EXTREMISM

AND

RADICALIZATION TO VIOLENCE

PREVENTION

IN

MANITOBA

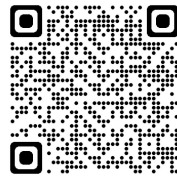A Resource for Educators

ENGAGE | EDUCATE | PREVENT

"It's never too late for one caring adult to make a difference in the life of an at-risk youth."

ERIM PROJECT TEAM

Dr. Kawser Ahmed, Director

Linda Mlodzinski, Coordinator

Connie Wyatt Anderson, Writer

Marjorie Poor, Editor

This resource is the collective effort of many individuals and organizations. To find out more about ERiM, our allies and supporters, as well as news and updates, scan the QR code.

Website references in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

TABLE OF CONTENTS

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Introduction

Extremism and Radicalization to Violence Prevention in Manitoba (ERiM) is a made-in-Manitoba resource for educators. Funded by Public Safety Canada, this document was created in collaboration with educators and education stakeholders and intended for use in Manitoba schools.

Purpose

The purpose of this guide is to **develop educator awareness, knowledge, and capacity in order to build resilience in youth and to help prevent radicalization to violence.**

Radicalization is a covert phenomenon. The first step to prevention is to establish and support a school-wide **ethos** that is both caring and inclusive. This is a journey that must involve *all* staff members. In the process of nurturing safe and brave spaces, educators will empower youth and help build a better world for all.

Using This Resource

This resource is divided into four colour-coded sections:

ENGAGE: What is radicalization to violence?

Radicalization to violence is a term that describes the beliefs and actions of individuals who support or use violence to achieve extreme ideological, religious, or political goals. Radicalization is a deliberate and complex process and is driven by many factors.

EDUCATE: Who is at risk?

Educators play an important role in the development and growth of their students and are are key to helping prevent radicalization to violence. Educators need to be aware of the warning signs and take steps to pre-empt radicalization before it takes place.

PREVENT: What can educators do?

Prevention begins with a school-wide ethos of caring and inclusiveness. Students who are nurtured and empowered are more able to explore and fortify their identities and   build resilience to resist recruitment tactics.

Curriculum Connections

Ideas to integrate radicalization prevention in the curricular areas.

Enduring Understandings

Key Ideas in Preventing Radicalization

- *Extremism* is having ideological beliefs beyond what most people consider to be acceptable. Extremists may support illegal, violent, or other radical actions and behaviours.

- *Violent extremism* is the beliefs and actions of people who support the use of violence to achieve ideological goals.

- *Radicalization to violence* is a process that occurs over a period of time as an individual increasingly accepts and supports violent extremism. It may also be triggered by a specific event.

- Individuals who lack a sense of belonging, feel a sense of injustice, or experience discrimination and marginalization are more prone to radicalization.

- Young people with identity or self-esteem issues are more vulnerable to recruitment by extremist groups. These groups use sophisticated techniques to stalk, lure, and manipulate youth, both online and in person.

- Inclusive, safe, and caring schools and communities help fortify student identity and self-esteem, and can pre-empt the process of radicalization.

- Critical thinking and media/digital literacy skills are vitally important in helping youth resist radicalization.

- A school-wide approach that builds awareness and knowledge for *all members of the school community* is the most effective approach to help prevent youth radicalization.

● ● ● ● ● ● ● ● ● ● ● ● ● ●

A *safe* space is one that doesn't incite judgment based on identity or experience and, while learning may occur, the ultimate goal is to provide support. A *brave* space encourages dialogue and recognizes difference, and holds each person accountable to do the work of sharing experiences and coming to new understandings.

Adapted from
Safe Spaces vs. Brave Spaces | diversity | equity | justice (wordpress.com)

ENGAGE

What Is Radicalization to Violence?

Why is this important for educators?

Radicalization to violence is a term that describes the beliefs and actions of people who support or use violence for extreme ideological, religious, or political goals.

Diversity and inclusion are widely regarded as cornerstones of Canadian identity. However, these concepts are not always fully embraced by all citizens. Throughout our history, individuals and communities have struggled with and continue to face systemic racism and discrimination, in large part, due to colonialism.

Recent events in Canada and abroad have shown that no community is immune to the effects of hateful rhetoric or hate-based violence. This includes school communties.

Given the prevalence of intolerance, including Islamophobia, anti-Indigeneity, anti-Semitism, anti-Black racism, homophobia, misogyny, and other hate-based sentiments, Canadians need to do much more to combat racism, discrimination, and prejudice.

Schools and classrooms serve as both mirrors and windows to society. As mirrors, they provide students with opportunities to see and examine their own identities, beliefs, and ideas in relation to others. As windows, they help students examine and find their place within the world around them. And so it is in schools that important steps need to be taken to help prevent radicalization to violence.

Adapted from
Building a Foundation for Change:
Canada's Anti-Racism Strategy 2019-2022
https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html

All teenagers seek a sense of identity and belonging. Hate-based organizations know this and look for ways to connect with young people in order to grow their base. It takes vigilance on the part of teachers, administrators, and parents to ensure that all members of a school community feel connected in positive ways and are not left vulnerable to extremist rhetoric or recruitment.

Adapted from
Confronting White Nationalism in Schools
ConfrontingWhiteNationalisminSchoolsToolkit.pdf

ENGAGE

A COMMUNITY-WIDE APPROACH

Preventing radicalization requires a community-wide approach.

Educators spend significant time with students and come to know many aspects of their lives. Educators are often on the front lines when students experience difficulties or face challenges in their lives.

Many **parents and caregivers** would reject the idea that their child might be susceptible to radicalization. However, all children experience challenges and have vulnerabilities—especially during adolescence—and need familial supports to keep them safe.

Many **adults in the community** have regular interactions with young people. The first person to notice concerning behaviour in a vulnerable youth may be a swimming instructor, music teacher, hockey coach, school bus driver, or other adult who sees a young person on a regular basis.

Adolescents are impressionable and easily influenced, and especially vulnerable to those who would exploit them. There are warning signs—often only noted in retrospect—that a young person is vulnerable and possibly at risk of, or undergoing radicalization.

Given that it is almost impossible to predict who might become radicalized, every adult who engages with youth on a regular basis has a role to play in helping to prevent radicalization.

• • • • • • • • • • • • • •

Check Out

What Happened After My 13-Year-Old Son Joined the Alt-Right: A Washington family's nightmare year.

https://www.washingtonian.com/2019/05/05/what-happened-after-my-13-year-old-son-joined-the-alt-right/

It Takes a Village to Raise a Child

This old African proverb captures the idea that every adult who interacts with a child needs to be a positive role model and contribute to a safe and nurturing environment. The actions of every adult in the life of a child should contribute to the child's healthy development and well-being.

ENGAGE

A High School Student's Story

Alex, a high school student, gets into an argument about Canada's foreign aid with another student who happens to be a recent immigrant. Alex is outraged that Canada provides help to foreigners when so many Canadians are in need. This incident makes him believe that immigrants should not have a say about any of Canada's policies. Noticing his outrage, a friend takes Alex to a protest organized by a far right group that proclaims anti-immigrant rhetoric. After the protest, the organizers invite him to hang out, and he becomes interested in learning more about their group. He starts to follow those individuals on social media, where they post about their ideas and upcoming protests. After attending a few more protests, Alex begins to help the group organize their rallies and gather support for their cause on social media, which leads to a more important position in the group. As a full member of the group, he vandalizes immigrant places of worship and takes part in violence by attacking visible minorities on the streets. Alex quickly becomes known to the police, who are collecting evidence in order to arrest and charge him with criminal offences.

Source:
National Strategy on Countering Radicalization to Violence
publicsafety.gc.ca

WHO IS VULNERABLE TO RADICALIZATION?

There is **no single profile** of who may be vulnerable to radicalization.

Both personal and social factors can contribute to vulnerability, including low self-esteem, physical or emotional abuse, bullying or ostracization by peers, socio-economic circumstances, political or religious affiliations, and so on.

The nature of adolescence itself can contribute to vulnerability. The adolescent years can be a time of significant turmoil and change for some youth as they

- undergo a complex journey of self-discovery
- seek to understand and find their place in the world
- experience insecurity and emotional intensity, and volatility
- explore and experiment with self-identity
- develop a need for independence and autonomy, and distance themselves from family
- seek connections with, and acceptance by, peers
- take risks, experiment, explore

Peer pressure is a powerful force at a time when youth are taking their first steps toward independence, and new peer groups are considerably more fragile than family. A young person might conform to questionable group norms or engage in risky behaviour in order to be accepted by a group, simply because the alternative of being shunned is too difficult to bear.

The **Internet** is another factor in vulnerability. Many young people spend much of their lives online, most of it unsupervised. If a young person is struggling with personal and social challenges, desperate for acceptance and belonging, he or she may inadvertently discover and be attracted to (or lured into) an online extremist organization.

Although there is no single profile of who might become radicalized, adolescent youth can be naive and particularly vulnerable to the influence of extremist groups that may try to radicalize them. Educators, caregivers, and other adults who regularly interact with youth need to be aware of just how vulnerable youth may be.

Diversity brings new perspectives into a classroom. Students of different genders, races, backgrounds, and so on, bring multiple insights and thoughts into a classroom. Diversity enhances classroom discussion and learning opportunities. It can add well-rounded views and can help students learn more from each other. It will allow students to see things in a new light—one they may not have considered otherwise.

See Improving Diversity in the Classroom wgu.edu.

Check Out
My Voice is Louder Than Hate, a multimedia lesson resource designed to empower students in Grades 9 to 12 to push back against hate and prejudice in their online communities.

FACTORS THAT LEAD TO RADICALIZATION

There are several factors that might lead youth to radicalization. One factor alone typically does not motivate an individual toward violence; numerous causes usually interact.

- *Social Networks*: Close friends and family can influence an individual's interest in an extremist ideology that calls for violence. Online communities can exert a similar influence.

- *Grievances*: Some individuals become so preoccupied with a social injustice—real or perceived—that they join an extremist group that promises to right the injustice through violence. Grievances can range in scope from feeling personally discriminated against to perceived injustices in other parts of the world.

- *Vulnerabilities*: In some cases, individuals may seek to escape from or to solve personal problems, such as poor family relationships, academic issues, drug abuse, and so on.

- *Sense of Belonging*: Similar to joining criminal gangs, joining an extremist group or cause can make an individual feel as if they are finally part of a group.

- *Inclination toward Violence*: Some individuals are attracted to violence, while others are drawn to the perceived heroic roles promised to those who join violent extremist or terrorist groups.

Adapted from
*Prevent Radicalization to Violence; Peer pressure and group behaviour in teenager*s
https://www.erimca.org/prevent-radicalization-to-violence/

Dangerous content has always existed on the Internet. However, with social media platforms providing a quick and effective pipeline to impressionable audiences, it can be difficult to identify where radical content is originating and whether or not your child or student is being exposed to it.

Only two percent of Generation Alpha (those born after 2010) reportedly don't use technology, meaning young people are left incredibly vulnerable to radicalized Internet communities—and we're seeing the potential consequences in real time.

Check Out
How to Help Your Child Avoid Radicalization on Social Media | POPSUGAR Family

A High School Educator's Story

One of my students had been in foster care since infancy, and now, as an 18-year-old she was about to age out of the system and be jettisoned into the lonely life of a high school student living on her own. To complicate matters, she was struggling with mental health issues. She had not been in class for over two weeks and the buzz in the staffroom was that she wasn't coming back. The student had proved to be an aggressive iconoclast in classroom discussions, and so on a whim, I sent her an email offering to let her choose any book she wanted and we would enter into a discussion, with which I could salvage her Grade 12 mark. I had no response. Then one day, as the class was sitting a mid-term exam, she came to class, expecting me to send her to the office to deal with the weeks of absences. Instead, I asked if she had received my email offer. No, was the response. I led her to my personal computer and had her read my offer and I went back to supervising the class. Suddenly, the silence was broken with such a heart-wrenching sob, and she burst out of the class. I had no idea what to do, but a few minutes later I got an email saying that she would accept my offer if we could read and discuss *Prozac Nation,* to which I quickly agreed. For the rest of the term we only corresponded by email, and she did get her grade. Later I heard from their classmates that she had graduated with a BA in English literature. We never spoke, but the discussions we had through email were among the most challenging I have had with a student. I don't know if my offer made a difference in the direction her life took, but I like to think it helped.

SHARING STORIES

STAGES OF RADICALIZATION TO VIOLENCE

Radicalization to violence is a process in which new converts generally move through a series of stages over a period of time. (See next page.)

Educators and others who are aware of these stages and their warning signs are better able to interrupt the process and potentially prevent radicalization of youth in their care.

The Royal Canadian Mounted Police regard radicalization as a "critical subset of the terrorist threat." They define radicalization* as the process by which individuals—usually young people—are introduced to an overtly ideological message and belief system that encourages movement from moderate, mainstream beliefs toward extreme views.

Radical thinking is not problematic in itself. However, radical ideas become a threat when individuals espouse or engage in violence as a means to promote political, ideological, or religious extremism. Sometimes referred to as *homegrown terrorism*, the process of radicalization is more correctly referred to as *domestic radicalization* leading to terrorist violence.

*The nuances of this definition are important. The word *radical* comes from the Latin *radis*, or root. Its connotation (as in the word *radish*) is of being buried in the ground, rooted, fundamental. A "radical," then, is a person who wishes to effect fundamental political, economic, or social change, or change from the ground up.
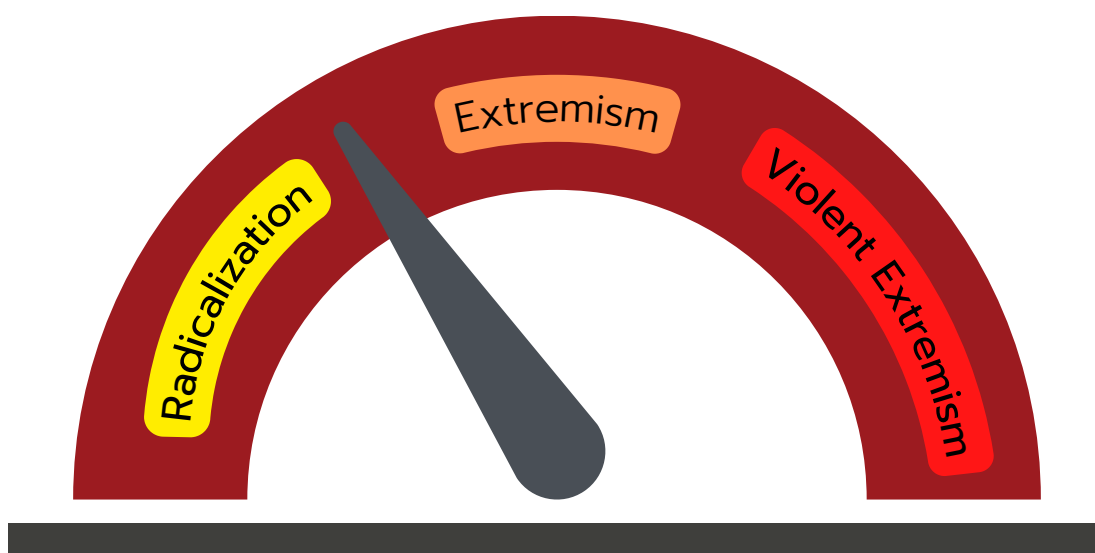
STAGES OF RADICALIZATION TO VIOLENCE

1 Trigger Events

- Crisis events in the home, school, community, or foreign lands trigger uncertainty and existential angst.
- Feelings of helplessness, frustration, resentment, humiliation, or anger arise.
- Struggles with self-identity and (real or perceived) social marginalization take place.

2 Search for Meaning and Connection

- Self-identity fragments; relationships deteriorate.
- Search for new meaning to life begins.
- Belonging and connection to others with similar worldviews are sought.
- A purpose greater than self is discovered within the framework of an extremist group metanarrative (e.g., ideological, ethnic, religious, political).

3 Validation and Support

- Connection to extremist group solidifies.
- The group reinforces the individual's evolving worldview.
- The group fulfills the individual's deep need to rebuild shattered identity.
- Personal sense of self merges with the group's *us versus them* world view.
- Recruiters target, and further groom the vulnerable with validation and support.

4 Indoctrination

- Perceptions of *right versus wrong* and *good versus evil* crystallize.
- Indoctrination deepens.
- The complex world is reduced to a simple *us versus them* paradigm, which is accepted as the sole truth.
- Entrenchment in the idea of *the other as irredeemable* takes place.
- Use of violence against the other is embraced as legitimate, if not desirable.

5 Commission

- Individual is now ready and willing to sacrifice self for group or cause.
- Group provides inspirational, moral, logistical, and/or material support to carry out violent action.

DRIVERS THAT INFLUENCE EXTREMISM

Social/ Cultural Drivers

- societal shift to individualism: me versus them, bread-and-circuses mentality
- fading concern for the common good
- toxic, infectious behaviour role-modelled by public figures, celebrities, politicians
- diminished civility in public spaces
- confusion, uncertainty, and fear that stem from living in uncertain times (e.g., climate change; high cost of living; lack of opportunities)
- bullying and marginalization, online and in person
- trauma, loss, disrupted lives; family separation/divorce; children in care
- cuts to community recreation programs; lack of supervisors and volunteers
- social isolation: more time spent online, less time outdoors with others
- online algorithms creating echo chambers that exclude and polarize
- racism, white entitlement, misogyny, anti-Semitism, anti-Muslim sentiments, and other toxic ideas openly espoused by individuals and groups
- peer pressure to use social media and escalate anti-social behaviours
- mass media coverage that glorifies violence and socially inappropriate behaviour
- voices for peace and non-violent conflict resolution muted in the public sphere
- online chat rooms used by extremists to stalk vulnerable youth

Education Drivers

- lack of curricula and resources focused on issues related to radicalization
- educators often not prepared to deal with radicalization
- political pressure on educators to focus on literacy and numeracy; less support for liberal arts, citizenship/democratic education
- budget issues, class size, lack of resources, fewer extracurricular activities, et cetera

Political Drivers

- systemic structures, policies/laws that reinforce existing power (e.g., colonialism; focus on multicultural celebrations instead of power imbalances, injustices)
- polarization of politics: divisive public figures foment resentment, hate, anger
- misinterpretations of free speech: extremist groups go unchecked in their use of hate speech and other actions
- foreign interference in domestic politics to undermine ways of life

Economic/Environmental Drivers

- increasing gap between rich and poor; poverty, homelessness, drug use
- inflation outpacing wages
- young people have more debt, diminishing opportunities for financial stability
- tensions between capitalist economic system of profit versus social needs
- changing demographics; immigration perceived by some as threat to way of life
- climate change, nuclear threat, and other global issues beyond individual control create uncertainty about the future, fear, existential dread

INTERRUPTING THE DRIVERS

In Schools

- Create opportunities for students to interact with, learn from, and enjoy the company of a diverse group of students and others through
  - collaborative learning strategies, activities, and games
  - extracurricular and inter-divisional teams, clubs, and events
  - school exchanges
  - activities and events with community members, Elders, and others

- Hire more culturally diverse staff members. They are much-needed role models for culturally diverse students, and they enrich a school with diverse perspectives, experiences, and cultural traditions.

- Place more curricular emphasis on
  - digital and media literacy and social media literacy
  - active, democratic citizenship
  - community connections, community-mindedness
  - peace and social justice
  - critical and creative thinking
  - ethics
  - discourse analysis

- Raise educator awareness of the importance and benefits of teaching with trauma-informed and anti-oppression lenses.

- Select media and other learning resources that expose students to diverse peoples and perspectives.

- Provide access to economic information and analysis to help students better understand and act on what is happening in our economy rather than becoming victims of forces they think are beyond their control.
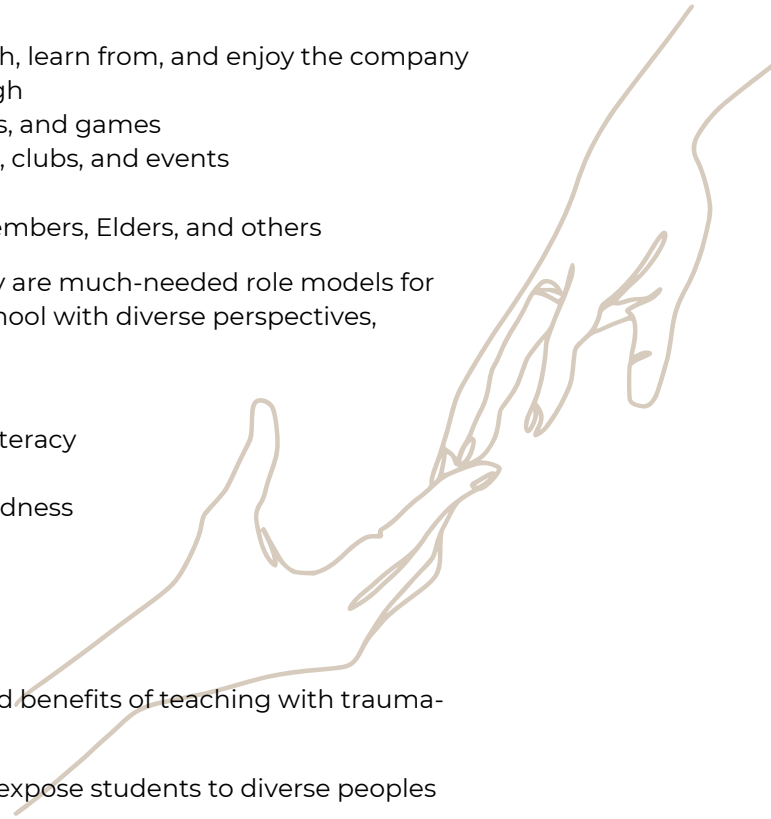
In the Community

- Provide more funding for community recreation programs, events, and healthy alternatives to give youth positive role models, a sense of belonging, and connections to positive groups.

- Increase BIPOC representation in public roles and in the media.

- Encourage spirituality practices that support healthy and protective community and cultural practices.

- Support a community culture that values diversity and that provides ample opportunity for all community members to engage in cross-cultural learning, interactions, and celebrations.

ENGAGE

BULLYING AND RADICALIZATION

"Half of Canadian kids witness ethnic or racial bullying at their school."

Youth who are marginalized or bullied may also develop self-esteem and identity issues and become more vulnerable to radicalization.

An **Angus Reid survey** of 12- to 17-year-old Canadian students found those who identify as a visible minority experience significantly more difficulty fitting in with   peers than students who are not in the minority. The study revealed that racially based insults and bullying are more common in more ethnically diverse areas of the country.

Key Findings

- In schools with a majority of students from similar backgrounds, **50% of students reported having witnessed racial bullying**.

- In schools with more diversity, **two-thirds of students witnessed racial bullying**.

- Visible minority students are **three times as likely** and **Indigenous students twice as likely** as white students to report having experienced personal abuse.

- Most students said they have someone to talk to about these issues; **90% of students** reported they discuss bullying with parents or family members.

- There is more for schools to do: **3 in 10 victims of abuse or bullying reported that the adults in their school were either unaware of it or just ignored it.**

Adapted from
Diversity and Education: Half of Canadian kids witness ethnic, racial bullying at their school
https://angusreid.org/canada-school-kids-racism-diversity/

2016 Canadian Census Data

- Indigenous Peoples comprised 4.9% of population.

- 22.3% of Canadians were visible minorities, a 3% increase since 2011.

- More people reported religious affiliations other than Christianity:
    - In 2011, 67.3% were affiliated with a Christian religion, down from 77.1% in 2001.
    - 7.2% identified as Muslim, Hindu, Sikh, or Buddhist, compared to 4.9% in 2001.
    - From 2001 to 2011, the Jewish population remained stable at 1%.
- Approximately one million people are 2SLGBTQIA+, which is about 4% of the population aged 15 and older.

Source:
Police-reported hate crime in Canada, 2020
statcan.gc.ca

See more survey results:

Diversity and Education: Half of Canadian kids witness ethnic, racial bullying at their school
Angus Reid Institute

A University Student's Story

My story concerns a young man I knew at university. I had several classes with him, and although he was slightly eccentric and seemed to lack a filter, he seemed harmless. We talked occasionally as acquaintances. However, things changed when the COVID-19 pandemic began.

At first, he started posting "edgy" memes and other types of mordant humour via social media. I wasn't yet concerned and engaged him in online conversation. I knew he didn't have many friends and wanted to lend an ear, so I let him rant about various conspiracies and his distaste for the government's management of the pandemic.

However, as the pandemic dragged on, his behaviour became alarmingly more erratic. Previously, he had been apathetic about his religious beliefs, but he increasingly began to strongly identify with his religion, which he broadcast to his social media followers. He quit his job and began posting critiques of the Black Lives Matter movement, and other movements which he dismissed as "woke" or "PC." This was in stark contrast to his previously moderate political positions. His rage was most directed at COVID-19 restrictions and the Trudeau government. To him, Canada was rapidly becoming an authoritarian communist state with Trudeau at the helm. He was a rabid "Freedom Convoy '' supporter and fighting "communism" became his main focus.

I engaged in conversation with him throughout the pandemic, trying to be non-judgmental and to sympathize with his situation. Unfortunately, he began posting very explicitly anti-Indigenous messages, despite knowing that was my background, and for my own sake, I made the decision to disengage from him.

I still feel guilty that I did not help him achieve more mental wellness.

SHARING STORIES

WHAT THE NUMBERS TELL US

Experts agree that warning signs of extremist views in youth need to be addressed early in the process of radicalization.

In 2019, police reported 1,946 criminal incidents in Canada that were motivated by hate. Statistics Canada data from 2010 to 2019 reveals that 23% of people accused of hate crimes were between the ages of 12 and 17, while 86% were male. (Warren Kay/CBC)

Number of police-reported hate crimes in Canada, 2009 to 2020

Police-reported violent hate crimes in Canada, 2020

Police-reported hate crimes per province, 2020

rate per 1000,000 population
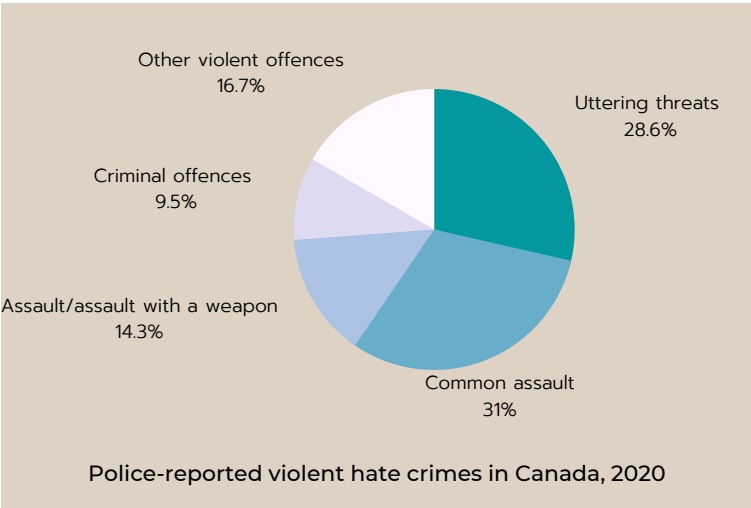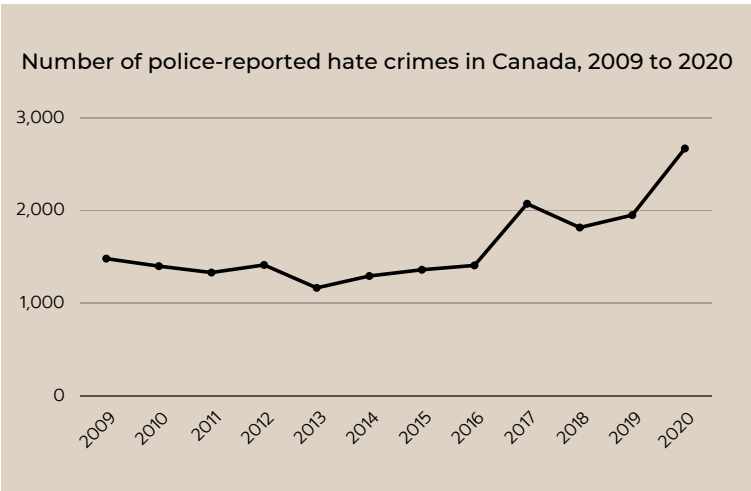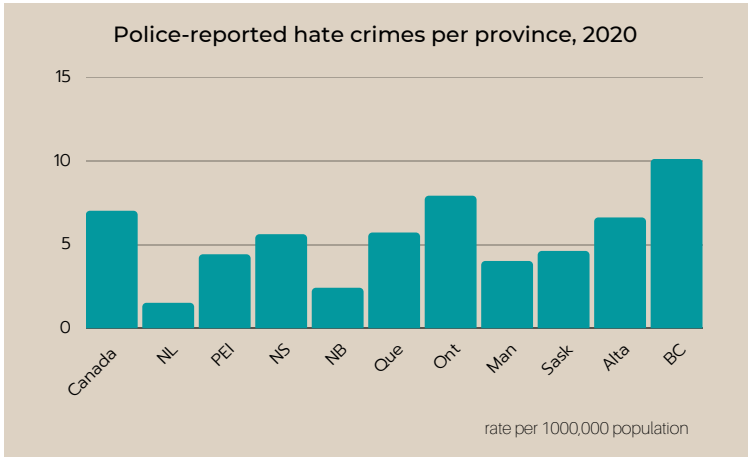
Check Out

Moose Hide Campaign: Standing
Up Against Violence Towards
Women and Children

Number of police-reported hate crimes by motivation, 2020

Type of motivation

Number

Police-reported hate crimes motivated by hatred of a race or ethnicity, 2020

WHAT THE NUMBERS TELL US

17

ENGAGE
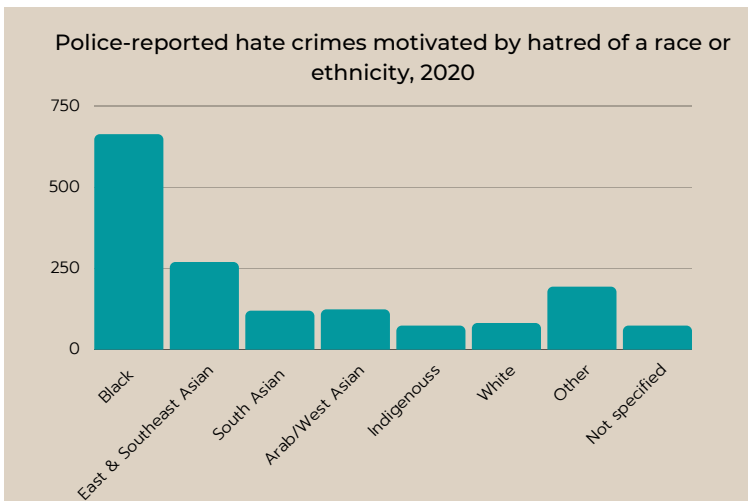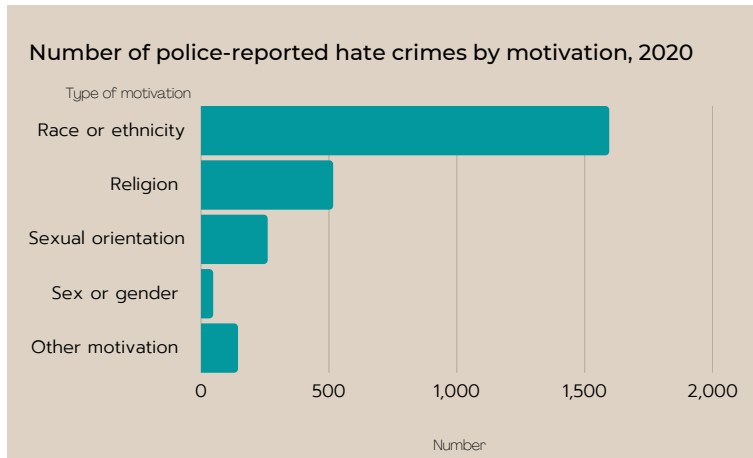
VIOLENT EXTREMISM: FORMS AND IDEOLOGIES

White Nationalism: White supremacists who are anti-immigrant and anti-BIPOC

Alt-Right: According to the Southern Poverty Law Centre, alt-right is an ideology whose loose membership holds a core belief that *white identity* and *western society* is under attack by multicultural forces using "political correctness" and "social justice" to undermine white people and "their" civilization.

Anti-Black Racism: Anti-Black racism is one of the most common forms of hate, rooted in white supremacist ideology, colonialism, and imperialism.

Anti-Indigenous Racism: Canada's colonialist history has contributed to racism and discrimination against Indigenous peoples.

Anti-Semitism: Hate-promoting individuals and groups often portray the Jewish community as an outside force that controls media, banking, entertainment, education, and government.

Anti-Muslim Hatred: Anti-Muslim sentiment has grown steadily in Canada and elsewhere in the world. Largely in spaces like Facebook, Twitter, and YouTube, people of all ages and backgrounds have expressed animosity toward both newcomers and Muslims born in Canada.

ENGAGE

VIOLENT EXTREMISM: FORMS AND IDEOLOGIES

Misogyny and Anti-Feminism: Misogynists and anti-feminists who feel entitled and disillusioned exploit online communities to provoke and build upon angry young men's feelings of injustice. This animosity is often redirected toward women, as well as people of colour, immigrants, and religious minorities.

INCEL: The **in**voluntarily **cel**ibate are an online subculture, comprising mostly young, heterosexual men who often endorse violence against the sexually active population, especially women.

Anti-2SLGBTQIA+: Homophobia and transphobia play a significant role in hate-promoting ideologies, fuelled in large part by toxic masculinity (i.e., any threat to masculine power or to the patriarchy). The acronym 2SLGBTQIA+ stands for two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and additional sexual orientations and gender identities.

Jihadism: Jihadism is combination of the Arabic word (جهاد) meaning *struggle* and the English suffix *ism*. The term refers to religio-political militant movements that seek to use violence to implement an ultraorthodox version of Islam. Since 9/11, the term has come to denote the political beliefs of *any* organization that promotes a rigidly traditionalistic version of Islam. In its original usage, the term applied to organizations espousing a violent overthrow of governments in order to forcefully implement a puritanical version of Islam. Similar to their European and U.S. counterparts, Canadian jihadists are ethnically, socially, economically, professionally, and educationally diverse.

Adapted from
CAHN_-_Confronting_and_Preventing_Hate_in_Canadian_Schools.pdf
nationbuilder.com

● ● ● ● ● ● ● ● ● ● ● ● ● ●

Check Out

Extremists using online gaming and Covid conspiracies to recruit youngsters
The Guardian, November 19, 2021

Could I have done more? Coming to terms with seeing family members radicalized
CBC Saskatchewan, June 2, 2021

ENGAGE

PYRAMID OF WHITE SUPREMACY

Genocide　Mass Murder

Unjust Police Shootings

Violence　Lynching　Hate Crimes

Police Brutality

Calls for Violence

Neo-Nazis　KKK　The N-Word

Confederate Flags　Burning Crosses

Swastikas

Discrimination　Mass incarceration

Racial Profiling　School-to-prison Pipeline

Hiring Discrimination　Stop and Frisk

Fearing People of Color　Redlining　Racial Slurs　Anti-Immigration Policies

Funding Schools Locally　Predatory Lending

Veiled Racism　Victim Blaming　Racist Jokes

Paternalism　English-only Initiatives　Euro-Centric Curriculum

Racist Mascots　Bootstrap Theory　Cultural Appropriation

Tone Policing　Tokenism

Claiming Reverse Racism　Colorblindedness

Minimization "We all belong to the human race"　Denial of White Privilege

White Savior Complex　"Post-racial Society"　"Why can't we all just get along?"

"It doesn't matter who you vote for"　White Ally Speaking Over POC　False Equivocaton

"It's just a joke!"　"Get over slavery"　"Not all white people ..."

"But my Black friend said ..."　Not believing experiences of POC　Prioritizing Intentions over Impact

Indifference　Two Side to Every Story　Not Challenging Racist Jokes

"Politics doesn't affect me"　Remaining Apolitical

Avoiding Confrontation with Racist Family Members

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

Adapted from Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence's diagram
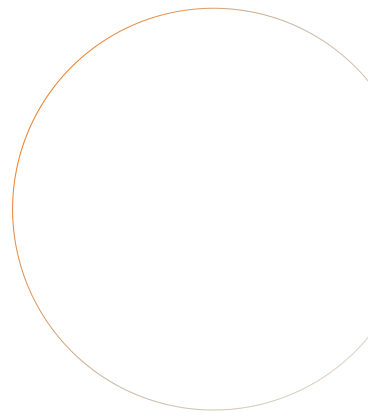
Check Out
Canadians See Alt-Right As Greatest Threat to National Security

Mainstreet Research, April 5, 2019

20

ENGAGE

EDUCATE

WHO IS AT RISK?

Radicalization is a complex and unpredictable process that generally takes place over an extended period of time. Less frequently, it may be triggered by a single event. There is no single path to radicalization, but there are usually warning signs and indicators that it might be happening.

Educators need to be aware of the propaganda students may be exposed to, as well as the strategies that recruiters use to lure victims. Educators need to learn the sign to watch for and be prepared to act when they suspect a youth may be vulnerable to radicalization.

The warning signs on the next page identify *possible* signals of radicalization. Always keep in mind that, for some, adolescence is a time of emotional turmoil; what might be wrongly interpreted as a warning sign might simply be normal teenage behaviours related to insecurity and angst.

Who is vulnerable?

Anyone can be radicalized, but certain character traits make some young people more vulnerable than their peers. These traits include being impressionable, easily influenced, and having low self-esteem. Bullied or marginalized youth are at an even higher risk.

Vulnerable youth may feel

- isolated and lonely or wanting to belong
- unhappy about themselves and what others might think of them
- embarrassed or judged about their culture, race. gender, or religion
- stressed or depressed
- fed up with being bullied or treated badly by other people or by society
- angry at other people or the government
- confused about what they are doing
- pressured to stand up for other people who are being oppressed

Adapted from
Radicalisation and extremism- How children
may be at risk
dcfp.org.uk

WARNING SIGNS OF RADICALIZATION

Changes in Attitudes and Behaviours

- withdrawn and isolated, spending excessive time alone
- no longer interested in things they used to enjoy
- refuses to take part in regular activities or to attend school
- low self-esteem
- victim of bullying
- increasingly depressed, defensive, or angry
- expresses feelings of hopelessness, helplessness, persecution, injustice
- changing beliefs
  - sympathizes with extremist ideologies and groups; supports the need for violence
  - espouses radical ideas, conspiracy theories (e.g., "great replacement", "white genocide")
  - anti-BIPOC, anti-Semitic, anti-immigrant, misogynistic
- talks as if from a script; uses extremist language and terminology
- wears clothing or uses symbols/memes associated with extremist groups
- unexpectedly drops out of school

Changes in Relationships

- dramatic shift in treatment of others
  - anti-social comments
  - disrespectful, argumentative, refuses to listen to others' viewpoints
  - refuses to associate with or is abusive toward others of a different culture, race, gender, or sexuality
  - rejects authority
- increasing conflicts with parents, friends, peers, teachers, and others
- spends less time with friends or suddenly severs long-standing friendships
- refuses to interact socially
- ostracized by peers
- converts to a new religion
- secretive; refuses to discuss activities and whereabouts
- has new friends who are kept distant, never seen or introduced
- joins, or tries to join, an extremist organization

Online Activities

- secretiveness regarding Internet use (e.g., regularly clears history of website visits)
- frequents Internet sites and social media that condone radical or extremist views
- accesses or shares extremist propaganda
- cites and shares apocalyptic and conspiracy theories
- changes online identity or has more than one online identity

EDUCATE

WHAT TO DO IF YOU SEE WARNING SIGNS

Never ignore warning signs.
Don't wait, intervene early.

- Approach the situation calmly and sensitively.
- Be careful not to push your student/child away.
- Continue in the same caring and unconditional relationship.
- If they become withdrawn or act negatively, reassure them.
- Tell them you are concerned with their well-being, that you disapprove of their behaviour, not them.
- Talk about things that are important to them. Don't be afraid to talk about extremism. If they don't hear about it from you they will find the information somewhere—likely on the Internet.
- Be a good listener, ask non-threatening questions.
- Never shame or blame.
- Tell your student/child about the tactics recrutiers use to lure and groom their victims, e.g.,
  - using a false identity; pretending to be a friend, or the same age, or the same gender
  - manipulating them through attention and flattery
  - using humour, irony, and entertaining or provocative videos, songs, and photos to lure them
  - using propaganda, fabricated information/data

Educators should discuss concerns with colleagues and the student's family.

Parents and caregivers need to pay close attention to their children's lives:

- Get to know your child's friends (especially new friends) and their families.
- Always be aware of your child's activities, the people they interact with, and the places they go.
- Be proactive: reach out to teachers, coaches, and other trusted adults in your child's life to build a supportive network around them.
- Discuss any concerns with your child's teacher, principal, guidance counsellor, or others who know your child and have insights as to their behaviour.

If you are an educator with concerns about a student:

- talk to a colleague to see if they have noticed similar signs

- talk to your student in a direct, but sensitive, non-judgmental manner

- raise the issue with the student's family

- talk to one of their friends to establish if something is wrong in their social life

- respectfully challenge their opinions by offering alternative arguments

Adapted from
Spotting the signs of radicalisation

EDUCATE

RECRUITMENT TO EXTREMIST GROUPS AND HATE MOVEMENTS

Recruitment to extremist groups and hate movements often happens on the Internet, and recruiters may lurk wherever youth are online.   Here are a few examples:

TikTok features short videos and is an easy platform for youth to fall into dangerous rabbit holes. The sheer volume of content they consume makes it difficult for youth to contextualize and understand everything they see. Hate-motivated videos use humour and subversivenes to hijack youth and lead them down a path to more blatant hate content.

Streaming platforms such as *Twitch, DLive, Trovo*, andothers are popular ways to live-stream and produce content. These platforms are also used to earn income, as they allow for money to be sent directly to the broadcaster of the stream. There has been a huge increase in the number of alt-right and white supremacist live-streamers using these platforms.

Telegram is a publishing and networking tool, often used by citizens living under authoritarian regimes. Most people who promote hate on platforms like *Facebook* and *Twitter* code their messages. *Telegram* messaging is more violent and direct. Some of the most extreme, far right-wing individuals—including those who promote mass murder—communicate through *Telegram.* The use of *Telegram* by youth should be seen as a red flag.

Adapted from

Confronting_and_Preventing_Hate_in_Canadian_Schools.pdf
nationbuilder.com.
To read more, CLICK HERE

The sad reality is that if teens are online, they are being exposed to white supremacist content.   While there is a lot of public awareness in the aftermath of mass shootings of platforms such as 4chan, 8chan, Gab, *and others, this content is on popular platforms for youth and teens, such as* Instagram, Tiktok, Steam, *and* Discord, *and within games.*

Check Out
What To Do If You Suspect Your Teen Is Getting Radicalized Online
May 18, 2022

SCHOOLS AS TARGETS FOR EXTREMISTS

Schools are community hubs and easy targets for extremist organizations that troll for vulnerable young people. Extremists use powerful strategies to lure youth. They test-market slang on *Twitter,* rewrite popular songs with hate-filled references and lyrics, and join online gaming platforms, all to reach a young audience.

Adolescents average about nine hours a day on electronic media and may be developmentally predisposed to take risks online. The adolescent brain is still learning to control impulses and regulate emotions, and to assess risks and consequences. Socially anxious or depressed adolescents more often communicate online with strangers and are more prone to self-disclosure. The virtual world is fertile ground for spreading misinformation and hate, as well as for recruitment and radicalization to violence.

In recent years, as schools have increased online learning, recruiters of hate have also stepped-up online trolling. The virtual tools used in schools are also the tools of the hate-motivated, who target new recruits and anonymously harass Black and Indigenous students, and other students of colour, as well as 2SLGBTQIA+ and otherwise marginalized students.

Adapted from
Digital media: Promoting healthy screen use in school-aged children and adolescents: https://cps.ca/en/documents/position/digital-media

● ● ● ● ● ● ● ● ● ● ● ● ●

The process of online radicalization of youth is a global and multi-faceted phenomenon in which social media are used as a strategic tool to try to incite violent behaviour.

United Nations Educational, Scientific and Cultural Organization research report on the impact of the Internet and social media on youth and violent extremism.

Youth and violent extremism on social media: mapping the research
UNESCO Digital Library

Trolling

Trolling is when a person posts inflammatory, false, insincere, or off-topic messages in an online community, news group, forum, chat room, video game, blog, comment board, and so on.

The purpose is to provoke emotional responses, spread rumours or lies, or to manipulate others' perceptions.

This may be for the troll's amusement, or for a specific result, such as disrupting a rival's online activities, manipulating a political process, and so on.

Grooming

Grooming is a process where a person with bad intent befriends a child or youth. Groomers stalk victims online and in person. Online groomers may pretend to be someone they are not, such as being the same age or gender as the victim.

A groomer takes time to develop a relationship and build trust with their victim and, once trust is established, moves on to exploitation and recruitment.

Marginalized and alienated youth are easier, more vulnerable targets.

A High School
Guidance Counsellor's Story

I once worked as a guidance counsellor at an inner-city high school that had a strict attendance policy: students could be expelled for missing classes, and if students missed more than 10 classes in a course, they would lose that course credit.

As guidance counsellor, one of my responsibilities was to meet with students who were at risk of losing credits. This meant working with their families and putting supports in place to keep them in school. One story that stays with me involved a girl who had absentee issues and was at risk of being expelled. She was a good athlete and had performed well during intramural sports and at the school field day—so well that she was eligible for the divisional championships. However, our attendance policy prevented students who missed a high number of physical education classes from going to the divisionals. I pleaded with the PE staff to let her go, as she really liked participating, and getting any positive results was a real boost for her. I pointed out that letting her compete might keep her from dropping out. The staff suggested I should not mix my counselling with my coaching and refused to let her participate. And so, she dropped out. It was June.

Decades later, this and memories of other students stay with me. I vividly recall the challenging and sometimes horrendous situations they faced, which led to their absences, expulsions, or dropping out: racism, poverty, addictions, abuse, and/or sexual assault. Many lived through painful divorces, family illnesses or death, while others had drug-addicted or incarcerated parents—all forcing them to grow up too fast.

I was aware these issues were not just personal problems for my students. They were social problems that had political and economic solutions. What stays with me is how much these troubled students valued school and wanted to get an education, how hard they tried to hang on, to not drop out. I was always struck by how little it took for some students to turn things around, how far the simple act of caring could go, and how much they appreciated any attention and support. During my time in that inner-city school, I came to understand that rigid school policies did indeed make a difference, but not always for the good of the student. It is clear to me that school policies need to be trauma informed and reflect the reason most of us became educators: so that students come first, not rules and polices.

DANGERS OF ONLINE GAMING

Almost 90% of Canadian youth play online games. Action and adventure games are most popular, followed by fighting and social games. Online games may be entertaining, but they might also put vulnerable youth at risk.

Games with chat and messaging features are frequently infiltrated by extremist recruiters. They often use false identities to spread propaganda and lure potential recruits. Once connections are made, recruiters develop rapport with their new converts, and then groom and indoctrinate them.

Online gaming is an ideal extremist incubator, providing:

- potential recruits who may be sympathetic to a cause
- a remote and anonymous environment
- the illusion of closeness with friends and teammates, whose real identities may be disguised
- unsupervised spaces for marginalized youth to socialize with others who (they believe) are not a threat to them, and where they find a sense of belonging and community

Adapted from

Ontario Creates Industry Profile - Interactive

E-Recruits: How Gaming is Helping Terrorist Groups Radicalize & Recruit a Generation of Online Gamers

Video Gaming and (Violent) Extremism: An Exploration of The Current Landscape, Trends, and Threats

A 2005 study of the online habits of young Canadians by the Media Awareness Network found young Canadians typically do not differentiate between the virtual and real worlds.

Playing online games was a favourite activity of nearly 90% of students in Grade 4, while 86% of students in Grade 11 use instant messaging daily.

80% of youth reported they listen to music and use instant messaging programs on a daily basis.

Source:
Youth Online and at Risk: Radicalization Facilitated by the Internet

CHECK OUT
It's a slippery slope: How young men fall into online radicalization

CBC, September 19, 2022

"You can sit at home and play _Call of Duty_ or you can come and respond to the real call of duty—the choice is yours." This was tweeted by an ISIS hacker and propagandist. Gaming culture and popular video games, such as _Call of Duty_ and _World of Warcraf_t, have become exploited by terrorists and violent extremists for propaganda and radicalization purposes.

See: _S1E8: How are terrorists and violent extremists using gamification? Apple Podcast_
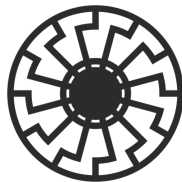
SYMBOLS THAT PROMOTE HATE

Hate-based groups have mastered the use of symbols to lure potential recruits, as they are very powerful tools. Many symbols are instantly recognizable and announce interests and affiliations. Some are ironic or tongue-in-cheek, intended to play down their power.

Extremists know how to exploit youths' attraction to pranks and jokes and use humour as a recruitment tactic.   A young person can be lured into a hate-based organization with humour, and then gradually desensitized to their ideology as messaging shifts subtly to harassment, bigotry, and cruelty—all often still disguised as humour.

Hate groups constantly adapt and change their symbols and memes in order to avoid law enforcement—educators need to stay up to date.

Black Sun
Ancient Norse and Celtic design, co-opted by the Nazis. Heinrich Himmler redesigned and displayed the image on the floor of a Schutzstaffel (SS) castle. Its current usage is explicitly white supremacist.

Happy Merchant
Anti-Semitic cartoon used in far-right, online spaces to suggest greed or a Jewish conspiracy.

Pepe the Frog
Comic character appropriated by far-right, online spaces, particularly *4chan*. It is well known as a racist mascot and popular in white nationalist spaces. There are many variations of Pepe.

Life rune
Ancient rune co-opted by white supremacists. It is a very common symbol used by neo-Nazis and other white supremacists..
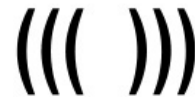
SS Bolts
Common white supremacist and neo-Nazi symbol, derived from the Schutzstaffel (SS) of Nazi Germany.

The Echo
A typographical practice used online by some anti-Semites. The symbol typically consists of multiple parentheses placed around someone's name, a term, or a phrase. The symbol is a signal to others who are "in the know" that the person being referred to is Jewish.

To see a more comprehensive list of symbols, visit:

Extremist Symbol Library
erimca.org

- or-

Anti-Defamation League
Hate Symbols Database

Adapted from
*Confronting_and_Preventing_Hate_in _Canadian_School*s.pdf
nationbuilder.com
To read more, CLICK HERE.

A High School Teacher's Story

Many years ago, when I was teaching high school, a group of three students came to my World Issues class, high, every Friday afternoon. It was always quite obvious they'd been smoking marijuana. They knew that I knew they were high, as did the rest of the class. The school had a zero-drug use policy, and I should have reported them to school administration. But I didn't. I don't know why—maybe I was tired, as this was always on a Friday afternoon, or maybe the trio added a unique transparency to class discussions; I don't know. What I did know for certain is that each of these three students was living in very vulnerable circumstances. Maybe I didn't have the stomach to add to their troubles. Though, to this day, I wonder whether it was fair to other students in the school who were suspended for using drugs or to other students in my class who witnessed me ignore school rules.

I have stayed in touch with one of those three students, now a successful woman. Twenty-five years on, because of her work, all buildings constructed in the last 15 years at the University of Winnipeg have been built to the highest environmental standards in the world. This woman has been invited to speak at universities around the world as to how they might reduce their greenhouse gas emissions. A few years ago, she started a PhD in environmental activism.

Did my not reporting her to school authorities 25 years ago have anything to do with the trajectory of her life? I don't think so. I think the best that might be said of my non-action is what Carl Rogers intimated about teaching 50 years ago: I got out of the way of her learning; or, as Paulo Freire implored, I didn't interfere with her human-becoming.

The words of Peggy McIntosh* resonate:

"In school, sometimes it is the heartfelt trust of a teacher in the worth of a student in a completely local situation that produces a faith within the student that he or she is connected to the world in a way that matters, and that the world is worth caring about."

McIntosh, P. (2005) Gender perspectives on educating for global citizenship. In N. Noddings (Ed.), Educating citizens for global awareness (pp. 22-39). New York: Teachers College Press, p. 38

SHARING STORIES

THE IMPORTANCE OF IDENTITY AND BELONGING

Participation in violent extremism is often seen to be ideologically motivated. However, it is better understood as being driven by a need for **identity and belonging.**

During adolescence, personal identity undergoes significant development and is subject to many influences. Young people experiment with identity, "trying on" different roles and attitudes in various settings. This is a normal and necessary process. Young people need space and time to explore and define their values, belief systems, ethics, spirituality, sexuality, and gender.

Adolescents with strong, confident self-identities generally also feel a sense of belonging within their communities and have a personal sense of purpose.

Conversely, lacking self-confidence and feeling alienated and marginalized can make adolescents more vulnerable to radicalization.

Educators have a unique opportunity to create safe spaces for student self-exploration, spaces that foster belonging and help youth build and fortify their identities.

Check Out

Grade 9 Social Studies Curriculum
Canada in the Contemporary World
Manitoba Education and Early Childhood Learning

Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

CLICK HERE

Children need to know their personal story. We all need to know the stories of our parents and our grandparents, our direct and indirect ancestors and our real and mythological villains and heroes.   —Murray Sinclair

Source
Sinclair, Murray - Overcoming History, MBTeach;
http://www.mbteach.org/pdfs/mbt/2014/Dec14_MBT.pdf

EDUCATE

An On-Reserve High School Teacher's Story

For most of my career I taught at a school that was situated on a Cree/Ininiw First Nations community in central Manitoba. All of my students were Cree and came from the local community or other First Nations nearby. They were the children and grandchildren of residential school survivors.

One year I taught a girl in Grade 11 who was studious and respectful, but also painfully shy. She never talked in class, never raised her hand, never made eye contact with me. In fact, she never spoke to me in any way. She sat every day diligently working at the back of class. I respected her silent boundaries, and we would communicate via assessment feedback: I would write somewhat long notes on her submitted work. I would draw pictures and scatter the pages with smiley faces and other hand drawn emojis.

She graduated high school and I never heard from or saw her again—that is, until several years later when I received a Facebook message from her, which led to a phone call, and then an invitation. She had just completed a Bachelor of Education at a large, urban Canadian university, and had graduated at the top of her class.

The university had an acknowledgement program whereby students recognized a teacher in their educational journey who had made a difference in their lives. I was gobsmacked. She had chosen me.

In a large lecture theatre with more than 400 people in attendance, she stood on stage, poised, articulate, and ready to honour me, her high school history teacher. My eyes were clouded with tears, my heart was pounding in my ears, and I felt at sea as I stepped onto the stage to accept my award from her.

I still clearly recall these words she said to me: "You made me proud of my people. You made me proud to be Cree."

SHARING STORIES

PREVENT

WHAT CAN EDUCATORS DO?

Ethos of Caring

Prevention requires a whole-school approach and begins with an *ethos of caring*. Students who feel safe and part of a caring school community are more likely to be resilient and better able to resist the efforts of extremist recruiters.

There are a number of strategies that educators can use to pre-empt extremism, the most important of which is **raising awareness of all staff members to** the possibility that some students may be vulnerable.

ethos

The characteristic spirit of a culture, era, or community as manifested in its beliefs and aspirations.

school ethos

The various physical and social structures that shape a school's context, including administrative support and leadership, staff support, school connectedness, morale and stability, and financial and human resources.

Parcel G.S., Perry C.L., Kelder S.H. School climate and the institutionalization of the CATCH program. Health Educ. Behav. 2003;30:489–502.

In a safe and caring school, the whole school community develops awareness, skills, and knowledge for well-being, positive relationships, and solution-focused problem solving. (p. 3)

Manitoba Education and Early Childhood Learning
Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging
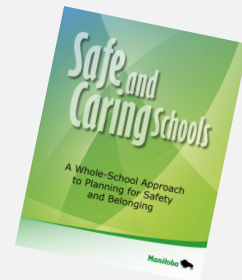
A Middle School Principal's Story

Martin Brokenleg, co-founder of Circle of Courage, has defined *culture* as that which seems normal. It had become obvious at our school that we needed to create a profoundly new normal. The learning environments were chaotic, many classroom teachers were barely making it to the end of the day, there was considerable property destruction, and gang colours were often on display. Too many struggling students were out in the halls, either because they'd been asked to go to the office and never got there, or they'd asked to take a bathroom break and never returned. Many students didn't feel they were safe, many felt this wasn't their school, and too much of our energy was reactive rather than proactive. Staff recognized this wasn't sustainable and were committed to the belief that all students needed to feel they had a place.

Through patient but persistent strategic action over time, our normal shifted; a new ethos emerged. A wide range of innovations, both academic and social/relational, were introduced. Among others, two initiatives were introduced to address the level of conflict in the school. All teachers took conflict resolution training and became certified mediators, equipping them to choose a problem-solving rather than punitive response to conflict. To support a culture of respect, all students and staff worked on the development of a "Respect Agreement," which was posted in every classroom and around the school. One expectation in the agreement was that teachers would not yell at students. One day, a student had been sent to my office for something he had done. I wanted to make sure he understood how serious his action had been, and no doubt raised my voice to do so. When I stopped speaking, his response was prompt: "Mr. N," he asked, genuinely hurt and surprised, "why are you yelling at me?" It was then that I realized that at least some of our hopes for culture change were being realized: our school's normal had shifted profoundly.
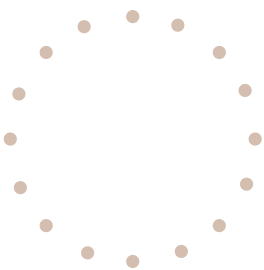
PREVENTIVE STRATEGIES

Preventing radicalization requires awareness of the warning signs and a willingness to take action when needed to help a vulnerable young person. The following strategies will help educators interrupt the process of radicalization:

- Implement school-wide, policy-based, preventive responses for *all staff members.*

- Cultivate a school ethos and culture that is inclusive, safe, and caring, focused on creating community and respecting diversity.

- Establish an environment of respect for all. Support active listening, empathy, compassion, inclusion, self-reflection, resilience, equity, and learning to live together ethically and peacefully.

- Provide safe spaces, and support brave, respectful learning and dialogue about difficult and controversial issues.

- Include a focus on skills related to critical and creative thinking, and media and digital literacy in all curricular areas.

- Nurture active, responsible, democratic citizenship skills in all curricular areas.

- Be a positive role model: always take action against bullying and hate; never turn a blind eye to hurtful behaviours and injustices.

- Interrupt any potential for radicalization and provide needed supports to disadvantaged students or victims of marginalization, bullying, or hate.

- Explore restorative justice and de-escalation training for staff members.

- Provide extracurricular and community-based opportunities for students to experience social/cultural diversity.

- Share preventive resources with parents and caregivers. Approach and welcome them as partners in the goal to prevent radicalization.

● ● ● ● ● ● ● ● ● ● ● ● ●

Resistance to violent extremism involves the ability to recognize simplistic, one-dimensional truths and messages that condone or exalt hatred and the use of violence as a way to resolve problems.

Research shows that certain cognitive, social, and emotional skills help learners resist such narrow perspectives. The ability to think critically and understand that there are a multiplicity of viewpoints is one such skill. It enables students to see things from multiple perspectives and to seek evidence for perspectives imposed by others. It emphasizes objective learning and reduces the risk of acting upon immediate emotions or limited information and falling prey to conspiracy theories.

Adapted from
*Preventing violent extremism through education:
A guide for policy makers, UNESCO*

Key dimensions of effective responses to prevent violent extremism

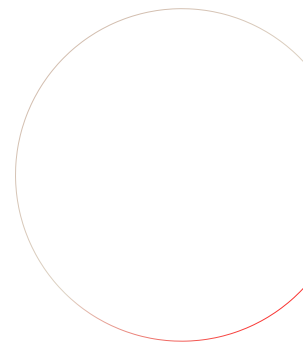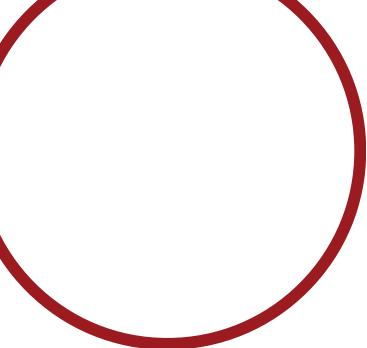INCLUSION · RESILIENCE · PARTNERSHIP · PROCEDURES · SAFETY & WELL-BEING

PREVENTIVE STRATEGIES: TAKE ACTION

School staff are often the first adults to witness hateful incidents such as bullying, the use of slurs or symbols of hate, and hallway or recess violence. All staff—**administrators, teachers, custodial staff, cafeteria workers, counsellors, coaches, volunteers, and others**—need to be involved in preventing radicalization.

WATCH
for potentially harmful, biased, or discriminatory dialogue, as well as bullying among classmates.

FAMILIARIZE
yourself with modern hate symbols, including "edgy" memes and humour.

DON'T IGNORE
problematic statements or behaviour.

QUESTION
sources of news and information.

CREATE
and maintain open engagement with parents and parent-teacher advisory committees.

ENCOURAGE
dialogue and work with students to create guidelines about how to have respectful, open conversation about difficult topics.

FOLLOW UP
Check in with students, parents, and colleagues about red flags.

SUPPORT
your colleagues and reach out for help when you need it, too.

ENGAGE
with real world events. Current events in the world, the community, or the school can offer a chance to have critical conversations.

Source:
Southern Poverty Law Center
https://www.splcenter.org/peril-educators

A School Bus Driver's Story

One day when I was working as a bus driver in a Winnipeg-area school division, I was transporting a number of students with additional needs. Suddenly, a fist fight broke out in the aisle. I quickly parked and separated the two children who had been fighting, and then noticed that the smaller child was bleeding from the nose. I radioed to alert the school and asked to have someone meet me at the bus drop-off site.

Once the children were inside the school, I told the principal what had occurred. He informed me that the older of the two students, who was only 11 years old, had been stopped during the weekend for armed robbery.

Every member of the education staff is on the front lines with students at various points in the school day. Support staff, custodians, bus drivers, coaches, teachers, and administrative staff all play an important part in the daily life of a student and may have insight into what is happening to the students in their care.

SHARING STORIES

INTERVENTION

In an ideal world, all educators would be aware of the vulnerable youth in their care who are at risk of being radicalized, and would take steps to pre-empt extremist behaviour.

However, the world is not ideal and educators need to accept the hard reality that they need to be prepared to respond should an extreme situation arise.

If educators are aware that an individual is exhibiting warnings signs of radicalization or potential violent extremism, they need to alert their school and/or school divisional administrators who are responsible for contacting law enforcement.

When a radicalized youth is about to, or is engaging in an act of violence, *it is not the role of educators to intervene or intercept*—that is the role of law enforcement. The primary concern of every educator is the safety of the other students.

See the chart on the next page for intervention strategies.

• • • • • • • • • • • • • • •

WHAT POLICIES ARE ALREADY IN PLACE IN YOUR SCHOOL?

Most school divisions in Manitoba have implemented policies related to *Violent Threat Risk Assessment* protocols and other approaches.

Explore how existing policies in your school can help counter radicalization to violence.

Canada has experienced several violent attacks by radicalized individuals. While violent attacks are the most extreme result of radicalization to violence, Canadians engage in a range of non-violent behaviours, both offline and online, in support of violent extremism:

- funding violent extremist or terrorist groups

- spreading messages and narratives that incite violence and hatred

- recruiting individuals to become part of a violent extremist or terrorist group

- travelling to join violent extremists or terrorist groups abroad

- expressing support for a terrorist group

Source
National Strategy on Countering Radicalization to Violence

PREVENT

WHAT TO DO IF THERE IS AN INCIDENT AT YOUR SCHOOL

Any digital content collected from a student should be handled carefully. Use thoughtful judgment when deciding who to share it with, so as to ensure the safety of all students.

Always include everyone involved in the incident in discussions and decisions about moving forward in positive ways.

Focus on the values at stake. Use *we* as the default pronoun on behalf of the school community.

Document everything. Ideally, earlier concerns would have been documented as they arose. When incidents occur, gather all evidence and documentation to share with administration and law enforcement (if involved).

Keep lines of communication open for all involved.

Report all incidents to appropriate people at all levels in the school community.

Keep students central to conversations and trust their experiences.

Access and search any school-owned devices used by the student. If warranted, obtain parental permission to search the student's personal devices.

Avoid an alarmist tone; keep the situation as calm as possible.

Always follow up on all conversations, concerns, and decisions.

Involve law enforcement prudently. Any threats or situations that threaten student or community safety require immediate law enforcement involvement. Other situations may be better resolved with a holistic school community approach.

Adapted from
Confronting Hate in Canadian Schools: A Toolkit
https://www.antihate.school/

38

PREVENT

BECOMING AN UPSTANDER

We live in a world of diversity. However, when we focus on differences between individuals or groups of people in order to insult or exclude them, or to cast suspicion upon them, we are taking a path known as *othering*.

Every individual has the power to be an upstander and to combat othering. An upstander recognizes when something is wrong and takes action to make it right. Both educators and students can be—and need to be—**upstanders**. We all have the ability *and the obligation* to be upstanders for human rights.

Adapted from
Us vs. Them: The process of othering
https://humanrights.ca/story/us-vs-them-process-othering?
gclid=Cj0KCQjwiZqhBhCJARIsACHHEH_J10jYiqqpABR2f3Dmg
Hd_5eTKbkt8BzLeOz0ZYBeDZgRjRpN517EaAgiiEALw_wcB

Check Out
Be an Upstander
Canadian Museum for Human Rights
https://humanrights.ca/upstander/#/

STUDENTS STAND TOGETHER AGAINST HATE

When students join together to take a stand against hate, they help create stronger, safer, and more inclusive communities—places where every individual is valued for who they are.

Here are ways for students to help each other:

- Learn more about *othering,* which involves discrimination, intolerance, and exclusion.

- Help anyone who is being othered. Othering can be thought of as an antonym of belonging, which implies acceptance and inclusion of all people. Become a friend to someone who is not yet your friend.

- Welcome new students. If someone is new at your school, make an effort to introduce them around and make them comfortable. Imagine how you would feel leaving your friends and going to a new school.

- Stop lies, rumours, or harmful messages from spreading, online and in person.

- Make friends outside your circle. Eat lunch with someone who is alone. Show support for anyone who is upset; ask what's wrong or take them to an adult for help.

- Get your friends involved. Let others know you are an upstander. Encourage them to be one, too.

- Respect others' differences and help others to respect differences. It's okay for an individual to be different—that's what makes all of us unique.

- Work with your school community. Help reduce othering and promote socially responsible behaviour in school.

Adapted from
10 Ways To Be An Upstander
https://bullybust.org/students/upstander

## Two Professors Found What Creates a Mass Shooter. Will Politicians Pay Attention?

There's this really consistent pathway. Early childhood trauma seems to be the foundation, whether violence in the home, sexual assault, parental suicides, extreme bullying. Then you see the build toward hopelessness, despair, isolation, self-loathing, oftentimes rejection from peers. That turns into a really identifiable crisis point where they're acting differently. Sometimes they have previous suicide attempts.

What's different from traditional suicide is that the self-hate turns against a group. They start asking themselves, "Whose fault is this?" Is it a racial group or women or a religious group, or is it my classmates? The hate turns outward. There's also this quest for fame and notoriety.

Source:
Politico News Magazine
https://www.politico.com/news/magazine/2022/05/27/stopping-mass-shooters-q-a-00035762
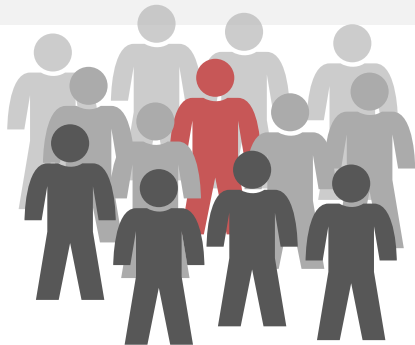
Bullying will grow and spread if it is not stopped early.

The good news?
Bullying is preventable.

If overlooked in the early years, children who bully will continue to do so as they get older. Children who are victimized will continue to suffer, and bullying may spread as other children learn it is okay to be a bully. Unchecked, bullying and victimization will persist into adolescence and even adulthood, resulting in abusive teen dating relationships, and eventually domestic violence or other criminal activities.

Visit this site for ideas to prevent bullying in the Early Years:

Education Development Center
http://preventingbullying.promoteprevent.org/preventing-bullying-in-early-childhood

An Urban High School Teacher's Story

I was teaching in a high school that served a large number of families that faced social and economic challenges. From the outside, those challenges were quite obvious, so obvious that lots of folks in the city really did not see the people who were actually coping with them. But, as a teacher, I got to know the children in those families and through the lens of those relationships, everything was far less black and white. Once I got to see how hard it was for families to make ends meet, I found it harder to make judgments about the signs of their struggle.

I remember one student who had been in my classes more than once over the years. He was showing signs of neglect. I had been well-trained in the professional duty to report instances of neglect to child and family services. I had also seen my students disappear from my classroom after their family was reported to CFS. While my student was clearly showing signs of neglect, I found myself unable to make the call to CFS. I did not know exactly what he was facing in that moment, but I knew the student's backstory. I only knew his story because he had trusted me with it. I did not trust that reporting the signs of neglect would result in him being any safer than he was, or better-cared for than his family was managing. In fact, I feared it might make things worse. I do not know if it was the right or wrong choice. Wondering about that has kept me up at night. Teaching is like that sometimes.

CONNECT TO CURRICULUM
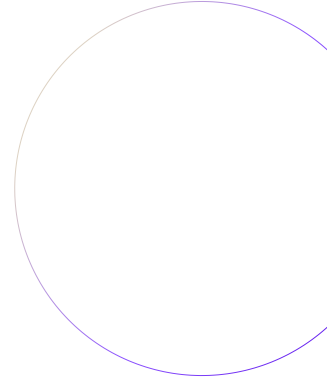
Pedagogical Approaches

It is almost impossible to predict who might become radicalized. Research suggests **the most vulnerable youth are often loners who struggle with self-esteem and identity issues.**

At-risk youth are frequently marginalized or shunned by their peers, a relationship pattern that can begin in the earliest years of schooling. Without intervention, young children who exhibit anti-social behaviour and have difficulty forming healthy relationships may carry these negative patterns into adolescence. It is not unusual for an educator to learn that their marginalized Middle or Senior Years student has been subjected to peer-shunning since the Early Years.

For most youth, adolescence is a time of seeking understanding and belonging. If young people are unable to get the answers they seek or to develop fulfilling relationships with their peers in school, they will look elsewhere. Whether they turn to the unmonitored world of the Internet or to street gangs or other risky groups, they may become vulnerable prey for the recruiters of hate.

Educators with marginalized youth in their care need to remember **it's never too late for one caring adult to make a difference in the life of an at-risk youth.**

Early Years Focus

- *caring for others*
- *positive relationships*
- *inclusion*
- *accepting diversity*
- *preventing marginalization, aggression, bullying*
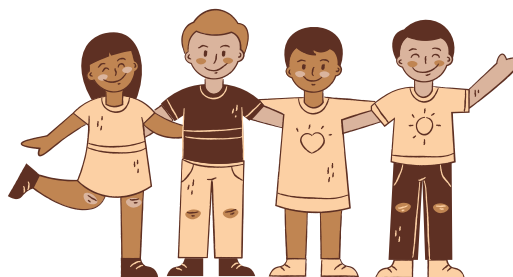
Early Years educators are often the first professionals to work with vulnerable, marginalized children, which are risk factors for future radicalization. It is critical that educators take action and intervene when marginalization or bullying first takes place in the early years of schooling, before more serious, long-term issues emerge. Early intervention, when problems first arise, is vital in helping children develop resilience and strong identities, traits they will need in later years to resist recruitment.

Middle Years Focus

- *exploring and strengthening self-identity*
- *independence and interdependence*
- *responsibilities and rights in relation to others and to society*
- *diversity and inclusion*
- *concern for others and the common good*
- *critical thinking and media/digital literacy*

It's never too late for one caring adult to make a difference in the life of an at-risk youth.

Middle Years educators are in a unique position to help prevent radicalization. Their students are in the early stages of adolescence and dealing with personal development issues that can make them particularly vulnerable to radicalization. These issues include a need to explore and experiment with self-identity, to belong, to be accepted by their peers, and to seek independence from their families.

Adolescent youth who struggle with identity issues and are marginalized by their peers may seek acceptance from gangs or other groups that are only interested in exploiting new recruits. An educator may be the only adult to see the warning signs and be in a position to take action and intervene.

Middle Years students are generally open to learning about the world and hearing diverse perspectives. They enjoy discussing controversial issues, especially those they care about. Educators can tap this interest by selecting curriculum-related research and reading materials, as well as discussion topics that provide opportunities to explore issues related to radicalization.

Senior Years Focus

- *strengthening and fortifying self-identity*
- *self-empowerment, autonomy, agency*
- *responsibilities and rights in relation to others and to society*
- *diversity and inclusion*
- *concern for others and the common good*
- *critical thinking and media/digital literacy*

Despite their maturity, many Senior Years students are still exploring their identity and finding their way in the world. They may struggle with peer pressure, and their driving need to belong could put them at risk of exploitation by those who would take advantage of their naivety and need for acceptance.

Senior Years students are generally more focused on academics than Middle Years students, but they still thrive in classrooms they find relevant and interesting. Senior Years students need opportunities to explore controversial ideas, ask tough questions, and have frank discussions on topics important to them, including issues related to radicalization and extremism.

As in earlier grades, it is important that Senior Years educators focus on the needs of individual students, not just subject content. Every educator has a professional obligation to meet the needs of all students, to be aware of their personal strengths and vulnerabilities, and to take action and intervene if there are warning signs.

GLOBAL COMPETENCIES

Manitoba Education and Early Childhood Learning defines global competencies as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. Learners access ways of knowing, being, doing, and becoming to engage effectively and with purpose within a context.

CREATIVITY involves the interaction of intuition and logic. It is exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk taking, and perseverance to put ideas into action. Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

CRITICAL THINKING involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions. The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions. Critical thinking is fundamental to learning more broadly and deeply and making ethical decisions as reflective and contributing citizens.

CITIZENSHIP involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world. The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces, and their impacts on individuals, communities, and the world. It fosters reflection and consideration of diverse perspectives for ethical decisions that drive responsible and sustainable actions.

CURRICULUM CONNECTIONS

MANITOBA PROVINCIAL CURRICULUM
GLOBAL COMPETENCIES

COLLABORATION involves learning with and from others, and working together with a shared commitment to pursue common purposes and accomplish common goals. The competency of collaboration facilitates the co-construction of meaning to support deeper reflection and collective understanding through the exchange and negotiation of ideas. The process of collaboration demands an openness to different perspectives and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

CONNECTION TO SELF involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming. The competency of connection to self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will recognize the value of their gifts, culture, and history. They will build initiative, perseverance, and flexibility, and manage failure and success as part of the learning process.

COMMUNICATION involves interacting with others, allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes. The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments.

Adapted from
Manitoba Education and Early Childhood Learning
Visit their webpage to learn more

CURRICULUM CONNECTIONS

MANITOBA ENGLISH LANGUAGE ARTS
CURRICULUM CONNECTIONS

English language arts presents opportunities at every grade for educators to select learning strategies and materials to help prevent student radicalization, as supported by these two goals taken from the ELA curriculum:

- develop flexible and versatile ways of thinking and using language to meet personal, social, and academic needs
- build a sense of self, identity, community, and the world

Preventive strategies begin with the creation of safe and caring classrooms, where healthy social relationships are nurtured, and students develop resilience and positive self-esteem.

A focus on the two goals highlighted above helps ensure students have the skills they need to confidently express themselves and their needs, which contributes to a strong sense of self and identity. These goals assist students in thinking critically and creatively, as well as developing the skills needed to interact positively with their peers and others—all foundational to building the defences needed to resist radicalization.

Early Years educators spend a great deal of time developing literacy skills. Vocabulary and language development, reading, writing, speaking, listening, and discussion skills become preventive strategies when they are used to address student behaviour and social relationships. Storytime, sharing circles, and other techniques can help mitigate negative behaviours such as aggression and bullying.

Middle and Senior Years educators nurture student growth by providing safe and supportive learning environments. ELA teachers have freedom and flexibility to select reading and research materials, and to develop learning strategies that reflect students' interests and abilities. To help prevent radicalization, Middle and Senior years ELA educators can help students build their self-confidence and bravely explore issues related to personal identity, social relationships, and controversial issues.

These approaches to ELA learning will help build the student resilience needed as a defence to radicalization.

Learners need to be flexible in their literacy learning in order to be active participants in a variety of communities both in school and in other places in their life. . . and the particular discipline of ELA has both its own way of thinking and the responsibility to support the literacy learning that transfers through and between other disciplines. Literacy practices from all fields as well as those that are particular to ELA offer multiple ways for learners to engage with, connect with, and respond to their world. (p.5)

Manitoba English Language Arts Curriulum Framework, 2020
https://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html

CURRICULUM CONNECTIONS

CURRICULUM CONNECTIONS
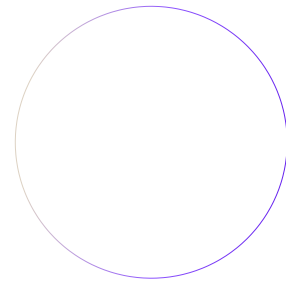
ELA Guiding Principles to Help Prevent Radicalization

Language and literacies are context dependent.
- How do I make space in learning environments to honour and celebrate the multiple ways that learners and communities make and communicate meaning?
- How do I harness knowledge, experiences, cultures, and languages of learners and their families to support and deepen the learning of all?
- How do I support learners in becoming discerning decision makers in relation to language and literacies? (p. 7)

Language and literacies develop differently for each individual.
- How do I plan rich learning experiences that are inclusive, generative, and multi-faceted?
- How do I learn about and harness the different ways of learning/knowing in my classroom? (p. 10)

Language and literacy learning and use are social.
- How do I create meaningful and ample opportunity for learners to build relationships and engage in deep talk with others?
- How do I support collaboration in my classroom? (p. 11)

Language and literacy demands are evolving.
- How do I select, use, provide access to, and support the creation of multiple forms of text?
- How do I harness the power of multiple modes to make meaning?
- How do I ensure learners innovate, take risks, and negotiate diversity, ambiguity, and change? (p. 11)

Language and literacy experiences inform and influence our developing sense of self.
- How do I learn about and tap into the multiple identities of learners in my classroom/school?
- How do I support and build agency in learners?
- How do I support learners as thoughtful decision makers in language and literacies?
- How do I ensure meaningful engagement for learners? (p. 15)

MANITOBA ENGLISH LANGUAGE ARTS
CURRICULUM CONNECTIONS

### Living, Working, and Learning in Meaningful Contexts and Communities

The following ELA concepts are foundational to the prevention of radicalization:

- The context or experience provides focus for learning and gives students opportunities to explore significant and complex ideas about the world while enacting the practices of ELA.

- Contexts or experiences can be developed within classrooms, but it is also important for teachers to value the cultural and social contexts in which students live, and to use these contexts to help students make meaning and understand how they are positioning themselves in relation to the world and their learning.

- As educators and students build deeper understandings of their communities, languages, and identities, they more deeply respect and value the diversity in classrooms, schools, and other communities, and the multiple ways of coming to know within learning communities.

- Tapping into students' identities and communities along with co-creating meaningful and rich contexts or experiences in English language arts can provide a focus for language learning and give students opportunities to explore significant ideas that have enduring value beyond the classroom.

- If Manitoba students are to understand, develop, and deepen their sense of identity/self, draw upon and harness multiple ways of knowing, thinking, and doing, and live well together in an interconnected world, students need many opportunities to explore questions and concerns about themselves and the world.

Excerpt from
English Language Arts Curriculum Framework: A Living Document, p. 24-25
https://www.edu.gov.mb.ca/k12/cur/ela/framework/foundations.pdf
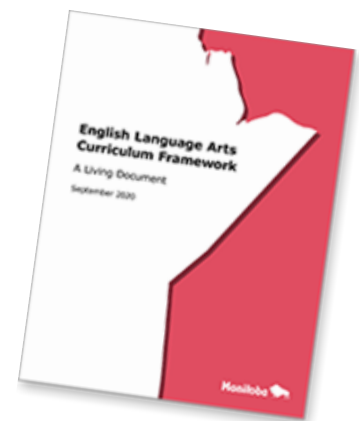
MANITOBA SOCIAL STUDIES
CURRICULUM CONNECTIONS
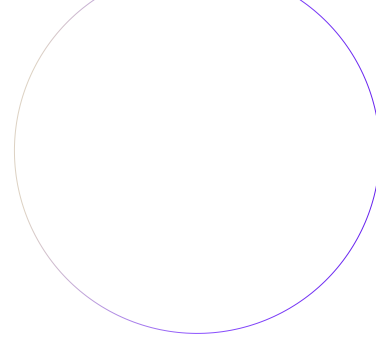
Social studies is the study of people in relation to each other and to the world in which they live. The overarching goal of social studies is active democratic citizenship. This goal dovetails with the theme of this guide, including concepts of identity and belonging and the creation of inclusive, compassionate, safe, and caring educational and community environments. All these fortify student identity and combat the process of youth radicalization.

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. These skills and competencies span all grades, Kindergarten to Grade 12.

Social studies skills include the following:

- **Citizenship skills** enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

- **Information-management skills** enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

- **Critical and creative thinking skills** enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions.

- **Communication skills** enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Source:
Manitoba Social Studies Curriculum
https://www.edu.gov.mb.ca/k12/cur/socstud/index.html
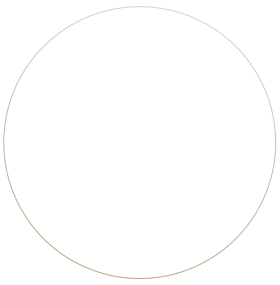
LINKS

NEWS ARTICLES, FEATURES, CAMPAIGNS AND INITIATIVES

Antihate.ca. Teenage boys, young men disproportionately behind rise in hate crimes across Canada,
https://www.antihate.ca/teenage_boys_young_men_disproportionately_behind_rise_hate_crimes_canada

BBC News. Malmo stabbing prompts soul-searching in Sweden,
https://www.bbc.com/news/world-europe-60867754

CBC. Sask. gov't discourages use of federally funded Canadian Anti-Hate Network toolkit in classrooms, https://www.cbc.ca/amp/1.6626217

CounterPunch. The Nazification of American Education,
https://www.counterpunch.org/2022/07/22/the-nazification-of-american-education/

CTV News, Winnipeg. Manitoba adopts working definition of antisemitism from IHRA,
https://winnipeg.ctvnews.ca/we-stand-united-with-you-manitoba-adopts-working-definition-of-antisemitism-from-ihra-1.6128747

Fraser, Dr. Jennifer. The Bullied Brain,https://bulliedbrain.com/

Moose Hide Campaign. An Indigenous-led grassroots movement of men, boys and all Canadians - standing up to end violence against women and children. https://moosehidecampaign.ca/

PBS News Hour. New York Times columnist David Brooks and Washington Post associate editor Jonathan Capehart join Judy Woodruff to discuss the week in politics, including the mass shooting in a Chicago suburb and gun violence in the United States.
https://www.pbs.org/newshour/show/brooks-and-capehart-on-gun-violence-and-abortion-access

TED Talk. I was almost a school shooter,
https://www.ted.com/talks/aaron_stark_i_was_almost_a_school_shooter

The Conversation. How can you tell if something is true? Here are 3 questions to ask yourself about what you see, hear and read, https://theconversation.com/how-can-you-tell-if-something-is-true-here-are-3-questions-to-ask-yourself-about-what-you-see-hear-and-read-192803

The Tyee. Why We're Doubling Down on Dangerous Division,
https://thetyee.ca/Opinion/2022/10/26/Why-Doubling-Down-Dangerous-Division/

LINKS

NEWS ARTICLES, FEATURES, CAMPAIGNS AND INITIATIVES

Al Jazeera. 'Reconciliation': Moroccan ISIL prisoners 'de-radicalised'
https://www.aljazeera.com/news/2022/5/1/moroccan-prison-program-aims-to-de-radicalise-is-
veterans

The Conversation. We need to pay better attention to the ways people talk about incels,
https://theconversation.com/we-need-to-pay-better-attention-to-the-ways-people-talk-about-
incels-181815

CTV News. Far-right extremists in Ukrainian military bragged about Canadian training, report
says, https://www.ctvnews.ca/world/far-right-extremists-in-ukrainian-military-bragged-about-
canadian-training-report-says-1.5631304

Manitoba Rebel. A local Manitoba site with links to "alternate perspectives",
https://manitobarebel.com

The Conversation. Disruptive kindergartners are likely to be bullied later in elementary school,
https://theconversation.com/disruptive-kindergartners-are-likely-to-be-bullied-later-in-
elementary-school-180733?
utm_medium=email&utm_campaign=Daily%20Newsletter%20%20May%203%202022%20-
%202279922666&utm_content=Daily%20Newsletter%20%20May%203%202022%20-
%202279922666+CID_561bbbd8906a9770fc001c9d0539144e&utm_source=campaign_monitor_us&
utm_term=Disruptive%20kindergartners%20are%20likely%20to%20be%20bullied%20later%20in%
20elementary%20school

New York Times. A multi-media piece on the influence of Tucker Carlson.
https://www.nytimes.com/interactive/2022/04/30/us/tucker-carlson-tonight.html
Riech, Robert. The Media Bias Nobody is Talking About, https://www.youtube.com/watch?
v=dXouSNjuMX0

Globe and Mail. Brothers in botched B.C. bank robbery had become angry and radical, obsessed
with guns and 'government tyranny'. https://www.theglobeandmail.com/canada/article-brothers-
in-botched-bc-bank-robbery-had-become-angry-and-radical/

The Conversation. Toronto woman set on fire: Violence against women and girls should be
treated as a hate crime. https://theconversation.com/toronto-woman-set-on-fire-violence-
against-women-and-girls-should-be-treated-as-a-hate-crime-186024

LINKS

NEWS ARTICLES, FEATURES, CAMPAIGNS AND INITIATIVES

Beautiful Trouble. https://beautifultrouble.org/toolbox/?
link_id=5&can_id=6acac0193ab416a52920d6dda91933bb&source=email-resisting-
tuesday&email_referrer=email_1377759&email_subject=we-did-it-for-you Resources for trainers,
https://beautifultrouble.org/training/for-trainers?
link_id=14&can_id=6acac0193ab416a52920d6dda91933bb&email_referrer=email_1377759&email_s
ubject=we-did-it-for-you

CNN. The Buffalo shooting suspect showed signs of violent behavior and was left untreated.
Violence prevention experts say troubled youth like him need long-term support,
https://www.cnn.com/2022/06/06/us/buffalo-case-shows-why-troubled-youth-need-long-term-
treatment/index.html

EDUCATOR RESOURCES

About Learning for Justice. https://www.learningforjustice.org/about

BCcampus Anti-Racism Anti-Hate Working Group. https://bccampus.ca/wp-
content/uploads/2022/04/ARAH-Working-Group-Document-Interactive.pdf
Brandon University. In Search of A Better Life - Anti-Racism Education,
https://www.youtube.com/watch?
v=4bn9O7qWUkk&list=PLsv2JfHhG1GzfYOX4zoqJX9b3j9Apyb4D

Canadian Museum for Human Rights. As an upstander how can I take a stand for education?
https://humanrights.ca/upstander/#/

Care for All in Education. https://careforallineducation.com/

Nossel, Suzanne. Dare to Speak, https://pen.org/daretospeak/

BCcampus. Anti-Racism and Anti-Hate, https://bccampus.ca/projects/anti-racism-and-anti-hate/

Anti-Defamation League. Lesson Plans. https://www.adl.org/resources/lessons-plans/search

MediaSmarts. Online Hate - An Introduction, https://mediasmarts.ca/online-hate/online-hate-
introduction

LINKS

EDUCATOR RESOURCES

UNESCO. Youth Waging Peace, https://d1c337161ud3pr.cloudfront.net/files/9863ac9a-bc67-4d3d-96ca-751b3ea7c33d_YouthWagingPeace.pdf

Radicalization and Extreme Violence. How do I talk about it with my child https://info-radical.org/wp-content/uploads/2022/03/How-do-I-talk-about-it-with-my-child_CPRLV.pdf

Western States Center. Confronting White Nationalism in Libraries: A Toolkit https://www.westernstatescenter.org/libraries

ERiM WEBPAGE

Please visit our webpage regularly for updates, news, and events.

- Visit: https://www.erimca.org/

SOURCES

Building a Foundation for Change: Canada's Anti-Racism Strategy 2019–2022 - Canada.ca; https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html

Canadian Anti-Hate Network: Confronting and Preventing Hate in Canadian Schools; https://assets.nationbuilder.com/antihate/pages/205/attachments/original/1657809059/CAHN_-_Confronting_and_Preventing_Hate_in_Canadian_Schools.pdf?1657809059

Canada's Anti-Racism Strategy 2019-2022; https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html

Canadian Anti-Hate Education; https://www.antihate.school/

Confronting Hate in Canadian Schools: A Toolkit; https://www.antihate.school/

Confronting White Nationalism in Schools; https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/ConfrontingWhiteNationalisminSchoolsToolkit.pdf

Counter-Terrorism Module 2 Key Issues: Preventing & Countering Violent Extremism; https://www.unodc.org/e4j/en/terrorism/module-2/key-issues/preventing-and-countering-violent-extremism.html

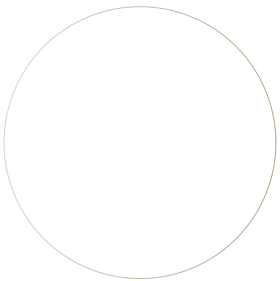Critical Thinking Skills – Global Digital (globaldigitalcitizen.org)

Digital media: Promoting healthy screen use in school-aged children and adolescents, Canadian Paediatric Society; https://cps.ca/en/documents/position/digital-media

Diversity and Education: Half of Canadian kids witness ethnic, racial bullying at their school - Angus Reid Institute; https://angusreid.org/canada-school-kids-racism-diversity/

Echo Breaking News - Media Literacy and Digital Literacy: how they differ and why they matter; https://echo-breaking-news.com/blog/media-literacy-vs-digital-literacy/

Educators' Supplement, Southern Poverty Law Center; https://www.splcenter.org/peril-educators

Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence https://uucsj.org/study-guide/legacies-of-systemic-injustice/white-supremacy/

SOURCES

English Language Arts Curriculum Framework: A Living Document, p. 24-25;
https://www.edu.gov.mb.ca/k12cur/ela/framework/foundations.pdf

E-Recruits: How Gaming is Helping Terrorist Groups Radicalize and Recruit a Generation of
Online Gamers, Concentric; https://www.concentric.io/blog/e-recruits-how-gaming-is-helping-
terrorist-groups-radicalize-and-recruit-a-generation-of-online-gamers

Hate on Display Hate Symbols Database, ADL; https://www.adl.org/resources/hate-
symbols/search

How to Help Your Child Avoid Radicalization on Social Media, POPSUGAR Family;
https://www.popsugar.com/family/how-to-help-your-child-avoid-radicalization-on-social-media-
48113510

Improving Diversity in the Classroom (wgu.edu); https://www.wgu.edu/blog/improving-diversity-
classroom2005.html#close

Industry Profile - Interactive - (ontariocreates.ca);
https://www.ontariocreates.ca/research/industry-profile/ip-interactive

McIntosh, P. (2005) Gender perspectives on educating for global citizenship. In N. Noddings (Ed.),
Educating citizens for global awareness (pp. 22-39). New York: Teachers College Press, p. 38

National Strategy on Countering Radicalization to Violence (publicsafety.gc.ca);
https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ntnl-strtg-cntrng-rdclztn-vlnc/index-en.aspx

Ontario Creates Industry Profile - Interactive; https://www.ontariocreates.ca/research/industry-
profile/ip-interactive

Parcel G.S., Perry C.L., Kelder S.H. School climate and the institutionalization of the CATCH
program. Health Educ. Behav. 2003;30:489–502.

Police-reported hate crime in Canada, 2020 (statcan.gc.ca);
https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00005-eng.htm

Politico News Magazine; https://www.politico.com/news/magazine/2022/05/27/stopping-mass-
shooters-q-a-00035762

Prevent Radicalization to Violence; Peer pressure and group behaviour in teenagers;
https://www.erimca.org/prevent-radicalization-to-violence/

SOURCES

Preventing violent extremism through education: a guide for policy-makers; 2017 - 247764eng.pdf (unesco.org); v=2.1.196&id=p::usmarcdef_0000247764&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_03351462-7788-4631-ba6d-e3bd278a8449%3F_%3D247764eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000247764/PDF/247764eng.pdf#559_17_Proventing%20violent_E_int-final.indd%3A.5051%3A137

Preventing violent radicalization of youth through dialogic evidence-based policies - Emilia Aiello, Lídia Puigvert, Tinka Schubert, 2018 (sagepub.com); https://journals.sagepub.com/doi/full/10.1177/0268580918775882

Radicalisation and extremism - How children may be at risk (dcfp.org.uk); https://www.dcfp.org.uk/child-abuse/radicalisation-and-extremism

Radicalisation Glossary (r2pris.org); http://www.r2pris.org/glossary.html

Radicalization: A Guide for the Perplexed, June 2009, RCMP; https://cryptome.org/2015/06/rcmp-radicalization.pdf

Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging | Manitoba Education and Early Childhood Learning (gov.mb.ca); https://www.edu.gov.mb.ca/k12/docs/support/whole_school/index.html

Safe Spaces vs. Brave Spaces (wordpress.com); https://diversityequityinclusion.wordpress.com/2019/12/12/safe-spaces-vs-brave-spaces/

Signs of Radicalisation - Warning Signs and Indicators in Children (educateagainsthate.com); https://educateagainsthate.com/signs-of-radicalisation/

Sinclair, Murray - Overcoming History, MBTeach; http://www.mbteach.org/pdfs/mbt/2014/Dec14_MBT.pdf

Southern Poverty Law Center; https://www.splcenter.org/peril-educators

Spotting the Signs of Radicalisation - Small Steps (smallstepsconsultants.com); https://smallstepsconsultants.com/the-far-right-threat/how-to-spot-signs-of-far-right-radicalisation/

SOURCES

Taylor, B., Mills, M., Elwick, A., Pillinger, C., Gronland, G., Hayward, J., Hextall, I. & Panjwani, F. (2021). Addressing Extremism Through the Classroom. A Research Report from the Centre for Teachers & Teaching Research, London: UCL Institute of Education.

Ten Ways to Be An Upstander; https//bullybust.org/students/upstander

United Nations Educational, Scientific and Cultural Organization
Youth and violent extremism on social media: mapping the research
https://unesdoc.unesco.org/ark:/48223/pf0000260382

Us vs. Them: The process of othering | CMHR (humanrights.ca); https://humanrights.ca/story/us-vs-them-process-othering

Video Gaming and (Violent) Extremism: An exploration of the current landscape, trends, and threats, Radicalisation Awareness Network, 2021;
https://home-affairs.ec.europa.eu/system/files/2022-02/EUIF%20Technical%20Meeting%20on%20Video%20Gaming%20October%202021%20RAN%20Policy%20Support%20paper_en.pdf

Why People Believe in Conspiracy Theories (verywellmind.com);
https://www.verywellmind.com/why-people-believe-in-conspiracy-theories-4690335#toc-overcoming-conspiracy-theory-beliefs

Youth Online and at Risk: Radicalization Facilitated by the Internet
https://publications.gc.ca/collections/collection_2011/grc-rcmp/PS64-89-2011-eng.pdf

ERiM

Extremism and Radicalization to Violence Prevention in Manitoba