



# Prevent: Pathways Character Exercise

## Notes for Facilitators

There is no right or wrong answers in this exercise ~ this is a facilitated opportunity for the audience to freely discuss the actions of the characters in the film

Please mention the points shown in purple ~ these are not exhaustive, individuals may identify and contribute others

### Mention when closing the task:

1. There's no single path that leads people to violent extremism ~ there are many possible factors
2. 'Cycle of Discrimination & Radicalisation' ~ how discrimination causes grievances and radicalisation

| Character   | Focus & Aims   | Questions & Responses   |
|---|--|---|
| <p><b>Imran</b></p>   | <p><b>Focus:</b> People's grievances can draw them into the violent extremist narrative spoken by radicalisers, making them vulnerable to extremist behaviour.</p> <p><b>Aim:</b> to increase awareness of grievances and how these can draw people to extremism</p>   | <ol style="list-style-type: none"> <li>1. <b>What are Imran's grievances?</b> <ul style="list-style-type: none"> <li>• He lost out on a job to a 'white man'</li> <li>• His Dad has employed a 'white girl'</li> <li>• His sister doesn't dress as he feels a Muslim woman should and she goes to college</li> </ul> </li> <li>2. <b>Has his grievances contributed to his path to extremism?</b> <ul style="list-style-type: none"> <li>• It's not clear what involvement Imran may have already had in this group/extremism</li> <li>• It is highly possible that his grievances have influenced his path to extremism.</li> </ul> </li> <li>3. <b>Was Imran radicalised by Tariq? Explain</b><br/>                     As stated, it's not clear what involvement Imran has already had, however...<br/>                     Tariq's violent extremist narratives along with the personal comments he makes to Imran about his sister are likely to have influenced him                 </li> </ol>  |
| <p><b>Matt</b></p>  | <p><b>Focus:</b> Helping those who are vulnerable or have specific needs is a way for radicalisers to 'groom' them towards their ideology; using their violent extremist narrative to draw them into terrorist activity</p> <p><b>Aim:</b> to increase awareness of how extremists can groom vulnerable people.<br/>                     Highlight alternative choices</p> | <ol style="list-style-type: none"> <li>1. <b>Did Liam and Sol use Matt needing a job as an opportunity to groom him into their extremist group?</b><br/>                     It is likely that Liam and Sol did use Matt's need for a job to draw him into the group; also using intimidation to affect Matt challenging them</li> <li>2. <b>Matt soon realised the job was linked to extremist activity; does he agree with the extremist narratives spoken by Sol?</b> <ul style="list-style-type: none"> <li>• Matt may have his own views about specific cultures or religions, these are not known at the start of the film</li> <li>• This doesn't mean he supports violent extremist behaviour</li> <li>• It's clear that Matt is not comfortable with the extremist narrative and activity carried out by the group</li> <li>• He tries to avoid Liam and carrying out duties for the group</li> <li>• It is likely that Matt does not agree with Sol and the group</li> </ul> </li> <li>3. <b>His involvement led him to carry out a violent attack on Imran; what could Matt have done to avoid things going this far?</b><br/>                     It was clear that Matt was worried to break away from the group for fear of being harmed; below are suggestions of what he could have done but which are not always easy to do.                     <ul style="list-style-type: none"> <li>• Should have questioned what the job was before taking it</li> <li>• Told Sol and Liam that he doesn't want to join the group</li> <li>• Broke away from the group when he realised not turn up</li> <li>• Refuse to carry out the attack on Imran: Sol may have attacked him</li> <li>• Sought advice to leave the group: Helpline/Local Authority/Friend</li> <li>• Report Sol and the group to Police/Counter-terrorism hotline</li> </ul> </li> </ol> |



| Character   | Focus & Aims  | Questions & Responses   |
|---|---|---|
| <p><b>Tariq</b></p>     | <p><b>Focus:</b> Radicalisers play on people's personal vulnerabilities, cultural differences and grievances to strengthen their violent extremist narrative* and use this to radicalise those people.</p>  | <p><b>1. Is Tariq a radicaliser? Explain</b></p> <ul style="list-style-type: none"> <li>• He is spreading a violent extreme narrative</li> <li>• He is playing on the grievances of others</li> <li>• He is reinforcing violence as the path to change</li> </ul> <p><b>2. Consider ways that radicalisers might identify vulnerable people and how they contact/engage them with the intention of drawing them into joining extremist groups</b></p> <p><b>Online:</b> websites, Youtube videos, dark web, aggrieved communities</p> <p><b>Social media:</b> i.e. a match-making Twitter page for Jihadist brides; friend requests via Facebook etc.</p>   |
|   | <p><b>Aim:</b> to increase awareness of how radicalisers operate</p>  | <p><b>Peer to Peer:</b> influence members to radicalise their peers</p> <p><b>Literature:</b> handing out material and displaying messages/posters</p> <p><b>Events:</b> demos, meetings, gatherings</p> <p><b>Propaganda:</b> Drawing attention to public matters/incidents/injustices</p> <p><b>Target those with grievances:</b> angry, discriminated, outcast</p>   |
| <p><b>Sol</b></p>      | <p><b>Focus:</b> Radicalisers draw people into their ideology by playing on their personal vulnerabilities and needs; they may use intimidation and force as a way to influence others to join in violent extremist behaviour and acts of terrorism</p> <p><b>Aim:</b> to increase awareness of how radicalisers operate</p>  | <p><b>1. Is Sol a radicaliser?</b></p> <ul style="list-style-type: none"> <li>• He is the leader of a Right-Wing extremist group</li> <li>• He gives Matt a job which he's not aware is 'service to the group'</li> <li>• He forces Matt to hand out literature and carry out a violent attack</li> <li>• He intimidates Matt, makes it difficult for him to challenge/leave</li> <li>• Sol is clearly a radicaliser</li> </ul> <p><b>2. How did he 'recruit' Matt?</b></p> <ul style="list-style-type: none"> <li>• By influencing current members to 'recruit' and radicalise peers/others – this was carried out by Liam on his behalf</li> <li>• Preying on the fact that Matt is unemployed and needs work, Sol and Liam has tricked him into joining the group by offering him a job</li> </ul> <p><b>3. Did he make it difficult for Matt to challenge or leave the group?</b></p> <ul style="list-style-type: none"> <li>• Sol used intimidating and aggressive behaviour in his leadership</li> <li>• Expected Matt to attend meetings and hand out literature</li> <li>• Liam was sent to speak with Matt when he failed to show for 'work'</li> <li>• Forced Matt to carry out a violent attack on Imran ~ no choice?</li> </ul>   |
| <p><b>Shaada</b></p>  | <p><b>Focus:</b> Radicalisers use the internet and social media to promote violent extremism and narratives as a way to create global fear and draw people in to radicalise them.</p> <p><b>Aim:</b> to increase awareness of how radicalisers use the internet in their operations. Promote the importance of strong police and community relations to disrupt and prevent terrorism</p> | <p><b>1. Having seen violent extremist material on Imran's laptop; was Shaada right to be concerned?</b></p> <ul style="list-style-type: none"> <li>• Yes, she had a right to be concerned</li> <li>• Viewing material of this nature is a sign of radicalisation or extremist views, and should not be ignored</li> </ul> <p><b>2. Did the positive relations Shaada had with local officer Dave make it easier for her to discuss her concerns with him?</b></p> <ul style="list-style-type: none"> <li>• It is likely that knowing PC Dave made it easier for Shaada to approach authority to discuss her concerns</li> <li>• This emphasizes the importance that positive Police engagement has on community support and local information</li> <li>• Also emphasizes how strong police and community relations can disrupt and prevent extremism and acts of terrorism</li> </ul> <p><b>3. Was Shaada right to inform authorities of her brother's actions?</b></p> <ul style="list-style-type: none"> <li>• Yes: For the welfare of her brother, her family and others who may have come to harm from activity Imran was involved with</li> <li>• Build intelligence linked to the threat of terrorism: Police can assess the information and link it with other known information in order to assess, intercept and prevent terrorist activity</li> <li>• Personal responsibility to report criminal activity ~ public safety</li> </ul> |



| Character   | Focus & Aims  | Questions & Responses  |
|---|---|--|
| <p><b>Liam</b></p>                    | <p><b>Focus:</b> Radicalisers distribute material to promote violent and non-violent extremist narratives, encouraging members to distribute it as a way to radicalise others</p>   | <p><b>1. What part did Liam play a part in the process to radicalise Matt?</b></p> <ul style="list-style-type: none"> <li>• He 'misled' Matt to believe he was helping him get a job, not revealing the true intention or cost</li> <li>• Liam is a radicaliser</li> </ul> <p><b>2. Did Liam and Sol 'pressure' Matt to distribute extremist material on behalf of the group?</b></p> <ul style="list-style-type: none"> <li>• Liam and Sol both intimidated Matt to pressure and manipulate him to carry out extremist activity he clearly wasn't comfortable with</li> </ul>   |
|   | <p><b>Aim:</b> to increase awareness of how radicalisers use the internet in their operations</p>   | <p><b>3. Why would we want to stop the distribution of extremist narrative materials in our society?</b></p> <ul style="list-style-type: none"> <li>• The distribution of such material draws on the grievances of people making them vulnerable to radicalisation</li> <li>• This increases the number of extremist group members and future radicalisers</li> <li>• Both points increase the strength of extremist groups and the potential of violent extremism and acts of terrorism.</li> </ul>   |
| <p><b>Dave: Police Officer</b></p>  | <p><b>Focus:</b> Police engagement and community interaction is important for promoting public confidence and relations</p> <p><b>Aim:</b> to understand the importance that positive police and community relations have on the prevention of terrorism</p>  | <p><b>1. Did PC Dave's relationship with his local community play a part in Shaada going to him to express her concerns about Imran?</b></p> <ul style="list-style-type: none"> <li>• It is likely that Shaada's familiarity with PC Dave gave her the confidence to speak with him when the need presented itself</li> <li>• She may not have had the confidence to bring Imran's behaviour to the attention of police if it meant going to the police station to talk to a 'stranger'</li> </ul> <p><b>2. Discuss how the quality of the relations between police and the community may affect the prevention of terrorism</b></p> <ul style="list-style-type: none"> <li>• Good relations with the public gives them the confidence needed to report concerns and share information; community intelligence is vital to targeting the threat of terrorism</li> <li>• When relations are poor, the community is less likely work in partnership with the police; this can limit the information needed to disrupt and prevent terrorist activity</li> <li>• Effective management of tensions between diverse communities depends heavily on relations, confidence and intelligence; without this, communities can be at risk from extremist activity.</li> </ul> |
| <p><b>By-standers</b></p>          | <p><b>Focus:</b> People may witness signs of extremist behaviour through the actions and views of others; often these are ignored, dismissing the potential harm that the actions of extremist groups may cause to others</p> <p><b>Aim:</b> to recognise the signs of extremism and acting according</p> | <p><b>The characters all witnessed different forms of extremist behaviour and narratives; based on what they saw, what could each of them have done to protect the community and prevent the consequences?</b></p> <p>All bystanders could have consider any of the following:</p> <ul style="list-style-type: none"> <li>• Challenge the views</li> <li>• Discuss with them the risks of extremism: attempt to de-radicalise</li> <li>• Alert police: provide intelligence to support public safety</li> <li>• Report activity to counter-terrorism agencies: protect from attack</li> </ul>  |