

Community Awareness Training: Building Resilience in the Community eLearning Module

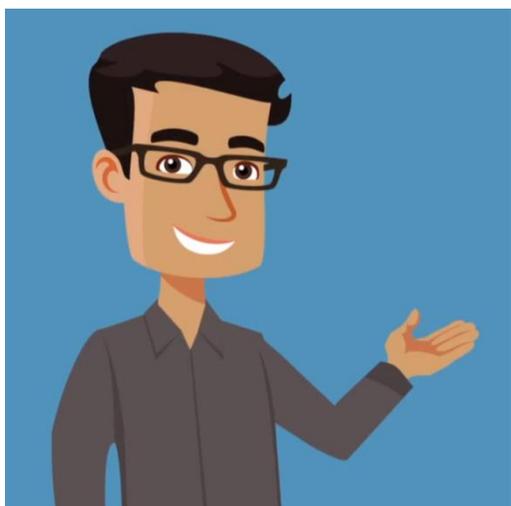
Facilitators Guide to a Community Resource



Australian Multicultural Foundation
2018

Disclaimer

The eLearning module is designed to be used by service providers and community groups as a learning resource. Organisations are encouraged to consider having an introductory session with an Australian Multicultural Foundation facilitator to gain the maximum benefit and contextualisation of the eLearning module.



Facilitation Tips

How to run the sessions

- It is recommended that facilitators run sessions with approximately 10 – 15 participants at a time, using a projector to run through the *CAT eLearning Module* as a group.
- Participants can also be encouraged to bring their own computers to the session to follow the *CAT eLearning Module* along with the facilitator.
- Adjust how you run the session according to the size and the age of the group.

Materials required:

- Computer (preferably with projector screen and relevant cables and speakers).
- Internet access.
- Training room large enough for participants and facilitators.
- Evaluation sheets, worksheets, registration sheet and pens. Worksheets for program activities and other relevant resources can be found by clicking the link <http://amf.net.au/entry/elearning>.
- Tea/Coffee and snacks.

The session will include

- Facilitator presented information.

- Discussion of ideas.
- Group activities and case studies based on real life examples.

Navigation tips

1. The 'Save & Exit' button allows you to exit the module at any time. Your progress will be saved so that next time you enter, you can return to where you left off.
2. Click the 'Menu Page' button to return to the home page.
3. The green 'Next' button takes you to the next page of the module, and on the last page of a topic, it'll return you to the 'Menu' page. Any activity in a slide will need to be completed before you can press the green 'Next' button.
4. Any activity on a slide must be completed in order to progress through the session. Alternatively you can click the 'Menu Page' button to return to the home page.

INTRODUCTION



Facilitator Notes

1. Introduce yourself; explain the aim of the program as well as the structure using the key points below.
 - ❖ The program is a prevention program. It has been delivered as a face-to-face program over the past two years and is now available as an eLearning tool.
 - ❖ The aim of the Community Awareness Training (CAT) eLearning Module is to build resilience in communities against all kinds of anti-social behaviour and promote social cohesion through education and community awareness.
 - ❖ The program takes a whole of community approach as maintaining a cohesive society is everyone's responsibility.
 - ❖ The training is divided into 4 sections; Building Social Cohesion and Resilience, Myths and Misconceptions, Understanding the Behavioural Indicators Model and Prevention including where to go for support.
 - ❖ The full program can be delivered over separate sessions or delivered at one time.
2. Click the 'Introduction' button so participants can listen to the narrator's detailed introduction of the program.
3. Reiterate what participants should know by the end of the program indicated below.
 - ❖ Have an increased understanding and better able to identify behaviours at varying levels of intensity which could indicate that someone may be vulnerable to anti-social behaviours that can lead to forms of criminal activity including violent extremism.

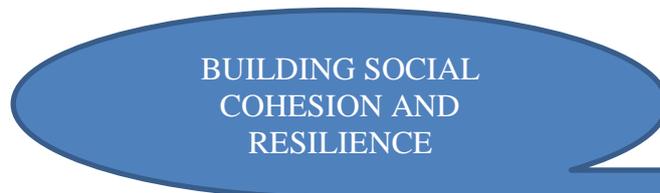
- ❖ Be able to dispel misconceptions surrounding radicalisation.
 - ❖ Have a better understanding of where to go for support and to identify strategies and activities that can help prevent individuals from engaging in anti-social behaviours that can also lead to violent extremism.
4. Specify again how long the program will go for.

It is aimed that the training session would last roughly 90 - 100 minutes to allow for discussion, questions and a short evaluation.

5. Inform participants that the facilitator's guide to the eLearning module is available by clicking the link <http://amf.net.au/entry/elearning>. The resource comprises; the purpose of each section of the module, what's included in each section, facilitation notes and key messages that can also be referred to by the facilitator.



- ❖ Today our societies face important challenges in relation to maintaining social cohesion. Communities need to build resilience in order to address these challenges. In doing so, it is very important to have a whole-of-community approach instead of targeting specific communities as maintaining a cohesive society is everyone's responsibility. Therefore, this program is not specific to any one national, political, religious or ideological group.



What is the purpose of Building Social Cohesion and Resilience?

- To highlight the importance of social cohesion in building community resilience.
- To understand the challenges to social cohesion in Australia.

What included in Building Social Cohesion and Resilience?

- Australian statistics on social cohesion to highlight the diversity of cultures, languages and faiths within Australia.
- Five key elements of social cohesion.
- Why social cohesion is important.



1. Ask participants about their understanding of what social cohesion is.
2. Introduce the topic of social cohesion *using the key points below*.
 - ❖ A sense of connectedness, belonging and trust in others in one's community is central to most definitions of social cohesion (Jenson, 1998).
 - ❖ Key enablers for social inclusion that have been identified in the literature are: employment, social relationships, community strengthening, capacity building, community development, countering media stereotypes, respecting and maintaining culture, heritage and values and participation in community such as volunteering. Social relationships also reduce isolation and marginalization.
3. Click the 'Building Social Cohesion and Resilience' button on the home page so participants can listen to the narration for this section.
4. Return to the slide that discusses the ABS 2012 Australian statistics. Local demographics can be discussed here as well. Reiterate how culturally diverse Australia is, however with that diversity comes with challenges. Use the key points below.
 - ❖ If you look at the Mapping Social Cohesion Reports by the Scanlon Foundation, Monash University and AMF which have been conducted every two years since 2007 found that 83% - 86% of Australian's think multiculturalism is good.
 - ❖ However the reports also indicate high levels of discrimination particularly against Muslim. On average from 2007, 24% of respondents reported negative attitudes towards Muslims. This compares to 4% - 5% negative opinion towards Christians (average 4.5%) and Buddhists (average 4.5%). It is important to note here than this is cited as a relatively high level of negative opinion.
5. Click next to the 'Social Cohesion-Key Elements Slide'. Reintroduce and expand on the social cohesion indicators from the Scanlon Foundation Research using the key points below. You can also refer to the Scanlon Foundation Mapping Social Cohesion Reports found in the resources section.
 - ❖ The Scanlon Foundation's Mapping of Social Cohesion incorporates five key domains;
 1. **Belonging**- the extent to which people identify with Australian society and have a sense of belonging to it.
 2. **Social justice and equity**- the sense that people have in Australia as a society of opportunity, equality and fairness.
 3. **Participation**- people's voluntary work and involvement in political activity.
 4. **Acceptance and rejection, legitimacy**- people's experience of discrimination, and their attitudes towards minorities and newcomers.

5. **Worth-** The satisfaction people have with their present financial situation and their feelings of happiness.

- ❖ The Mapping Social Cohesion 2017 report found that 92% of respondents have 'a sense of belonging in Australia' either to a 'great extent' or 'some extent'. However a sense of belonging alone does not correlate to a socially cohesive society.



- ❖ Cultivating and nurturing social cohesion among Australians is extremely important in order to build strong community resilience against anti-social behaviours which can lead to forms of criminal activity including violent extremism.
- ❖ Australia's diverse culture is one of its most defining characteristics. In fact, Australia is leading the world on measures of social cohesion, according to the OECD's Better Life Index.
- ❖ However one of the major challenges that Australians face is accepting difference while also promoting social cohesion.
- ❖ A breakdown of the five key elements of social cohesion can result in a breakdown in community resilience.

Resources

- <http://scanlonfoundation.org.au/research/surveys/>



What is the purpose of Myths and Misconceptions?

- To highlight some of the misconceptions surrounding radicalisation that have arisen in the community.
- To dispel the misconceptions surrounding radicalisation through discussion of the facts.

What is included in Myths and Misconceptions?

- An explanation as to why myths and misconceptions surrounding radicalisation have arisen in the community and why they are important to dispel.
- A series of statements relating to radicalisation are presented, some true and some false.



Facilitator Notes

1. Introduce this section and explain that myths and misconceptions about radicalisation have arisen in the community. Explain then, how this section aims to break some of those misconceptions through discussion.
2. Click the 'Myths and Misconceptions' button on the home page so participants can listen to the narration of this section.
3. After the narrators reads through each statement, ask participants to answer true or false. Once an answer has been selected, an explanation of the statement will appear. You can read through these explanations with participants and expand on them using the answers below:
 - ❖ **False-** Having a radical thought is not in itself a bad thing. Radical thinking becomes a threat only when individuals or groups engage in violence.
 - ❖ **True-** Although many violent extremists are part of international and national extremist organisations, some act alone i.e. Anders Behring Breivik in Norway and Mohammad Jabar, Paramatta.
 - ❖ **False-** Radicalisation does not always result in acts of violence such as violent extremism. In fact it rarely does. Radicalisation is a process.
 - ❖ **False-** It is not too late to deter a person who has been involved in violent extremism. In fact, most people who get involved in violent extremism leave voluntarily.
 - ❖ **True-** Not all young people who hang out in large groups in public spaces will become involved in gang activity or other criminal activity. It is common for young people to meet with friends in such spaces, while many cultural groups prefer to engage in social gatherings in public spaces.
4. You can have further discussions here about the misconceptions around radicalisation that participants may have heard locally.



Key Messages

- ❖ **Misconceptions about radicalisation have arisen in the community due to misinformation, distortion of facts, and lack of understanding.**
- ❖ **It is important to dispel misconceptions through discussion of facts, because they can create fear, division and frustration within the Australian community.**

Resources

- www.livingsafetogether.gov.au

UNDERSTANDING THE BEHAVIOURAL INDICATORS MODEL

What is the purpose of Understanding the Behavioural Indicators Model (TBIM)?

- To introduce TBIM & understand it's role in preventing anti-social behaviours including violent extremism.
- To apply TBIM to real life case studies.
- To increase understanding about the role of the internet in influencing anti-social behaviour and violent extremism.

What is included in Understanding the Behavioural Indicators Model and Online Influences?

- The three key behavioural categories included in TBIM.
- The three levels of intensity that behavioural categories can be grouped into.
- Example warning signs that highlight a range of anti-social behaviours.
- Three real life case studies that participants can apply TBIM to, in order to identify changing behaviours and levels of intensity.
- Two optional additional case studies that can be used for further discussion in identifying warning signs.
- Discussion questions based on the case studies.
- The role of the internet in influencing anti-social behaviour and violent extremism.
- A resource sheet with examples of what families can do when someone is showing signs they are vulnerable to online influences.

Facilitator Notes

1. Introduce the next section and explain that it will centre on The Behavioural Indicator's Model (TBIM) which aims to identify changing behaviours and increasing intensities of those behaviours which can indicate that a person may be at risk of anti-social behaviour which can lead to radicalisation and/or violent extremism.
2. Click the '[Understanding the Behavioural Indicators Model](#)' button so participants can listen to the narration.
3. Click through the next few slides and listen to the narration.

4. When you get to 'The Behavioural Indicators Model- Key Categories' slide, click on each behavioural indicator to learn more about them from the narrator. **Note:** each button must be pressed to progress to the next slide.
5. Once the narrator is finished, ask participants if any of the behavioural indicators need to be clarified.
6. Click next to 'The Behavioural Indicators Model-Levels of Intensity' slide. Reintroduce the three levels of intensity; notable, concerning and attention. Click each level for the narrator's detailed explanation of them. **Note:** each button must be pressed to progress to the next slide.
7. After the narration, ask participants again if they need clarification with the levels of intensity.
8. Click to the next slide 'What is Radicalisation'. Then, following the narration reiterate the two points indicated below;
 - ❖ The intensity of someone's radicalisation will vary across the three categories according to their unique circumstances
 - ❖ Radicalization involves the coalescing together of all three components and an escalation in intensity across all sectors.
9. Click to the next slide labelled 'Warning Signs'. Once the narration has finished, introduce example warning signs by clicking each asterisk in the table presented. **Note:** progression through this section requires clicking **each** asterisk. You can also refer participants to the PDF version of the warning signs in the slide.
10. Reiterate that the TBIM will now be applied to three real life case studies (Nicholas, Mohammad Sidique Khan & Jess). **Note:** You can mention here the optional case studies (Anders Behring Breivik and Bilal) for participants to apply behavioural indicators to in their own time. They can be found by clicking the 'Optional Extras' button.
11. Inform participants that you will go through the first case study and complete the required activity as a big group.
12. Explain that the case study activity involves listening to the narration and then matching the behavioural indicators to the appropriate paragraph. Ask participants to also consider the levels of intensity whilst completing the activity. **Note:** Progression through this section requires matching **each** paragraph.
13. Click to the next slide to start the case study. The answers for the 'Nicholas' case study activity are as below;

Slide 1:

- ❖ **Paragraph 1:** Over the summer Nicholas shaved his head and he began wearing military boots and jackets over the top of his school uniform. A number of teachers became disturbed by his behaviour in the classroom and increased outbursts against other students.
Answer: Ideology & Notable
- ❖ **Paragraph 2:** Nicholas was suspended for the first time in Year 11 after he distributed posters and stickers around the school. The posters and stickers read "White Power! White People Awake. Save the White Race."
Answer: Criminal Orientation & Notable
- ❖ **Paragraph 3:** Nicolas also began to spend his time outside of school with a new crowd of older men who shared his extreme views.

Answer: Social Relations & Notable

Slide 2:

- ❖ **Paragraph 1:** Nicholas posts pictures on Facebook of him attending concerts with some of these older men.

Answer: Social Relations & Concerning

- ❖ **Paragraph 2:** One of Nicholas's posts read "we must secure the existence of our race and a future for White children"

Answer: Ideology & Concerning

- ❖ **Paragraph 3:** Several of the men, who live at a farm Nicolas sometimes visits on weekends, have been arrested by local police for smashing windows of shops owned by immigrants.

Answer: Criminal Orientation & Concerning

- ❖ **Paragraph 4:** This occurred after Nicholas pulled a box cutter from his shoe and slashed a student across the arm. He did this after another student challenged Nicholas on whether he could be considered a Nazi as he didn't have German blood.

Answer: Criminal Orientation & Attention

14. Upon completion of the first case study, press the 'pause' button. Ask participants then to work in smaller groups using a computer or a worksheet to complete one of the remaining two case studies. **Note:** *If you do not have time to complete a second case study you can refer participants to complete them in their own time.*

15. Inform participants that they can find the remaining case studies by clicking on the 'menu' button and then by pressing either Mohammad Sidique Khan or Jess. **Note** *Participants will need to click on the link <http://amf.net.au/entry/elearning> to find the worksheets as well as the answers to the remaining case studies when completing the activity.*



- ❖ There are a range of anti-social behaviours that can lead people down the wrong path. To help better understand how to identify anti-social behaviours which can lead to violent extremism, a model called The Behavioural Indicators Model was developed.
- ❖ TBIM was developed using information from historical case studies, existing theories and from those who have experienced radicalisation. It has also been reinforced by Australian communities, service providers, government and police through extensive consultation.
- ❖ The model is not specific to any one particular national, political, religious or ideological group.

- ❖ The key purpose of the model is to identify changing behaviours and increasing intensities of those behaviours which can indicate that a person may be at risk of anti-social behaviour which can lead to radicalisation and/or violent extremism.
- ❖ It is not just one behavior that can indicate whether a person is at risk to vulnerable or anti-social behaviour; it is a combination of behaviours and intensity levels.
- ❖ Radicalisation involves the coalescing together of all three components and an escalation in intensity across all sectors.
- ❖ The model is divided up into three behavioural categories; Social Relations, Ideology and Criminal Orientation.
- ❖ In order to help friends and family identify warning signs of an escalation in a person's anti-social attitudes and behaviour in any given category, the model is divided into three levels of intensity across all three categories. Notable, Concerning and Attention.
- ❖ The blue area on the model represents the overwhelming majority of the population who are not showing any signs of anti-social attitudes or behaviours.

Online Influences



1. Introduce that this part will look at how the internet plays a role in Influencing anti-social behaviours and violent extremism. **Note:** *If you are not on the correct slide, click on the 'menu' button, and then click Online Influences for Anti-Social Behaviour and Violent Extremism button.*
2. After the narration finishes on the first slide of this section, click 'next' through the remaining slides and read through the key points highlighted. You can also mention here that although the internet can play a large role in influencing an individual to go down the path of violent extremism, **recruitment is common through face to face interaction with close networks.**
3. Refer participants to the "What you can do" information by clicking on the 'PDF button' at the end of this section. This resource provides information on where to go for support or to learn about internet safety and where to report suspicious behaviour or online content.
4. You can also refer participants here to the Australian Multicultural Foundation's CyberParent Web App, which encourages safe and healthy internet use in Australian homes and equips parents with the knowledge and confidence to identify early warning signs and seek appropriate support. More information can be found at <http://amf.net.au/cyberparent/> or by downloading the app for apple or android devices. Instructions on how to download the app can also be found at <http://amf.net.au/entry/cyberparent>.



Key Messages

- ❖ The internet plays an important role in helping us to connect and communicate with people all over the world and exchange information. The internet is also a platform which allows people to express their views freely.
- ❖ Violent extremists mainly use the internet for a number of purposes including: networking, propaganda, psychological warfare, fundraising, recruitment, information/intelligence, the distribution of instruction manuals and even web-based training in bomb-building techniques. Mostly this is done in a closed network.
- ❖ The following signs may indicate that an individual is vulnerable to anti-social behaviour due to material viewed online:
 - i. Becoming increasingly secretive about online viewing habits.
 - ii. Using online social networking platforms such as Facebook or Twitter to promote violence or other criminal behaviour to advance a cause.
 - iii. Downloading large amounts of violent extremist content such as:
 - Online instruction and training manuals about making explosives or other methods to undertake violence.
 - Violent extremist literature, images and video clips that advocate the use of violence or other illegal behaviour to promote a cause.
(Source: www.livingsafetogether.gov.au).



PREVENTION

What is the Purpose of the Prevention?

- To identify some of the strategies that will assist in prevention of engagement in violent extremism.
- To introduce a case study where prevention strategies are applied.
- To introduce support and community networks that can play a role in preventing anti-social behaviour.
- To give people information about how to develop networks and supports in their community.
- To assist someone in providing help to a person who may be vulnerable and is unsure how to develop networks and supports.

What is included in Prevention?

- Explanation of support and networks that assist in prevention.
- Explanation of support and networks that assist in early intervention and getting back on track.

- A case study example of a young person leaving an extremist group through the support of family.



Facilitator Notes

1. Introduce this section and explain that it will discuss community and support networks that can play a role in preventing a person engaging in anti-social behaviour.
2. Click the 'Prevention' button for participant's to listen to the narration of this section.
3. Press the 'pause' button in the bottom left hand corner when you come across the 'Applying the Behavioural Indicators Model- Case Study of Sam' slide. Introduce that the TBIM will again be applied to a real life case study. Explain that this case study is an example of one that did not end in violence and where prevention strategies were used.
4. Press the 'play' button for participants to listen to the case study narration.
5. As a big group, ask participants to again match the behavioural indicator to the warning signs. Get them to also consider the levels of intensity whilst completing the activity. The answers for the 'Sam' case study are as below;

Slide 1:

Paragraph 1: He was flattered by the attention and interested to learn more from them and started to follow their lead without questioning them.

Answer: Social Relations & Notable

Paragraph 2: Two years down the track, Sam started to change in the way he practiced his religion from his family, disengaging from social activities and his friends

Answer: Ideology & Notable

Paragraph 3: Sam started to think of other Muslims as non-believers.

Answer: Ideology & Concerning

Slide 2:

Paragraph 1: The religious leader started to preach hatred and violence against those who did not believe the way they did.

Answer: Ideology & Attention

6. Once you have matched all the behavioural indicators to the warning signs, in a big group ask participants to answer the case study questions. The answers to the questions are indicated below;

Question1: How do you think this case study is different to the earlier ones?

Answer:

- a. The boy started to question the things he was being taught which were in contradiction to his earlier upbringing.
- b. The others did not discard their extremist ideological beliefs which led to violence.

Question 2: What do you think was the turning point for Sam? What happened in order for him to reevaluate his new religious practice?

Answer:

- a. His family and friends helped guide him back from being under the influence of extremist ideological views and interpretation of Islam.
 - b. He questioned if he was on the right track.
 - c. The hate speech by the leader convinced him that something was wrong.
7. Introduce that there are different types of support and community networks that can assist in the prevention of anti-social behaviors including violent extremism.
 8. Click each icon for the narrator's detailed explanation of these support systems.
 9. Do the same for the community networks. **Note:** each icon must be pressed to progress to the next slide.
 10. Introduce the three questions mentioned in the 'Prevention Strategies- Community Networks' slide that can help in developing a support network. Encourage participants to take a few minutes to answer the three questions or their own.
 1. Who or what group can you identify in the community that you trust and respect and would be a positive influence?
 2. How can they help you?
 3. How can you approach the person/group?



- ❖ Preventing engagement in violent extremism can be more effective if communities can identify behavioural changes and the intensities of those changes. It is those closest to the individual that can dissuade or intervene and prevent them from going down the wrong path.
- ❖ Strong relationships are essential in supporting a person to disengage from their anti-social behaviours.
- ❖ Extremists exploit vulnerabilities in individuals to drive a wedge between them and their families, and often target those who lack effective support networks, have a limited understanding of their faith, or have uncertainties about their own identity.

- ❖ Early Intervention Support may come from a family member such as a parent, uncle or aunt, or from a person's friends. A community member such as a sporting coach, teacher or religious leader may also be a positive influence and can act as a mentor for the individual. In more difficult cases support may need to be sought from a professional service provider such as a social worker or psychologist, or even directly from the police.
- ❖ The most significant factor in determining the success of an early intervention is not the skills or qualifications of the person providing help, but rather the personal relationship between the individual and the person offering support.

Program Summary

1. Click the 'Program Summary' button for the narrator's summary of what participants should be able to do.
2. Click 'next' to return to the menu page.
3. Ask participants if they have any questions about the program.
4. Thank participants for taking part in the program and ask them to fill in the evaluation survey which can be found at the end of the program summary.



FREQUENTLY ASKED
QUESTIONS



RESOURCES

[Australian Multicultural Foundation, 2018, *CyberParent Web App*, Australian Multicultural Foundation, viewed 15 June 2018, <http://www.amf.net.au/entry/cyberparent>,](http://www.amf.net.au/entry/cyberparent)

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Markus A 2017, *Mapping Social Cohesion, Scanlon Foundation Surveys*', Monash Institute for the Study of Global Movements, Scanlon Foundation, Australian Multicultural Foundation, Melbourne, viewed 15 June, http://scanlonfoundation.org.au/wp-content/uploads/2014/05/ScanlonFoundation_MappingSocialCohesion_2017.pdf

OnePath Network 2017, 'Islam in the media', *OnePath Network*, viewed 3rd July, https://gallery.mailchimp.com/a128c8cb7a84b3cbc8070e0e0/files/f6798530-d7a8-46da-b315-b24d6e8e90e7/OPN_mediaProject_Report_MARCH.pdf?utm_source=Islam+in+the+Media&utm_campaign=ab3f3ac943
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