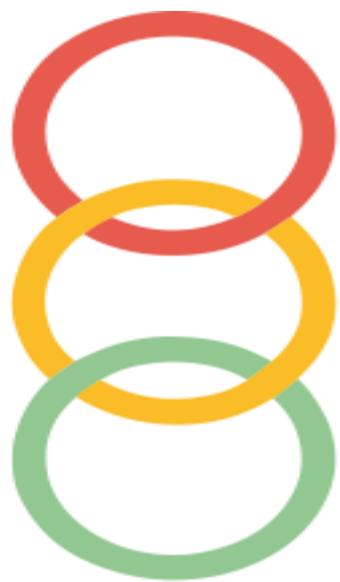
Think
Protect
Connect

Workshop Five
Persuasion Versus Propaganda

Learning Outcomes:

I will **understand** what **propagand**a is.

I will understand how **propaganda** is **used** by **extremist groups**.

Think
Protect
Connect

What is Propaganda?

Think

A range of **techniques** that are **used to influence** our thoughts, beliefs, emotions or behaviour.

Think
Protect
Connect

Think

Propaganda comes in many different forms

It can tell us how much we should **like** something

Or how something **might be** for our health

Think
Protect
Connect

Think

Who uses propaganda?

- The media
- Political parties
- Extremist groups

Different propaganda techniques

Bandwagon
Everyone is doing it. You must **join in** to **fit in**.

Name-calling
Labelling a person or group of people with **negative** words.

Fear
Using words or images to play on our **fears**.

Different propaganda techniques

Card Stacking
Presenting only **one side** of the argument.

Emotional Words
Using words that make you **feel strongly** about someone or something.

Compare & Contrast
People are led to believe that a person or thing is **better** than another.

Talking Point

Name-calling	What type of propaganda uses negative words against a person or idea?
Bandwagon	What type of propaganda makes you want to jump in and follow everyone else?
Compare & Contrast	This type of propaganda creates a 'us' and 'them' mentality.
Fear	When our fears are played upon what type of propaganda is being used?
Card Stacking	What type of propaganda only presents one side of the argument?

Think
Protect
Connect

Activity – Did you get the message?

Any questions?

Think
Protect
Connect

Workshop Six

Staying Safe Online

Learning Outcomes:

I will **understand** how to stay **safe** online.

I will understand how **extremist groups** use **online propaganda**.

Think
Protect
Connect

Think

Fact or Opinion

A **fact** is something that is **true** and can be **proven**. It does not change, no matter who says it.

Opinion is something that **someone thinks** or **feels**. It may change from person to person.

Think
Protect
Connect

Think

Misinformation versus Disinformation

Misinformation is false or inaccurate information that can **unintentionally** mislead people.
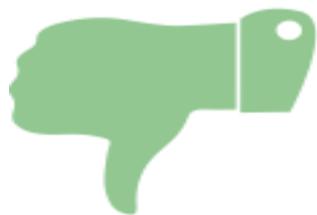
Disinformation is false or inaccurate information which aims to **deliberately** mislead people.

Think
Protect
Connect

Activity - the dangers of online radicalisation

A young person is chatting with an 'expert' online about the 'true meaning' of the Bible/koran.

A 15 year old is being invited/'groomed' to enter an online extremist group.

A 13 year old keeps sending their friends links to online extremist groups.

1. Can you think of **3-5 risks** that each scenario presents to the young person?

2. What **advice** would you give people in each of the scenarios to stay safe online?

Think Protect Connect

News – Fact, Fiction or Misinformation

Britain First added 2 new photos.
March 24 at 4:20pm

A British school. Heartbreaking

Picture posted online Jan 2016 **'American students being "forced" to pray to Allah'**.

Picture posted online March 2016 by Britain First with the headline **'Heartbreaking'**.

Any questions?

PRIORITY 1-54

Workshop 7: Evaluation Workshop

Priority 1-54's offer

- CPD training (half/full-day training)

- Specific workshops

- Co-delivery of workshops

- Delivery of full programme of workshops across settings

Anti-Bullying Alliance Member

- John Khan – Co-Director (Lead Trainer and Facilitator)
- John.khan@priority154.com
- tel: 07846 137 597
- www.priority154.com

PRIORITY 1-54   [Anti-Bullying Alliance Member]