



governmentattic.org

"Rummaging in the government's attic"

Description of document: Federal Emergency Management Agency (FEMA)
Instructional Manual on Countering Violent Extremist
Narratives, April 2016

Requested date: 25-June-2021

Release date: 01-July-2021

Posted date: 30-May-2022

Source of document: FOIA Request
Federal Emergency Management Agency
FOIA Officer
Disclosure Branch
500 C Street, S.W., Mail Stop 3172
Washington, D.C. 20472-3172
Email: fema-foia@fema.dhs.gov
[Department of Homeland Security Freedom of Information
Act Public Access Portal](#)

The governmentattic.org web site ("the site") is a First Amendment free speech web site and is noncommercial and free to the public. The site and materials made available on the site, such as this file, are for reference only. The governmentattic.org web site and its principals have made every effort to make this information as complete and as accurate as possible, however, there may be mistakes and omissions, both typographical and in content. The governmentattic.org web site and its principals shall have neither liability nor responsibility to any person or entity with respect to any loss or damage caused, or alleged to have been caused, directly or indirectly, by the information provided on the governmentattic.org web site or in this file. The public records published on the site were obtained from government agencies using proper legal channels. Each document is identified as to the source. Any concerns about the contents of the site should be directed to the agency originating the document in question. GovernmentAttic.org is not responsible for the contents of documents published on the website.



FEMA

July 1, 2021

SENT VIA E-MAIL

Re: FEMA FOIA Case Number 2021-FEFO-00713

This is the final response to your Freedom of Information Act (FOIA) request to the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), dated and received in this office on June 25, 2021. You are seeking a copy of the request letter, the response letter, and the proceed records provided by FEMA in response to FOIA request 2020-FEFO-00084.

We conducted a search of FEMA's Office of the Chief Administrative Officer, Information Management Division, Disclosure Branch for documents responsive to your request. We located a total of 44 responsive pages. Of those pages, I have determined that 37 pages are released in full, and 7 pages are partially released pursuant to Title 5 U.S.C. § 552(b)(6). All of the records that you are seeking have been located.

FOIA Exemption 6 exempts from disclosure of personnel or medical files and similar files the release of which would cause a clearly unwarranted invasion of personal privacy. This requires a balancing of the public's right to disclosure against the individual's right to privacy. The privacy interests of the individuals in the records you have requested outweigh any minimal public interest in disclosure of the information. Any private interest you may have in that information does not factor into the aforementioned balancing test.

Within this instance, we withheld the requester's personal contact information in the request letter and the final response letter regarding the named FOIA request.

As part of the 2007 amendments, the Office of Government Information Services (OGIS) was created to offer mediation services to resolve disputes between FOIA requesters and Federal agencies.

You may contact OGIS in any of the following ways:

Office of Government Information Services
National Archives and Records Administration
8601 Adelphi Road- OGIS
College Park, MD 20740-6001
E-mail: ogis@nara.gov
Web: <https://ogis.archives.gov>
Telephone: 202-741-5770/Toll-free: 1-877-684-6448
Facsimile: 202-741-5769

There is no charge for this FOIA request. As this concludes the processing of your request, it will be closed.

If you need any further assistance or would like to discuss any aspect of your request, please contact the assigned FOIA Specialist at alexander.yacoubian@associates.fema.dhs.gov and refer to FOIA case number 2021-FEFO-00713. You may also contact someone at fema-foia@fema.dhs.gov, or (202) 646-3323, and you may contact our FOIA Public Liaison in the same manner. For a faster response please email the assigned FOIA specialist directly.

Sincerely,

**BROOKE E
NICHOLAS**

Digitally signed by
BROOKE E NICHOLAS
Date: 2021.07.01
12:38:23 -04'00'

Brooke Nicholas
Lead Government Information Specialist
Disclosure Branch
Information Management Division
Office of the Chief Administrative Officer
Federal Emergency Management Agency
U.S. Department of Homeland Security

Enclosures: Responsive Records (44 pages)

The Protect - Democracy Project

August 3, 2017

Sam Kaplan
The Privacy Office
U.S. Department of Homeland Security
245 Murray Lane, SW
STOP-0655
Washington, DC 20528

Via E-Mail

Re: Freedom of Information Act

To Whom It May Concern:

Pursuant to the Freedom of Information Act (FOIA), 5 U.S.C. § 552, The Protect Democracy Project hereby requests that your office produce within 20 business days the following records (see below for clarity on the types of records sought):

1. All documents setting forth policies, procedures, operations orders, guidelines, guidance, best practices, or requirements relating to interactions between any Department of Homeland Security ("DHS") employee and any unaffiliated border enforcement group.
2. All communications between any Border Patrol field office, and any other component of DHS, relating to unaffiliated border enforcement groups.
3. All communications between any employee of DHS and any representative of any unaffiliated border enforcement group.
4. All communications between any component of DHS and the Department of Justice relating to any unaffiliated border enforcement group, including but not limited to communications regarding policies concerning unaffiliated border enforcement groups or potential unlawful activities committed by any unaffiliated border enforcement group.
5. All documents describing, memorializing, or constituting policies or practices for disciplining any employee of DHS for actions or conduct related to unaffiliated border enforcement groups.
6. Any documents reflecting the number of disciplinary actions taken by DHS with respect to DHS employees relating to unaffiliated border enforcement groups.

(b)(6)

7. All documents, including but not limited to any communications or memoranda, referring to any of the following entities: Arizona Border Recon, Arizona Militia, Citizen Defenders, The Minutemen Project, Rusty's Rangers, Texas Militia or Three Percent United Patriots.
8. All documents referencing the content of, or any responses to, Shane Bauer, "I Went Undercover with a Border Militia. Here's What I Saw.," *Mother Jones* (Nov./Dec. 2016).
9. All communications between any employee of DHS and any employee of the White House concerning unaffiliated border enforcement groups.
10. All communications with, or documents in any way referencing, Tim Foley of the Arizona Border Recon.
11. All documents containing, discussing, or memorializing communications with any officer or member of the National Border Patrol Council or National ICE Council regarding any unaffiliated border enforcement group.
12. In addition to the records requested above, we also request records describing the processing of this request, including records sufficient to identify search terms used and locations and custodians searched, and any tracking sheets used to track the processing of this request. If your agency uses FOIA questionnaires or certifications completed by individual custodians or components to determine whether they possess responsive materials or to describe how they conducted searches, we also request any such records prepared in connection with the processing of this request.

Except where otherwise noted, the timeframe for this request is January 1, 2013 through the date that searches are conducted for records responsive to this FOIA request.

For purposes of this request, "unaffiliated border enforcement group" means any group consisting of two or more individuals who are not employed by the U.S. government and who purport to monitor border crossing or otherwise support or enforce restrictions on individuals crossing the U.S. border. Unaffiliated border enforcement groups may in some instances refer to themselves, or be referred to, as militias, citizens' border patrols, or armed patriot groups. Examples of unaffiliated border enforcement groups include, but are not limited to, the following entities: Arizona Border Recon, Arizona Militia, Citizen Defenders, The Minutemen Project, Rusty's Rangers, Texas Militia, or Three Percent United Patriots. Although we use the phrase "unaffiliated border enforcement groups" as a shorthand in this request, we do not expect that phrase to appear in most responsive documents, so a search limited by that term would not be responsive to this request.

RESPONSIVE RECORDS

We ask that you search for records from all components of DHS that may be reasonably likely to produce responsive results, including but not limited to the Office of the Secretary and its component offices, Office for Civil Rights and Civil Liberties, Office of Inspector General, the Commissioner (or acting Commissioner) of CBP, the

(b)(6)

Deputy Commissioner (or acting Deputy Commissioner of CBP), the CBP Office of Field Operations, CBP Office of Professional Responsibility (formerly Internal Affairs), and the U.S. Border Patrol. We also ask that you search all systems of record, including electronic and paper, in use at your agency, as well as files or emails in the personal custody of your employees, such as personal email accounts, as required by FOIA and to the extent that they are reasonably likely to contain responsive records. The Protect Democracy Project would prefer records in electronic format, saved as PDF documents, and transmitted via email or CD-rom.

We ask that all types of records and all record systems be searched to discover records responsive to our request. We seek records in all media and formats. This includes, but is not limited to: agendas, manifests, calendars, schedules, notes, and any prepared documentation for meetings, calls, teleconferences, or other discussions responsive to our request; voicemails; e-mails; e-mail attachments; videos; talking points; faxes; training documents and guides; tables of contents and contents of binders; documents pertaining to instruction and coordination of couriers; and any other materials. However, you need not produce press clippings and news articles that are unaccompanied by any commentary (e.g., an email forwarding a news article with no additional commentary in the email thread).

If you make a determination that any responsive record, or any segment within a record, is exempt from disclosure, we ask that you provide an index of those records at the time you transmit all other responsive records. In the index, please include a description of the record and the reason for exclusion with respect to each individual exempt record or exempt portion of a record, as provided by *Vaughn v. Rosen*, 484 F.2d 820 (D.C. Cir. 1973), cert. denied, 415 U.S. 977 (1974). When you deem a portion of a record exempt, we ask that the remainder of the record to be provided, as required by 5 U.S.C. § 552(b).

EXPEDITED PROCESSING REQUEST

We request that you expedite the processing of this request pursuant to 5 U.S.C. § 552(a)(6)(E) and 6 C.F.R. § 5.5(e). This request meets the criteria for expedited processing because there is “[a]n urgency to inform the public about an actual or alleged Federal Government activity,” this request is “made by a person who is primarily engaged in disseminating information;” and this request concerns “[a] matter of widespread and exceptional media interest in which there exist possible questions about the government’s integrity that could affect public confidence.” 6 C.F.R. § 5.5(e)(ii), (iv). As explained below in more detail in the section of this request regarding a fee waiver, The Protect Democracy Project intends to disseminate the information obtained in response to this request.

The role of unaffiliated border enforcement groups in relation to immigration policy is a matter of urgent public importance. As an initial matter, immigration policy is

(b)(6)

currently a matter of the highest public concern. It was a driving issue in the 2016 presidential campaign,¹ and has been the subject of high-profile executive action in the new administration.² Beyond formal policy, the day to day implementation of immigration policy generates intense public interest.³ This has taken place against the backdrop of increasing public attention to the role that unaffiliated border groups may play in relation to immigration enforcement.⁴ Significantly, some of the most influential reporting on that subject has come from investigative journalists because the public record does not currently contain adequate information about the subject.⁵ The public has a right to learn precisely what role unaffiliated border enforcement groups have played in recent years in relation to immigration policy and whether that role may be evolving in response to changes in immigration policy. In the absence of such information, the public cannot adequately assess the contours of federal immigration policy.

The core mission of The Protect Democracy Project, a new organization awaiting 501(c)(3) status, is to inform public understanding on operations and activities of the government. This request is submitted in accordance with the organization's mission to gather and disseminate information that is likely to contribute significantly to the public understanding of executive branch operations and activities. The Protect Democracy

¹ See, e.g., Janelle Ross, *From Mexican Rapists to Bad Hombres, the Trump Campaign in Two Moments*, Wash. Post, Oct. 16, 2016; Fox News, *Trump Stands by Statements on Mexican Illegal Immigrants, Surprised by Backlash*, Fox News, July 4, 2015, available at <http://www.foxnews.com/politics/2015/07/04/trump-stands-by-views-dangerous-mexican-illegal-immigrants-admits-surprised-by.html>.

² See, e.g., Julie Hirschfeld Davis et. al. *Trump to Order Mexican Border Wall and Curtail Immigration*, New York Times, Jan. 24, 2017; Brian Naylor, *Trump's Plan To Hire 15,000 Border Patrol And ICE Agents Won't Be Easy*, NPR, Feb. 23, 2017, available at <http://www.npr.org/2017/02/23/516712980/trumps-plan-to-hire-15-000-border-patrol-and-ice-agents-wont-be-easy-to-fulfill>; White House, Office of the Press Secretary, *President Donald J. Trump Taking Action Against Illegal Immigration*, June 28, 2017, available at <https://www.whitehouse.gov/the-press-office/2017/06/28/president-donald-j-trump-taking-action-against-illegal-immigration>.

³ See, e.g., Scott Martelle, *We're Seeing the Results of Trump's New Border Enforcement System. They Aren't Pretty*, L.A. Times, Feb. 27, 2018; Jonathan Blitzer, *The Border Patrol Was Primed for President Trump*, The New Yorker, Feb. 17, 2017, available at <http://www.newyorker.com/news/news-desk/the-border-patrol-was-primed-for-president-trump>.

⁴ See, e.g., Fernanda Santos, *At the Southern Border, a Do-It-Yourself Tack on Security*, New York Times, Dec. 21, 2016; Maxwell Barna, *'It's an American Problem': Meet the Militias Patrolling the US Border*, Vice News, June 31, 2014, available at <https://news.vice.com/article/its-an-american-problem-meet-the-militias-patrolling-the-us-border>.

⁵ See, e.g., Shane Bauer, *I Went Undercover with a Border Militia. Here's What I Saw.*, Mother Jones, Nov./Dec. 2016.

(b)(6)

Project has routinely demonstrated the ability to disseminate information about its FOIA requests to a wide audience.⁶ The Protect Democracy Project has been recognized as an organization that meets the statutory criteria for expedited processing. *Protect Democracy Project, Inc. v. U.S. Dep't of Def.*, No. 17-CV-00842 (CRC), 2017 WL 2992076 (D.D.C. July 13, 2017). The Protect Democracy Project has no commercial interests.

It is therefore incumbent upon the government and urgent for your office to share any responsive records in an expedited. The interaction between unaffiliated border enforcement groups and the various components of DHS will inform public understanding of immigration enforcement priorities, the efficacy of federal immigration policy, and the safeguards protecting individuals at the border. The public must have an opportunity to understand the full picture of how unaffiliated border enforcement groups interact with official border enforcement entities.

Under penalty of perjury, I hereby affirm that the foregoing is true and correct to the best of my knowledge and belief.

FEE WAIVER

FOIA provides that any fees associated with a request are waived if “disclosure of the information is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the government and is not primarily in the commercial interest of the requester.” 5 U.S.C. § 552(a)(4)(A)(iii). The core mission of The Protect Democracy Project, a new organization awaiting 501(c)(3) status, is to inform public understanding on operations and activities of the government. This request is submitted in connection with the organization’s mission to gather and disseminate information that is likely to contribute significantly to the public understanding of executive branch operations and activities. The Protect Democracy Project has no commercial interests.

In addition to satisfying the requirements for a waiver of fees associated with the search and processing of records, The Protect Democracy Project is entitled to a waiver of all fees except “reasonable standard charges for document duplication.” 5 U.S.C. § 552(a)(4)(A)(ii)(II). Federal law mandates that fees be limited to document duplication

⁶ See, e.g., Lisa Rein, *Watchdog group, citing “integrity of civil service,” sues Trump to find out if feds are being bullied*, Wash. Post, Apr. 27, 2017; Ben Berwick, *Going to Court for Civil Servants*, Take Care, April 28, 2017, <https://takecareblog.com/blog/going-to-court-for-civil-servants>; Charlie Savage, *Watchdog Group Sues Trump Administration, Seeking Legal Rationale Behind Syria Strike*, N.Y. Times, May 8, 2017, <https://nyti.ms/2pX82OV>; Justin Florence, *What’s the Legal Basis for the Syria Strikes? The Administration Must Acknowledge Limits on its Power to Start a War*, Lawfare, May 8, 2017, <https://www.lawfareblog.com/whats-legal-basis-syria-strikes-administration-must-acknowledge-limits-its-power-start-war>.

(b)(6)

costs for any requester that qualifies as a representative of the news media. *Id.* The Protect Democracy Project operates in the tradition of 501(c)(3) good government organizations that qualify under FOIA as “news media organizations.” Like those organizations, the purpose of The Protect Democracy Project is to “gather information of potential interest to a segment of the public, use its editorial skills to turn the raw materials into distinct work, and distribute that work to an audience.” *Nat’s Sec. Archive v. Dep’t of Defense*, 880 F.2d 1381, 1387 (D.C. Cir. 1989). Indeed, The Protect Democracy Project has routinely demonstrated the ability to disseminate information about its FOIA requests to a wide audience.⁷ The Protect Democracy Project will disseminate information and analysis about this request – and any information obtained in response – through its website (protectdemocracy.org); its Twitter feed (<https://twitter.com/protctdemocracy>), which has more than 9,000 followers; its email list of approximately 20,000 people; and sharing information with other members of the press.

* * *

Given the 20-day statutory deadline, we hope to be as helpful as possible in clarifying or answering questions about our request. Please contact me at larry.schwartztol@protectdemocracy.org or (202) 516-7885 if you require any additional information. We appreciate your cooperation, and look forward to hearing from you very soon.

Sincerely,

Larry Schwartztol
Counsel
The Protect Democracy Project

⁷ See, e.g., Lisa Rein, *Watchdog group, citing “integrity of civil service,” sues Trump to find out if feds are being bullied*, Wash. Post, Apr. 27, 2017, https://www.washingtonpost.com/news/powerpost/wp/2017/04/27/watchdog-group-citing-integrity-of-civil-service-sues-trump-to-find-out-if-feds-are-being-bullied/?utm_term=.8647ab128f3e; Ben Berwick, *Going to Court for Civil Servants, Take Care*, April 28, 2017, <https://takecareblog.com/blog/going-to-court-for-civil-servants>; Charlie Savage, *Watchdog Group Sues Trump Administration, Seeking Legal Rationale Behind Syria Strike*, N.Y. Times, May 8, 2017, <https://nyti.ms/2pX82OV>; Justin Florence, *What’s the Legal Basis for the Syria Strikes? The Administration Must Acknowledge Limits on its Power to Start a War*, Lawfare, May 8, 2017, <https://www.lawfareblog.com/whats-legal-basis-syria-strikes-administration-must-acknowledge-limits-its-power-start-war>.

(b)(6)



FEMA

December 19, 2019

SENT VIA E-MAIL TO: (b)(6)

Larry Schwartztol
Counsel
The Protect Democracy Project

(b)(6)

Re: FEMA FOIA Case Number 2020-FEFO-00084

Dear Mr. Schwartztol:

This is the final response to your Freedom of Information Act (FOIA) request to the U.S. Department of Homeland Security (DHS) and dated August 03, 2017 and transferred to Federal Emergency Management Agency (FEMA) on October 29, 2019. You are seeking following records (see below for clarity on the types of records sought):

1. All documents setting forth policies, procedures, operations orders, guidelines, guidance, best practices, or requirements relating to interactions between any Department of Homeland Security ("DHS") employee and any unaffiliated border enforcement group.
2. All communications between any Border Patrol field office, and any other component of DHS, relating to unaffiliated border enforcement groups.
3. All communications between any employee of DHS and any representative of any unaffiliated border enforcement group.
4. All communications between any component of DHS and the Department of Justice relating to any unaffiliated border enforcement group, including but not limited to communications regarding policies concerning unaffiliated border enforcement groups or potential unlawful activities committed by any unaffiliated border enforcement group.
5. All documents describing, memorializing, or constituting policies or practices for disciplining any employee of DHS for actions or conduct related to unaffiliated border enforcement groups.
6. Any documents reflecting the number of disciplinary actions taken by DHS with respect to DHS employees relating to unaffiliated border enforcement groups
7. All documents, including but not limited to any communications or memoranda, referring to any of the following entities: Arizona Border Recon, Arizona Militia, Citizen Defenders, The Minutemen Project, Rusty's Rangers, Texas Militia or Three Percent United Patriots.
8. All documents referencing the content of, or any responses to, Shane Bauer, "I Went Undercover with a Border Militia. Here's What I Saw.," Mother Jones (Nov./Dec. 2016).

9. All communications between any employee of DHS and any employee of the White House concerning unaffiliated border enforcement groups.
10. All communications with, or documents in any way referencing, Tim Foley of the Arizona Border Recon.
11. All documents containing, discussing, or memorializing communications with any officer or member of the National Border Patrol Council or National ICE Council regarding any unaffiliated border enforcement group.
12. In addition to the records requested above, we also request records describing the processing of this request, including records sufficient to identify search terms used and locations and custodians searched, and any tracking sheets used to track the processing of this request. If your agency uses FOIA questionnaires or certifications completed by individual custodians or components to determine whether they possess responsive materials or to describe how they conducted searches, we also request any such records prepared in connection with the processing of this request

The U.S Department of Homeland Security (DHS) produced and referred to FEMA a total of 35 pages for documents responsive to your request. We are granting your request under the FOIA, Title 5 U.S.C. § 552, as amended, and DHS' implementing regulations, 6 C.F.R. Chapter I and Part 5. After carefully reviewing the responsive documents, I determined that they are appropriate for public release. They are enclosed in their entirety; no deletions or exemptions have been claimed.

You have the right to appeal if you disagree with FEMA's response. The procedure for administrative appeals is outlined in the DHS regulations at 6 C.F.R. § 5.8. In the event you wish to submit an appeal, we encourage you to both state the reason(s) you believe FEMA's initial determination on your FOIA request was erroneous in your correspondence, and include a copy of this letter with your appeal. Should you wish to do so, you must send your appeal within 90 days from the date of this letter to fema-foia@fema.dhs.gov, or alternatively, via mail at the following address:

FEMA
Office of the Chief Administrative Officer
Information Management Division (FOIA Appeals)
500 C Street, SW, Seventh Floor, Mail Stop 3172
Washington, D.C. 20472-3172

As part of the 2007 amendments, the Office of Government Information Services (OGIS) was created to offer mediation services to resolve disputes between FOIA requesters and Federal agencies. You may contact OGIS in any of the following ways:

Office of Government Information Services
National Archives and Records Administration
8601 Adelphi Road- OGIS
College Park, MD 20740-6001
E-mail: ogis@nara.gov

Web: <https://ogis.archives.gov>
Telephone: 202-741-5770/Toll-free: 1-877-684-6448
Facsimile: 202-741-5769

Provisions of the FOIA allow us to recover part of the cost of complying with your request. In this instance, because the cost is below the \$25 minimum, there is no charge.

If you have any questions or would like to discuss this matter, you may contact FEMA at (202) 646-3323, or you may contact FEMA's Public Liaison in the same manner. Please reference the subsequent case identifier: **FEMA 2020-FEFO-00084**.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Bridges". The signature is fluid and cursive, with the first name "Greg" and last name "Bridges" clearly distinguishable.

Greg Bridges
Disclosure Branch Chief

Enclosure(s): Responsive Records, 35 Pages



Countering Violent Extremist Narratives

April, 2016

National Consortium for the
Study of Terrorism and
Responses to Terrorism



FEMA

Revision History

Version #	Implemented By	Revision Date	Reason
1	Liberty Day	4/30/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, START Curriculum Developer; and Alejandro Beutel, CVE SME.

Course Description

Overview

The National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Department of Homeland Security Center of Excellence, is developing the *Countering Violent Extremist Narratives* course to provide community-focused, rigorously-researched and academically-informed instruction on awareness about violent narratives and messaging that advance violent extremist goals. Countering Violent Extremism (CVE) encompasses the preventative aspects of counterterrorism, as well as interventions to undermine the attraction of extremist movements and political narratives that promote violence. This course provides the learner with an introduction to the concepts of narratives, counter-narratives, alternative narratives; commonly-found extremist narratives across violent extremist movement typologies; and, an overview of the principles for developing and delivering counter-narratives and alternative narratives.

Core Capabilities

START will draw upon cutting-edge, original research to develop course content aimed at enhancing participants' core capabilities in the Prevention and Mitigation Mission Areas of the National Preparedness Goal. Specifically, *Countering Violent Extremist Narratives* will address the Public Information and Warning Core Capability of the Prevention Mission Area by increasing public awareness of the messages. The overall goals of the course are: 1) to raise awareness about prevalent violent narratives and 2) leverage the opportunities afforded by the First Amendment of the U.S. Constitution to instruct end users on ways of countering violent narratives. START seeks to advance these goals by educating learners about existing narratives advocating violence in support of violent extremist movements' political and social goals. Learners will receive instruction on community-based efforts to respond to and displace violent narratives through counter-narratives and alternative narratives. In addition, the course will support the Community Resilience Core Capability of the Mitigation Mission Area by promoting integrated efforts to recognize, understand, communicate, plan, and address violent extremist narratives as part of a wider community effort.

Scope

This curriculum is comprised of three core modules on Countering Violent Extremism based on the approximately 100 completed and 50 ongoing START research projects conducted over the past ten years. Throughout the modules, respect for civil rights and civil liberties, such as freedom of speech, in countering violent extremism is emphasized.

After a brief introductory module, the second module, *Narratives and Violent Extremism*, provides the learner with a foundational understanding of violent narratives, counter-narratives, and alternative narratives. The third module, *Relevant Narratives to Countering Violent Extremism in the U.S. Context* examines violent narratives associated with a sampling of certain Homegrown Violent Extremists, Violent White Supremacists, Violent Militia Extremists, Violent Sovereign Citizen

Comment [CA]: This characterization captures the others, without implying that these are the only ideologies espoused by violent extremists.

~~Extremists, and Violent Anti-Abortion Extremists~~ within the U.S. Learners will be introduced to related counter-narratives and alternative narratives for each of the violent extremist typologies presented. The fourth and final module, *Developing and Delivering Narratives Countering Violent Extremism*, exposes learners to core field principles for developing and delivering counter-narratives and alternative narratives for countering violent extremism.

This course, in total, includes approximately 5 hours of instruction and is intended to provide a general introduction to violent narratives and community-based counter-narrative/alternative narrative efforts targeted at the FEMA “awareness” training level. These self-paced modules are available online to an unlimited number of attendees. These modules rely on media-based delivery, and are considered web-based learning.

START makes every effort to create training content that is usable by people with all abilities and disabilities. To this end, START has designed the course so all videos include closed captioning, transcripts are available, alt tags included for all images, and keyboard control navigation is enabled.

Target Audience

START’s *Countering Violent Extremist Narratives* training is intended for: “community builders” who are members of a community—geographic-, interest-, or identity-based—who take action to enhance community well-being and resilience, usually in partnership with other community builders. Typically this includes, but is not limited to social workers, educators, mental health professionals, local activists/advocates, and faith-based workers. This definition can also include law enforcement officers who participate in community engagement (i.e. school resource officers or community outreach specialists) and often live in the communities they protect and serve. That said, law enforcement has a unique role that differs from the other “community builders” and should consider this material as background to better understand the context in which the other partners work rather than actionable direction for proactive law enforcement.

Prerequisites

There is no prerequisite for this course other than knowledge and experience gained in a professional setting. For law enforcement personnel, including Community Policing Coordinators, Youth Relations Specialists, and Community Liaison Officers, relevant knowledge and experience could include knowledge and experience gained by engaging with the community. For non-law enforcement local government actors and community partners, relevant knowledge and experience could include knowledge and experience accumulated by participating in local engagement efforts, including those directly related to building resilience, prevent violence, and/or counter violent extremism.

Completion of the online course *Radicalization to Violence: Awareness for Community Engagement and Resilience* is strongly encouraged.

Required Materials

Please see the Technical Requirements section for more information.

Comment [CA]: Suggest further differentiating law enforcement as a secondary audience for 2 reasons: (1) the 2016 Triangle Research Law Enforcement Survey, which suggested that LE not use the term CVE in their outreach and (2) the potential for mission creep beyond LE lawful authorities in areas such as those covered by this module/course.

Might this edit work?

Testing/Certification

Assessment Strategy

The assessment strategy for Modules 2, 3, and 4 will consist of three parts: an ungraded pre-test, a series of ungraded learning checks, and a graded post-test.

Brief Knowledge Checks: Modules 2, 3, and 4

Each Lesson in Modules 2, 3, and 4 will incorporate knowledge check questions. Each knowledge check will have a built-in feedback feature. There is no required score to pass the knowledge checks. The primary purpose of the knowledge check questions is to focus learners' attention on the most pertinent points of each module.

Pre-test

A pre-test will be administered at the start of the course and completion will be required prior to beginning the first module. The pre-test will be ungraded, but we will capture performance data to assist in our evaluation strategy, described in more detail below.

The pre-test will consist of 15 multiple choice, true/false, or matching question, with 1 question targeting each of the following learning objectives:

1. Learners will be able to recognize the definition of the term "violent extremism", as used in this course.
2. Learners will be able to differentiate between examples of unlawful violent extremist acts and lawful speech and beliefs.
3. Learners will be able to identify the terms "narrative" and "violent narrative" as used in this course.
4. Learners will be able to identify 4 theories/concepts on how violent narratives can persuade individuals.
5. Learners will be able to recognize the definition of the term "countering violent extremism", as used in this course.
6. Learners will be able to identify 3 civil rights/civil liberties considerations in the context of freedom of speech and countering violent extremism.
7. Learners will be able to recognize the definition of the terms "counter-narrative" and "alternative narrative" as used in this course.
8. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Homegrown Violent Extremists.
9. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent White Supremacists.
10. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Militia Extremists.

11. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Sovereign Citizen Extremists.
12. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Anti-Abortion Extremists.
13. Learners will be able to identify the role of local communities in developing and delivering narratives for countering violent extremism.
14. Learners will be able to match the six field principles for developing messages with their corresponding definitions.
15. Learners will be able to identify the seven field principles for delivering messages.

Post-test

The course will also include a post-test. The post-tests will be graded, and learners will have 2 attempts to successfully complete the test. Completion is defined as scoring 70% or higher on the final post-test. Should the participant be unable to complete the test with a 70% or higher on the second attempt, the test will be locked and the learner will be required to contact the course administrator to unlock the test for an additional attempt. If further attempts are necessary will work with the learner on a case by case basis. If the learner is unable to successfully complete the post-test, the learner will not be considered to have successfully completed the course. All those successfully completing the course will receive a Certificate of Completion.

The post-test will consist of 15 multiple choice, true/false, or matching question, with 1 question targeting each of the following learning objectives:

1. Learners will be able to recognize the definition of the term “violent extremism”, as used in this course.
2. Learners will be able to differentiate between examples of unlawful violent extremist acts and lawful speech and beliefs.
3. Learners will be able to identify the terms “narrative” and “violent narrative” as used in this course.
4. Learners will be able to identify 4 theories/concepts on how violent narratives can persuade individuals.
5. Learners will be able to recognize the definition of the term “countering violent extremism”, as used in this course.
6. Learners will be able to identify 3 civil rights/civil liberties considerations in the context of freedom of speech and countering violent extremism.
7. Learners will be able to recognize the definition of the terms “counter-narrative” and “alternative narrative” as used in this course.
8. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Homegrown Violent Extremists.
9. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent White Supremacists.
10. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Militia Extremists.

11. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Sovereign Citizen Extremists.
12. Learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Anti-Abortion Extremists.
13. Learners will be able to identify the role of local communities in developing and delivering narratives as used in this course.
14. Learners will be able to match the six field principles for developing messages with their corresponding definitions.
15. Learners will be able to identify the seven field principles for delivering messages.

Reference List

Below is a list of START's primary references to be used in the development of the *Countering Violent Extremist Narratives*. A full list of all resources is available upon request.

Academic Sources

- Beutel, A., Braniff, W., Ballard, B., and Lee, C. "Counter-Narrative Knowledge Tool for CVE Practitioners and Communities: Literature Survey of Violent and Non-Violent Salafi Religious Argumentation." Final Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2015.
- Beutel, A., Weine, S., Saeed, A., Mihalovic, A., Stone, A., Beahrs, J., and Shanfield, S. (2016). "Field Principles for Countering and Displacing Extremist Narratives." In review.
- Braddock, K. & Horgan, J. (2015). "Towards a Guide for Constructing and Disseminating Counter-Narratives to Reduce Support for Terrorism." *Studies in Conflict & Terrorism* 39(November), 381-404. Available at: <http://www.tandfonline.com/doi/abs/10.1080/1057610X.2015.1116277>
- Braddock, K. (2015). "The utility of narratives for promoting radicalization: The case of the Animal Liberation Front." *Dynamics of Asymmetric Conflict: Pathways Toward Terrorism and Genocide* 8(1), 38-59.
- Braddock, K. "Fighting Words: The Persuasive Effect of Online Extremist Narratives on the Radicalization Process." PhD diss., Pennsylvania State University, 2012. <https://etda.libraries.psu.edu/paper/15349/11960>
- Duffy, J. E., and Brantley, A. C. (July 1997) "Militias: Initiating Contact." *FBI Law Enforcement Bulletin*: P. 22-26.
- Furlow, R. B. (2012). "Extremism and Victimhood in the U.S. Context." Phoenix, AZ: Arizona State University Center for Strategic Communication, Available at: <http://csc.asu.edu/wp-content/uploads/pdf/csc1204-extremism-victimhood-us.pdf>
- Michael, G. (2010). "Blueprints and Fantasies: A Review and Analysis of Extremist Fiction." *Studies in Conflict & Terrorism* 33(2), 149-170. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/10576100903488451>

Primary Sources

"For the Sake of Allah." Zomsik, YouTube.com. Available at:

<https://www.youtube.com/watch?v=kqFZxNCO9SE>

Roof, D. "Text." 2016. LastRhodesian.com. Available at:

<https://web.archive.org/web/20150620135047/http://lastrhodesian.com/data/documents/rf88.txt>

Khan, S. (2011). "Blended Duality: Muslim and American?" Inspire, 8(Fall), 3,9. Available at:

<https://azelin.files.wordpress.com/2012/05/inspire-magazine-8.pdf>

Non-Government Organization Sources

"The Sovereigns: A Dictionary of the Peculiar." (2010). Southern Poverty Law Center. Available at: <https://www.splcenter.org/hatewatch/2012/01/03/%E2%80%98sovereign-citizen%E2%80%99-guru-back-custody-facing-new-charges>

"The Lawless Ones: The Resurgence of the Sovereign Citizen Movement." (2012). Anti-Defamation League. Available at: <http://www.adl.org/assets/pdf/combating-hate/Lawless-Ones-2012-Edition-WEB-final.pdf>

Evaluation Strategy

START will conduct a two-stage evaluation of *Countering Violent Extremist Narratives*, drawing on the four-level evaluation model originally developed by Donald Kirkpatrick.¹

Level 1: Reactions

START will conduct a reaction evaluation via satisfaction survey after course completion. We will develop our survey instrument drawing on the DHS/FEMA/NP National Course and Education Division's Student Assessment of Course and Instructors, and we will administer the survey to all participants after their completion of the course.

Level 2: Learning

We will conduct a learning outcomes assessment of the course through examination of data from the course's pre-test and post-test. We will compare pre- and post-test data for each student to determine their learning gains.

¹ Kirkpatrick, D. L. (1959). Techniques for evaluating course programs. *Journal of American Society of Course Directors*, 13(3), 21-26.

Technical Requirements

The University of Maryland uses Canvas, an online learning platform, for both asynchronous and synchronous online courses. Each of the project's courses will be offered using a "group" space that includes a file hub, modules, online discussion boards, and ability to send announcements. Individuals do not need to be members of the university; however, participants will need to create a free Canvas account prior to initiating the course. No formal affiliation with UMD is required.

Canvas will work in any of the following supported modern web browsers:

- Internet Explorer 10 and 11
- Chrome 40 and 41
- Safari 7 and 8
- Firefox 36 and 37 (Extended Releases are not supported)
- Flash 15 and 16 (for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Canvas requires one of the following operating systems: Windows XP SP3 and newer, OSX 10.6 6 and newer, or Linux – chromeOS.

It is recommended that a computer 5 years or newer is used with 1GB of RAM and a 2GHz processor. Broadband access is recommended; a minimum internet speed of 512kbps is required.

Java Script must be enabled and the browser plug-in, Java, must be installed.

Canvas supports the following screen readers:

- Mac: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer 10 &11)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Course Structure/Content Outline

Pre-Test

Module 1: Course Introduction

Lesson 1: Introduction to Countering Violent Extremist Narratives

- Topic 1.a: Overview of START
- Topic 1.b: Course Description Overview

Lesson 2: How to Navigate the Modules

- Topic 2.a: Using the Learning Delivery Platform
- Topic 2.b: Accessing Assistance

Module 2: Narratives and Violent Extremism

Lesson 1: Module 2 Overview

- Topic 1.b: Purpose of Module 2
- Topic 1.a: Overview of Module 2 Content

Lesson 2: The Role of Violent Narratives in Violent Extremism

- Lesson Introduction
- Topic 2.a: What is Violent Extremism?
- ~~Topic 2.b: Unlawful Violent Extremist Acts versus Lawful Speech and Beliefs~~
- ~~Topic 2.b: What are Narratives and Why They Matter in Violent Extremism~~
- Topic 2.c: Freedom of Speech and Violent Extremism in the U.S.
- Lesson Summary

Lesson 3: The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism

- Lesson Introduction
- Topic 3.a: What is Countering Violent Extremism?
- Topic 3.b: CVE and Freedom of Speech
- Topic 3.c: Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism
- Lesson Summary

Lesson 4: Module Summary

- Topic 4.a: Summary of Module 2
- Topic 4.b: Module 3 Preview

Module 3: Relevant Narratives to Countering Violent Extremism in the U.S. Context

Lesson 1: Module 3 Overview

- Topic 1.b: Purpose of Module 3
- Topic 1.a: Overview of Module 3 Content

Lesson 2: Narratives and Countering Homegrown Violent Extremism

- Lesson Introduction
- Topic 2.a: Who are Homegrown Violent Extremists?
- Topic 2.b: Violent Narratives and Homegrown Violent Extremism
- Topic 2.c: Countering and Replacing Homegrown Violent Extremist Narratives
- Lesson Summary

Lesson 3: Narratives and Countering Violent White Supremacists

- Lesson Introduction
- Topic 3.a: Who are Violent White Supremacists?
- Topic 3.b: Violent Narratives and Violent White Supremacists
- Topic 3.c: Countering and Replacing Violent White Supremacist Narratives
- Lesson Summary

Lesson 4: Narratives and Countering Militia Extremists

- Lesson Introduction
- Topic 4.a: Who are Militia Extremists?
- Topic 4.b: Violent Narratives and Militia Extremists
- Topic 4.c: Countering and Replacing Violent Militia Extremist Narratives
- Lesson Summary

Lesson 5: Narratives and Countering Sovereign Citizen Extremists

- Lesson Introduction
- Topic 5.a: Who are Sovereign Citizen Extremists?
- Topic 5.b: Violent Narratives and Sovereign Citizen Extremists
- Topic 5.c: Countering and Replacing Violent Sovereign Citizen Extremist Narratives
- Lesson Summary

Lesson 6: Narratives and Countering Anti-Abortion Extremists

- Lesson Introduction
- Topic 6.a: Who are Anti-Abortion Extremists?
- Topic 6.b: Violent Narratives and Anti-Abortion Extremists
- Topic 6.c: Countering and Replacing Anti-Abortion Extremist Narratives
- Lesson Summary

Lesson 7: Module Summary

- Topic 7.a: Summary of Module 3
- Topic 7.b: Module 4 Preview

Module 4: Developing and Delivering Narratives for Countering Violent Extremism

Lesson 1: Module 4 Overview

- Topic 1.b: Purpose of Module 4
- Topic 1.a: Overview of Module 4 Content

Lesson 2: Community-Led Development and Delivery of Narratives for CVE

- Lesson Introduction
- Topic 2.a: Overview of Development and Delivery of Narratives for CVE in the U.S. Context
- Topic 2.b: Community-Led Development and Delivery of Narratives for CVE
- Lesson Summary

Lesson 3: Principles for Developing Narratives for CVE

- Lesson Introduction
- Topic 3.a: Utilize Emotional Communication and Avoid Fear-Based Messaging
- Topic 3.b: Humanize the Subjects and Complicate the Violent Narrative
- Topic 3.c: Reframe Instead of Confronting and Promoting Positive Identities
- Lesson Summary

Lesson 4: Principles of Delivering Narratives for CVE

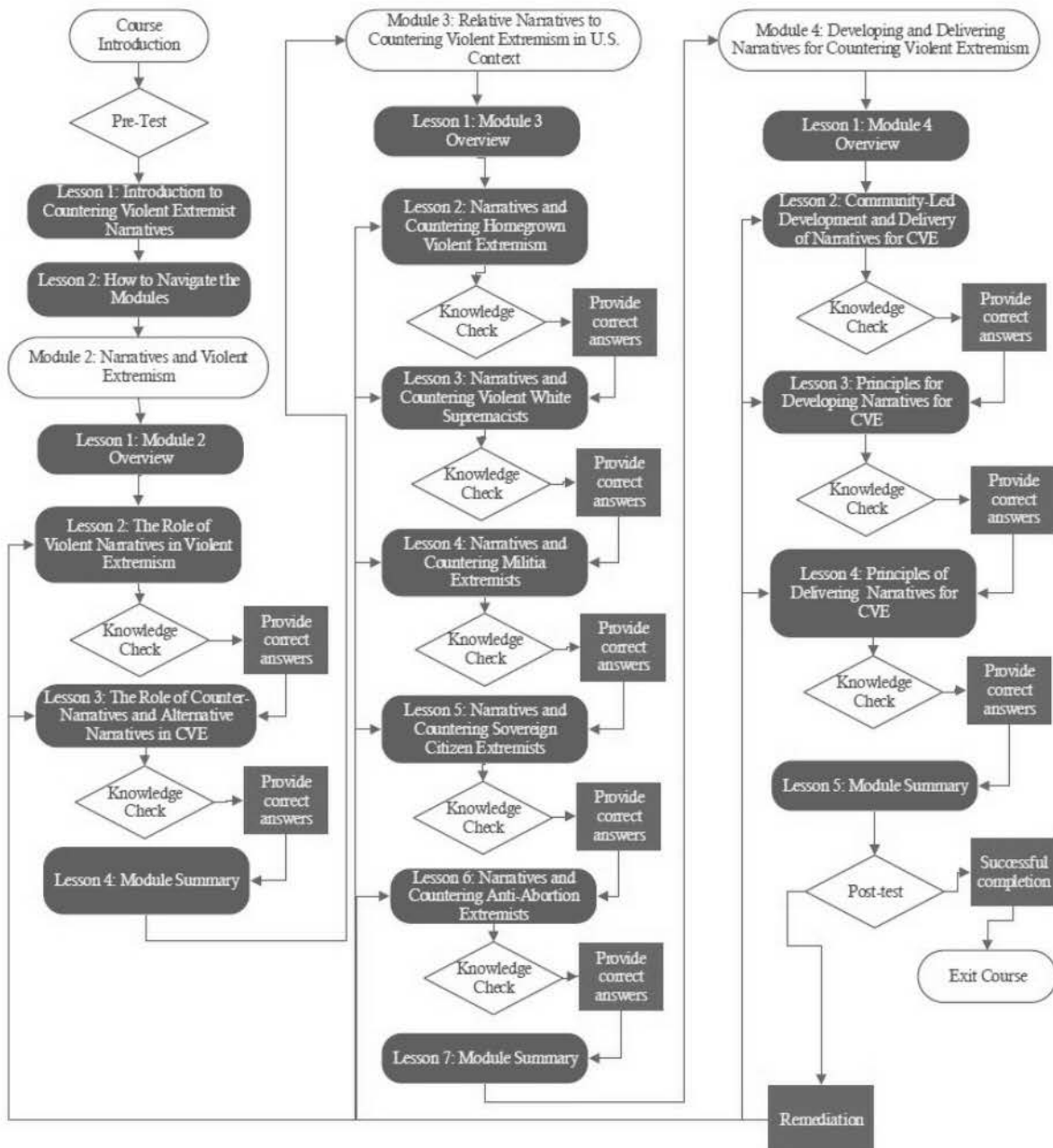
- Lesson Introduction
- Topic 4.a: Know Your Audience and Your Desired Outcomes
- Topic 4.b: Use the Right Communication Mediums and Credible Messengers
- Topic 4.c: Do No Harm and Diminish the 'Say-Do' Gap
- Topic 4.d: Evaluate the Process and Impact
- Lesson Summary

Lesson 5: Module Summary

- 5.a: Summary of Module 4

Post-Test

Course Progression



Course Design Matrix

Module 1: Course Introduction	
Scope Statement:	This introduction will provide an overview of the <i>Countering Violent Extremist Narratives</i> course including the program's goals, modules, and navigation.
Terminal Learning Objectives:	<ul style="list-style-type: none"> Learners will be able to identify <i>Countering Violent Extremist Narratives</i> course goals and module content. Learners will be able to identify <i>Countering Violent Extremist Narratives</i> module content.

Module 1, Lesson 1: Introduction to <i>Countering Violent Extremist Narratives</i>			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
1.a: Overview of START	Learners will be able to recognize START's organizational description and mission.	I	Text; Tutorial
1.b: Course Description Overview	Learners will be able to recognize the course goals, structure, schedule, evaluation methods, and method of certificate issuance.	II	Text and Audio; Tests and examinations;
Assessment Strategy:	A pre-test will be administered prior to initiating the course.		

Module 1, Lesson 2: How to Navigate the Modules			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
2.a: Using the Learning Delivery Platform	Learners will be able to navigate <i>Countering Violent Extremist Narratives</i> Learning Delivery Platform.	II	Text, Audio, and Video presentation; FAQs
2.b: Accessing Assistance	Learners will be able to locate instructions for communicating with course facilitators and successfully contact a facilitator.	II	Text, Audio and Video presentation; Tests and examinations; FAQs; Private communication
Assessment Strategy:	An ungraded, brief knowledge check question will be incorporated into the lesson.		

Module 2: Narratives and Violent Extremism	
Scope Statement:	<i>Narratives and Violent Extremism</i> first provides an overview of the role of narratives in violent extremism, and then provides an overview of the role of counter-narratives and alternative narratives in countering violent extremism.
Terminal Learning Objectives:	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of violent narratives in violent extremism. • Explain the importance counter-narratives and alternative narratives in countering violent extremism.

Module 2, Lesson 1: Module Overview			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
1.a: Purpose of Module 2	Given several options from which to choose, learners will be able to recognize Module 2's terminal learning objective, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
1.b: Overview of Content of Module 2	Learners will be able to recognize the outline of Module 2's lessons.	I	Text and Audio
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Module 2, Lesson 2: The Role of Narratives in Violent Extremism			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
2.a: What is Violent Extremism?	Given several options from which to choose, learners will be able to accurately identify definition of the term “violent extremism” as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
2.b: Unlawful Violent Extremist Acts versus Lawful Speech and Beliefs	Given several options from which to choose, differentiate between examples of unlawful violent extremist acts and lawful speech and beliefs by selecting the correct options with 100% accuracy.	II	Text and audio; Tests and examinations
2.b.e: <u>Why Narratives and Why They Matter</u> in Violent Extremism	Given several options from which to choose, learners will be able to accurately identify the terms “narrative” and “violent narrative” as used in this course, and identify how violent narratives can persuade individuals, by selecting the correct option with 100% accuracy.	II	Text and audio, Video presentation; Tests and examinations
2.c: <u>Freedom of Speech and Violent Extremism in the U.S.</u>	<u>Given several options from which to choose, differentiate between examples of unlawful violent extremist acts and lawful speech and beliefs by selecting the correct options with 100% accuracy.</u>	II	<u>Text and audio; Tests and examinations</u>
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 4 multiple choice and true/false questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with item matching each of the above learning objectives.		

Module 2, Lesson 3: The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
3.a: What is Countering Violent Extremism?	Given several options from which to choose, learners will be able to accurately identify definition of the term “countering violent extremism” as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.b: CVE and Freedom of Speech	Given several options from which to choose, learners will identify civil rights/civil liberties considerations in the context of freedom of speech and CVE, by selecting the correct option with 100% accuracy.	II	Text and audio; Tests and examinations
3.c: Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	Given several options from which to choose, learners will be able to accurately identify the terms “counter-narrative” and “alternative narrative” as used in this course, and identify how counter-narratives and alternative narratives can persuade individuals, by selecting the correct option with 100% accuracy.	II	Text and audio, Video presentation; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 4 multiple choice and true/false questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with item matching each of the above learning objectives.		

Module 2, Lesson 4: Module Summary			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
4.a: Key point review	Given a True/False alternative, learners will be able to identify major points described in all of the module's lesson objectives, by selecting the correct options with 75% accuracy.	II	Text and Audio; Tests and examinations
4.b: Module 3 Preview	Learners will be able to recognize the outline of Module 3's lessons.	I	Text and Audio
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Module 3: Relevant Narratives to Countering Violent Extremism in the U.S. Context

Scope Statement:	<i>Counter-Narratives and Alternative Narratives for Countering Violent Extremism</i> first provides an overview of five types of violent extremism and associated violent narratives and then introduces learners to key counter-/alternative narratives for countering these five types of violent extremism.
Terminal Learning Objectives:	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Identify key violent narratives associated with Homegrown Violent Extremists, Violent White Supremacists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. Identify counter-/alternative narratives for countering: Homegrown Violent Extremists, Violent White Supremacists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists.

Module 3, Lesson 1: Module Overview			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
1.a: Purpose of Module 3	Given several options from which to choose, learners will be able to recognize Module 3's terminal learning objective, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
1.b: Overview of Content of Module 3	Learners will be able to recognize the outline of Module 3's lessons.	I	Text and Audio
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Module 3, Lesson 2: Narratives and Countering Homegrown Violent Extremism			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
3.a: What is Homegrown Violent Extremism?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term "Homegrown Violent Extremist" as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.b: Violent Narratives and Homegrown Violent Extremism	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Homegrown Violent Extremist, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.c: Countering and Replacing Homegrown Violent Extremist Narratives	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Homegrown Violent Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 question included for this lesson.		

Module 3, Lesson 3: Narratives and Countering Violent White Supremacists			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
3.a: What is Violent White Supremacism?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term “Violent White Supremacists” as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.b: Violent Narratives and Violent White Supremacists	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent White Supremacists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.c: Countering and Replacing Violent White Supremacist Narratives	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent White Supremacists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 question included for this lesson.		

Module 3, Lesson 4: Narratives and Countering Violent Militia Extremists			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
4.a: What is Violent Militia Extremism?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term “Violent Militia Extremism” as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
4.b: Violent Narratives and Violent Militia Extremists	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Militia Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
4.c: Countering and Replacing Violent Militia Extremist Narratives	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Militia Extremism, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 question included for this lesson.		

Module 3, Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
5.a: What is Violent Sovereign Citizen Extremism?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term "Violent Sovereign Citizen Extremists" as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
5.b: Violent Narratives and Violent Sovereign Citizen Extremists	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Sovereign Citizen Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
5.c: Countering and Replacing Violent Sovereign Citizen Extremist Narratives	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Sovereign Citizen Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 question included for this lesson.		

Module 3, Lesson 6: Narratives and Countering Violent Anti-Abortion Extremists			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
6.a: What is Violent Anti-Abortion Extremism?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term "Violent Anti-Abortion Extremists" as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
6.b: Violent Narratives and Violent Anti-Abortion Extremists	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Anti-Abortion Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
6.c: Countering and Replacing Violent Anti-Abortion Extremists Narratives	Given several options from which to choose, learners will be able to pair a counter-/alternative narrative with a violent narrative associated with Violent Anti-Abortion Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 question included for this lesson.		

Module 3, Lesson 7: Module Summary			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
7.a: Key point review	Given a True/False alternative, learners will be able to identify major points described in all of the module's lesson objectives, by selecting the correct options with 75% accuracy.	II	Text and Audio; Tests and examinations
7.b: Module 4 Preview	Learners will be able to recognize the outline of Module 4's lessons.	I	Text and Audio
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Module 4: Developing and Delivering Narratives for Countering Violent Extremism			
Scope Statement:	<i>Developing and Delivering Narratives for Countering Violent Extremism</i> explores research-based principles for developing and delivering counter-narratives and alternative narratives for countering violent extremism at the local level.		
Terminal Learning Objectives:	Learners will be able to: <ul style="list-style-type: none">Identify and understand field principles for developing and delivering new counter-narrative and alternative narrative content for countering violent extremism at the local level.		
Module 4, Lesson 1: Module 4 Overview			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
1.a: Purpose of Module 4	Given several options from which to choose, learners will be able to recognize Module 4’s terminal learning objective, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
1.b: Overview of Content of Module 4	Learners will be able to recognize the outline of Module 4’s lessons.	I	Text and Audio;
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Module 4, Lesson 2: Community-Led Development and Delivery of Narratives for CVE			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
2.a: Overview of CVE narrative development and delivery in the U.S. context	Given several options from which to choose, learners will be able to identify the entities that engage in developing and disseminating narratives for CVE in the U.S. context, with 100% accuracy.	II	Text and Audio; Tests and examinations
2.b: Community-led development and delivery of narratives for CVE	Given several options from which to choose, learners will be able to identify the role of local communities in developing and delivering narratives as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check will be incorporated into the lesson. A final post-test will be completed at the end of the module with 1 item linked to the above learning objectives.		

Module 4, Lesson 3: Principles for Developing Narratives for CVE			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
3.a: Utilize Emotional communication and Avoid Fear-Based Messaging	Given several options from which to choose, learners will be able to match sample texts to the principles of “Utilize Emotional Communication” and “Avoid Fear-Based Messaging” as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.b: Humanize the Subjects and Complicate the Violent Narrative	Given several options from which to choose, learners will be able to match sample texts to the principles of “Humanize the Subjects” and “Complicate the Violent Narrative” as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.c: Reframe Instead of Confront and Promote Positive Identities	Given several options from which to choose, learners will be able to match sample texts to the principles of “Reframe Instead of Confront” and “Promote Positive Identities” as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge checks consisting will be incorporated into the lesson. A final exam will be completed at the end of the course with 1 matching item for the lesson.		

Module 4, Lesson 4: Principles of Delivering Narratives for CVE			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
4.a: Know Your Audience and Your Desired Outcomes	Learners will be able identify the benefits of following the principles of “Know Your Audience” and “Your Desired Outcomes”, with 100% accuracy.	II	Text and Audio; Tests and examinations
4.b: Use the Right Communication Mediums and Credible Messengers	Learners will be able identify the benefits of following the principles of “Use the Right Communication Mediums” and “Credible Messengers”, with 100% accuracy.	II	Text and Audio; Tests and examinations
4.c: Do No Harm and Diminish the ‘Say-Do’ Gap	Learners will be able identify the benefits of following the principles of “Do No Harm” and “‘Say-Do’ Gap”, with 100% accuracy.	II	Text and Audio; Tests and examinations
4.d: Evaluate the Process and Impact	Learners will be able identify the benefits of following the principle of “Evaluating the Process and Impact”, with 100% accuracy.	II	Text and Audio; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge checks consisting will be incorporated into the lesson. A final exam will be completed at the end of the course with 1 question for the lesson.		

Module 4, Lesson 8: Module Summary			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
5.a: Key Point Review	Given a True/False alternative, learners will be able to identify major points described in all of the module’s lesson objectives, by selecting the correct options with 75% accuracy.	II	Text and Audio; Tests and examinations
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Estimated Contact Time

Countering Violent Extremist Narratives (310 mins)

Pre-test (20 mins)

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Pre-test (20 min.):** Approximately 17 questions
- **Total Screens/Minutes:** 0 screens/20 minutes

Module 1: Course Introduction (16 minutes)

Lesson 1: Introduction Countering Violent Narratives

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (5 min.):** 5 screens at approximately 1 minute or less each
- **Total Screens/Minutes:** 6 screens/ 6 minutes

Lesson 2: How to Navigate the Modules

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (8 min.):** 5 screens at approximately 1-2 minutes
- **Knowledge Check (KC) (1 min.):** 1 screen
- **Total Screens/Minutes:** 7 screens/ 10 minutes

Module 2: Narratives and Violent Extremism (77 mins)

Lesson 1: Module 2 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (7 min.):** 6 screens at 1-2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** Approximately 1 screens
- **Total Screens/Minutes:** 8 screens/9 minutes

Lesson 2: Role of Violent Narratives in Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (26 min.):** 11 screens averaging 2-3 minutes each
- **Knowledge Check (KC) Screens (4 min.):** Approximately 3 screens
- **Total Screens/Minutes:** 15 screens/31 minutes

Lesson 2: Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (26 min.):** 11 screens averaging 2-3 minutes each
- **Knowledge Check (KC) Screens (4 min.):** Approximately 3 screens
- **Total Screens/Minutes:** 15 screens/31 minutes

Lesson 4: Module Summary

- **Objective Screens (0 min.):** No objective screens
- **Content Screens (6 min.):** 6 screens
- **Total Screens/Minutes:** 6 screens/6 minutes

Module 3: Relevant Narratives to Countering Violent Extremism in the U.S. Context (85 mins)

Lesson 1: Module 3 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (7 min.):** 6 screens at 1-2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** Approximately 1 screens
- **Total Screens/Minutes:** 8 screens/9 minutes

Lesson 2: Narratives and Countering Homegrown Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 6 screens averaging approximately 2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** 1 screen
- **Total Screens/Minutes:** 8 screens/14 minutes

Lesson 3: Narratives and Countering Violent White Supremacists

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 6 screens averaging approximately 2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** 1 screen
- **Total Screens/Minutes:** 8 screens/14 minutes

Lesson 4: Narratives and Countering Militia Extremists

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 6 screens averaging approximately 2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** 1 screen
- **Total Screens/Minutes:** 8 screens/14 minutes

Lesson 5: Narratives and Countering Sovereign Citizen Extremists

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 6 screens averaging approximately 2 minutes each

- **Knowledge Check (KC) Screens (1 min.):** 1 screen
- **Total Screens/Minutes:** 8 screens/14 minutes

Lesson 6: Module Summary

- **Objective Screens (0 min.):** No objective screens
- **Content Screens (6 min.):** 6 screens
- **Total Screens/Minutes:** 6 screens/6 minutes

Module 4: Developing and Delivering Narratives for Countering Violent Extremism (92 min)

Lesson 1: Module 4 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (6 min.):** 6 screens at 1 minute or less each
- **Knowledge Check (KC) Screens (1 min.):** Approximately 1 screens
- **Total Screens/Minutes:** 8 screens/8 minutes

Lesson 2: Narratives for CVE

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (14 min.):** 6 screens at approximately 2-3 minutes each
- **Knowledge Check (KC) Screens (2 min.):** Approximately 2 screens
- **Total Screens/Minutes:** 9 screens/17 minutes

Lesson 3: The Six Principles for Developing Narratives for CVE

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (24 min.):** 12 screens at approximately 2-3 minutes each
- **Knowledge Check (KC) Screens (3 min.):** Approximately 3 screens
- **Total Screens/Minutes:** 16 screens/28 minutes

Lesson 4: The Seven Principles of Delivering Narratives for CVE

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (28 min.):** 14 screens at approximately 2-3 minutes each
- **Knowledge Check (KC) Screens (4 min.):** Approximately 4 screens
- **Total Screens/Minutes:** 29 screens/33 minutes

Lesson 5: Module Summary

- **Objective Screens (0 min.):** No objective screens
- **Content Screens (6 min.):** 6 screens

- **Total Screens/Minutes:** 6 screens/6 minutes

Post-test (20 mins)

- **Objective Screens (0 min.):** No objectives
 - **Content Screens (0 min.):** No content screens
 - **Pre-test (20 min.):** Approximately 17 questions
 - **Total Screens/Minutes:** 0 screens/20 minutes
-