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U.S. Department of Homeland Security
500 C Street, S.W., Mail Stop 3172
Washington, DC 20472-3172

FEMA

June 9, 2022

SENT VIA E-MAIL

Re: **FEMA 2021-FEFO-00810 Final Response**

This is the final response to your Freedom of Information Act (FOIA) request to the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA), dated and received in this office on July 28, 2021. You requested the following:

A copy of each Course Design Document (CDD) developed by or for theNational Consortium for the Study of Terrorism and Responses to Terrorism, during the last ten years. One example of a CDD is Countering Violent Extremist Narratives.

A search of FEMA's National Preparedness Directorate (NPD) for documents responsive to your request. The search produced a total of 512 pages consisting of two documents "*Community-led Action in Response to Violent Extremism*" , "*Designing Effective Community Responses to Radicalization to Violence*", "*Countering Violent Extremist Narratives*", *Coalition-Building for CVE and Community Resilience*", *Countering Violent Extremism and Community Policing Online Training for Command Staff*", *Countering Violent Extremism and Community Policing Online training for line Officers*", *Integrating Mental Health and Education Approaches into Countering Violent Extremism*" and "*Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism*." After carefully reviewing the responsive documents pursuant to Title 5 U.S.C. § 552, we have determined the documents are appropriate for 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
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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 need any further assistance or would like to discuss any aspect of your request, please contact us and refer to FOIA case number **FEMA 2021-FEFO-00810**. You may send an e-mail to fema-foia@fema.dhs.gov, call (202) 646-3323, or you may contact our FOIA Public Liaison in the same manner.

Sincerely,

PEARLENE ROBINSON Digitally signed by PEARLENE ROBINSON Date: 2022.06.09 16:12:29 -04'00'

Pearlene Robinson
Senior FOIA Team Lead
Disclosure Branch
Information Management Division
Mission Support

Enclosure(s): Responsive Documents, (512 pages)

Community-led Action in Response to Violent Extremism

Course Number: AWR-355-W

February 2017

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

Revision History

Version #	Implemented By	Revision Date	Reason
1	Liberty Day	6/26/2015	Initial Draft created in conjunction with Meredith Collier and Susan Szmania, CVE SME.
2	Liberty Day	8/10/2015	Separation of RACER and DECRR
3	Liberty Day	11/30/2015	Completion of all storyboard drafts. Storyboards reviewed by external SMEs. Revisions made by Alejandro Beutel and Meredith Collier.
4	Liberty Day	6/27/2016	Updated after FEMA feedback and START revisions.
5	Brandi Goff	2/14/2017	Updated after FEMA 508 Compliance revisions.

Course Description

Overview

The National Consortium for the Study of Terrorism and Responses to Terrorism (START), a U.S. Department of Homeland Security Center of Excellence led by the University of Maryland, has developed the course *Community-led Action in Response to Violent Extremism* to provide community-focused, rigorously-researched, and academically-informed instruction on Countering Violent Extremism (CVE). CVE encompasses programs, policies, and activities intended to prevent individuals and groups from radicalizing to facilitate or commit violence, to disengage individuals and groups who are planning to commit or facilitate extremist violence, and to rehabilitate and reintegrate those who have already engaged in extremist violence. In contrast to traditional counterterrorism (CT) approaches to addressing violent extremism and terrorism, CVE efforts are community-led, sometimes in partnership with law enforcement.

The course is composed of the following: pre-test, introductory module, module on *Radicalization to Violence Awareness*, module on *Community-Based Efforts for Countering Violent Extremism*, post-test, and reaction survey. The introductory module includes two lessons which will help you learn how to navigate the course and introduce you to course content. The second module, *Radicalization to Violence Awareness*, examines START-supported research about violent extremism and radicalization to violence in the U.S. The third module, *Community-Based Efforts for Countering Violent Extremism*, explores a spectrum of community-led efforts to foster resilience to violent extremism and radicalization to violence.

Core Capabilities

The U.S. Federal Emergency Management Agency states: "Experience tells us that when the whole community comes together to tackle a challenge—and everyone plays a role—the end result is more effective. Recognizing that preparedness is a shared responsibility, Presidential Policy Directive/PPD-8: National Preparedness was signed by the President on March 30, 2011. At its core, PPD-8 requires the involvement of everyone—not just the government—in a systematic effort to keep the nation safe from harm and resilient when struck by hazards, such as natural disasters, acts of terrorism and pandemics."[1] One of the core elements of Presidential Policy Directive-8 is the U.S. National Preparedness Goal:

"A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk."[2]

The content of this course is aimed at enhancing participants' core capabilities in the Prevention and Mitigation Mission Areas of the U.S. National Preparedness Goal. Specifically, *Community-*

[1] U.S. Federal Emergency Management Agency. "Learn about Presidential Policy Directive-8". Retrievable from: https://www.fema.gov/learn-about-presidential-policy-directive-8

[2] U.S. Department of Homeland Security. (2015). National preparedness goal (Second Ed.). Washington, D.C.: U.S. Department of Homeland Security. Retrievable from: https://www.fema.gov/media-library/assets/documents/25959

led Action in Response to Violent Extremism will address the Public Information and Warning Core Capability of the Prevention Mission Area of the National Preparedness Goal by increasing public awareness of the mechanisms by which individuals and groups radicalize to violence, and by promoting community engagement in prevention efforts. In addition, the course will support the Community Resilience Core Capability of the Mitigation Mission Area of the National Preparedness Goal by promoting integrated efforts within and across communities to recognize, understand, communicate, plan, and address violent extremism as part of wider community efforts.

Scope

This course is comprised of three modules on Countering Violent Extremism based on the approximately 100 completed and 50 ongoing START research projects conducted over the past ten years.

The course includes approximately 4 hours of instruction and is intended to provide a general introduction to radicalization and community-based efforts targeted at the FEMA "awareness" course level. These self-paced modules are available online to an unlimited number of attendees. The course 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 *Community-led Action in Response to Violent Extremism* course is intended for: law enforcement officers engaged in Countering Violent Extremism efforts such as Community Liaison Officers or School Resource Officers; participants from non-governmental organizations who are engaged in Countering Violent Extremism at the community level; and, representatives from educational, government, and business organizations. Course content is equally relevant to participants from any region of the country, as it is based on theories and data from multiple behavioral and social scientific studies, including research concerning lone-actors, groups, and movements across different ideologies and socio-economic contexts. It is informed by practical guidance from law enforcement and community partners on adapting academic knowledge to practitioner needs.

Prerequisites

The only course prerequisite is knowledge and experience gained in a professional setting. For law enforcement personnel, including Community Policing Coordinators, Youth Relations Specialists, and Community Liaison Officers, prerequisites include knowledge and experience gained by engaging with the community. For community partners, prerequisites include knowledge and experience accumulated by participating in local engagement efforts, especially those intended to build resilience, prevent violence, and/or counter violent extremism.

Required Materials

Please see the Technical Requirements section for more information.

Testing/Certification

Assessment Strategy

The assessment strategy for Modules 1 and 2 will consist of three parts: an ungraded pre-test, a series of ungraded learning checks, and a graded post-test.

Brief Knowledge Checks: Modules 1 and 2

Each Lesson in Modules 1 and 2 will incorporate knowledge check questions consisting of up to 5 multiple choice or true/false questions per lesson. Each knowledge check will have a built-in feedback feature. There is no required score to pass the knowledge checks. The primary purposes of the knowledge check questions is to focus their attention on the most pertinent points of each module.

Pre-tests

The course will include a pre-test. The pre-test will be required for all participants prior to beginning the modules. 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 21 multiple choice or true/false questions, which each must be completed with 100% accuracy. The questions will target each of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of term "violent extremism" used in this course.
2. Given several options from which to choose, learners will be able to recognize the definition of term "hate crime" used in this course.
3. Given several options from which to choose, learners will be able to recognize the terms "domestic terrorism" and "homegrown violent extremism" as terms used by DHS to classify violent extremist groups and individuals.
4. Given several options from which to choose, learners will be able to recognize three trends in U.S. violent extremism.
5. Given several options from which to choose, learners will be able to recognize a common myth about U.S. violent extremism.
6. Given several options from which to choose, learners will be able to recognize the definition of "radicalization to violence" based on federal guidance.
7. Given a True/False alternative, learners will be able to recognize that the relationship between beliefs and actions in the context of radicalization to violence is not guaranteed.
8. Given several options from which to choose, learners will be able to identify 3 mechanisms that may be involved in radicalization to violence.
9. Given several options from which to choose, learners will be able to identify limitations of what data can tell us about radicalization to violence.
10. Given a multiple-choice question, learners will be able to identify three research findings on radicalization to violence.

11. Given several options from which to choose, learners will be able to recognize the definition the term "counterterrorism", as used in the course.
12. Given a True/False alternative, learners will be able to recognize the definition of the term "Countering Violent Extremism" as used in the course.
13. Learners will be able to recognize the elements of the Countering Violent Extremism spectrum: Engagement and Prevention; Intervention; and Interdiction, Rehabilitation, and Reintegration.
14. Learners will be able to recognize the essential elements of engagement with respect to the Countering Violent Extremism Spectrum.
15. Learners will be able to recognize the essential elements of reintegration with respect to the Countering Violent Extremism Spectrum.
16. Learners will be able to identify 4 possible challenges for developing community-based initiatives to counter violent extremism.
17. Learners will be able to recognize the essential elements of good relationships between community members and law enforcement for Countering Violent Extremism and public safety.
18. Learners will be able to recognize the definition of "resilience" as it relates to Countering Violent Extremism.
19. Learners will be able to identify the 4 strategies for preventing youth from radicalizing to violence, as defined by the Diminishing Opportunities for Violent Extremism (DOVE) model.
20. Learners will be able to recognize cultural competence skills useful for engaging diverse communities for Countering Violent Extremism.
21. Given a True/False alternative, learners will be able to recognize principles for teaching and talking about Countering Violent Extremism in diverse communities.

Post-tests

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 START 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 pre-test will consist of 21 multiple choice or true/false questions, which each must be completed with 100% accuracy. The questions will target each of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of term "violent extremism" used in this course.
2. Given several options from which to choose, learners will be able to recognize the definition of term "hate crime" used in this course.

3. Given several options from which to choose, learners will be able to recognize the terms "domestic terrorism" and "homegrown violent extremism" as terms used by DHS to classify violent extremist groups and individuals.
4. Given several options from which to choose, learners will be able to recognize three trends in U.S. violent extremism.
5. Given several options from which to choose, learners will be able to recognize a common myth about U.S. violent extremism.
6. Given several options from which to choose, learners will be able to recognize the definition of "radicalization to violence" based on federal guidance.
7. Given a True/False alternative, learners will be able to recognize that the relationship between beliefs and actions in the context of radicalization to violence is not guaranteed.
8. Given several options from which to choose, learners will be able to identify 3 mechanisms that may be involved in radicalization to violence.
9. Given several options from which to choose, learners will be able to identify limitations of what data can tell us about radicalization to violence.
10. Given a multiple-choice question, learners will be able to identify three research findings on radicalization to violence.
11. Given several options from which to choose, learners will be able to recognize the definition the term "counterterrorism", as used in the course.
12. Given a True/False alternative, learners will be able to recognize the definition of the term "Countering Violent Extremism" as used in the course.
13. Learners will be able to recognize the elements of the Countering Violent Extremism spectrum: Engagement and Prevention; Intervention; and Interdiction, Rehabilitation, and Reintegration.
14. Learners will be able to recognize the essential elements of engagement with respect to the Countering Violent Extremism Spectrum.
15. Learners will be able to recognize the essential elements of reintegration with respect to the Countering Violent Extremism Spectrum.
16. Learners will be able to identify 4 possible challenges for developing community-based initiatives to counter violent extremism.
17. Learners will be able to recognize the essential elements of good relationships between community members and law enforcement for Countering Violent Extremism and public safety.
18. Learners will be able to recognize the definition of "resilience" as it relates to Countering Violent Extremism.
19. Learners will be able to identify the 4 strategies for preventing youth from radicalizing to violence, as defined by the Diminishing Opportunities for Violent Extremism (DOVE) model.
20. Learners will be able to recognize cultural competence skills useful for engaging diverse communities for Countering Violent Extremism.
21. Given a True/False alternative, learners will be able to recognize principles for teaching and talking about Countering Violent Extremism in diverse communities.

Reference List

Below is a list of START's primary references to be used in the development of the Community-led Action in Response to Violent Extremism. A full list of all resources are available upon request.

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non-governmental and governmental stakeholders from the Greater Boston region". United States Attorney's Office, District of Massachusetts.

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Evaluation Strategy

START will conduct a two-stage evaluation of *Community-led Action in Response to Violent Extremism* drawing on the four-level evaluation model originally developed by Donald Kirkpatrick.[3]

Level 1: Reactions

START will conduct a reaction evaluation via satisfaction survey after each module. 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 each module.

Level 2: Learning

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

[3] 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, 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 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

Community-led Action in Response to Violent Extremism

Pre-test

Introduction Module

Lesson 1: How to Navigate the Modules

Lesson 2: Introduction to Community-led Action in Response to Violent Extremism

- Course History
- Course Description Overview

Module 1: Radicalization to Violence Awareness

Lesson 1: Module 1 Overview

- Topic 1.a: Module Description
- Topic 1.b: Lesson Content

Lesson 2: Defining Violent Extremism

- Lesson Introduction
- Topic 2.a: What is Violent Extremism?
- Topic 2.b: Violent Extremism, Terrorism, and Hate Crimes
- Lesson Summary

Lesson 3: Research Evidence on Violent Extremism in the US

- Lesson Introduction
- Topic 3.a: Types of Violent Extremism in the U.S.
- Topic 3.b: Research on Trends in Violent Extremism in the U.S.
- Topic 3.c: Myths and Facts about Violent Extremism in the U.S.
- Lesson Summary

Lesson 4: Radicalization to Violence

- Lesson Introduction
- Topic 4.a: What Is Radicalization to Violence?
- Topic 4.b: Why Do People Radicalize to Violence?
- Topic 4.c: How Do People Radicalize to Violence?
- Lesson Summary

Lesson 5: Research Evidence about Radicalization to Violence in the U.S.

- Lesson Introduction
- Topic 5.a: What Can Data Tell Us About Radicalization?
- Topic 5.b: Research findings on Radicalization to Violence
- Lesson Summary

Lesson 6: Module Summary
- Topic 6.a: Summary
- Topic 6.b: Introduction to Module 2

Module 2: Community-Based Efforts for Countering Violent Extremism

Lesson 1: Module 2 Overview
- Topic 1.a: Module Description
- Topic 1.b: Lesson Content

Lesson 2: Introduction to Countering Violent Extremism
- Lesson Introduction
- Topic 2.a: Addressing Violent Extremism
- Topic 2.b: What is CVE?
- Topic 2.c: Federal Guidance on CVE
- Lesson Summary

Lesson 3: Introduction to Community-Based Efforts for Countering Violent Extremism
- Lesson Introduction
- Topic 3.a: Community Roles and Law Enforcement Roles for Countering Violent Extremism
- Topic 3.b: Partnerships for CVE and Public Safety
- Lesson Summary

Lesson 4: Developing Community-Based Resources for CVE
- Lesson Introduction
- Topics 4.a: Resilience and CVE
- Topics 4.b: DOVE Case Study
- Topics 4.c: Protective Resources
- Lesson Summary

Lesson 5: Putting CVE into Practice
- Lesson Introduction
- Topic 5.a: Review of the CVE Spectrum
- Topic 5.b: Case Study: Engagement & Prevention
- Topic 5.c: Case Study: Intervention
- Topic 5.d: Case Study: Rehabilitation & Reintegration
- Lesson Summary

Lesson 6: Talking and Teaching about CVE in Your Community

- Lesson Introduction
- Topic 6.a: Talking about Violent Extremism and CVE
- Topic 6.b: Teaching Skills for CVE
- Lesson Summary

Lesson 7: Module Summary

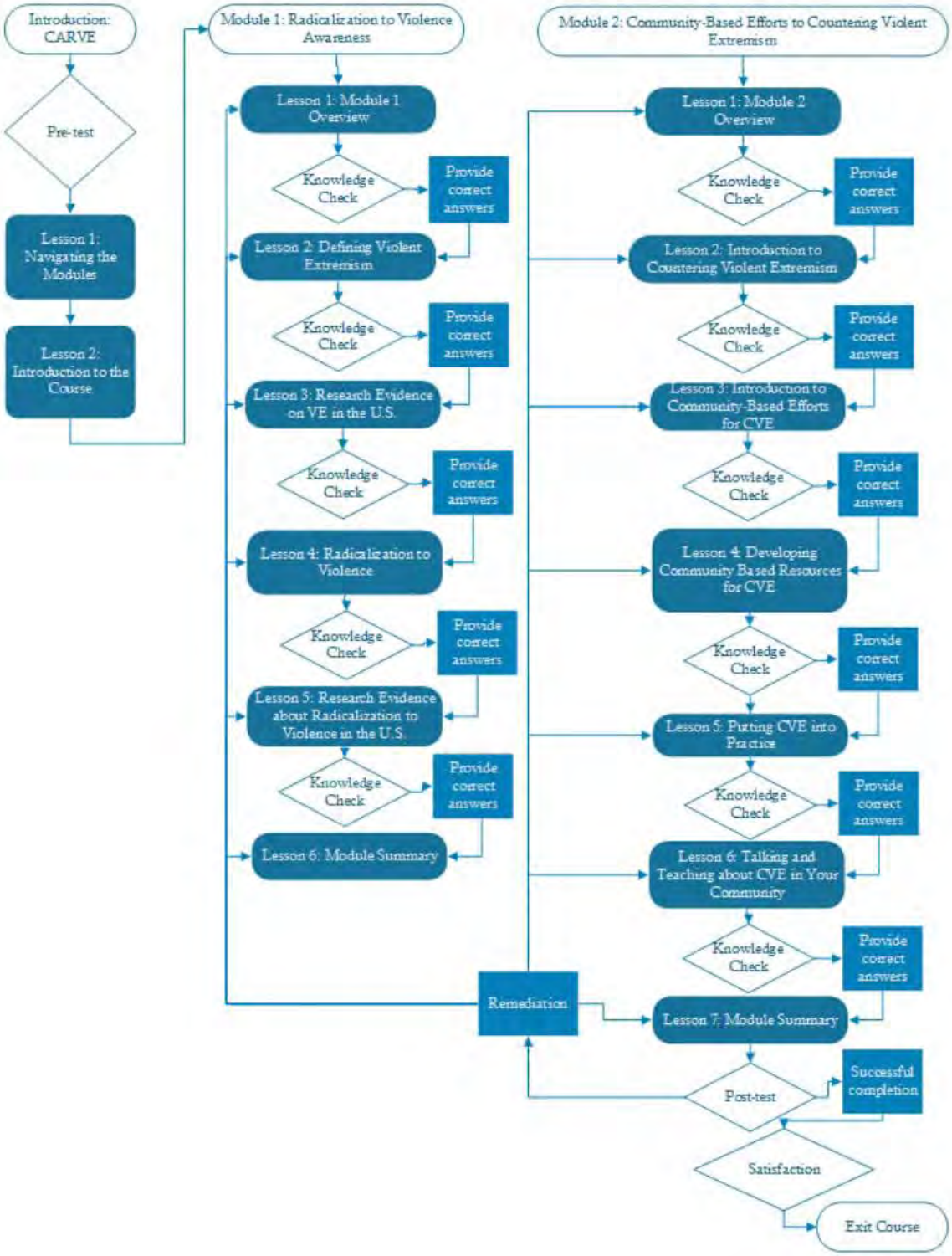
- 7a: Key Point Review

Post-test

Reaction Survey

Community-led Action in Response to Violent Extremism

Course Progression



Course Design Matrix

Introduction Module: Community-led Action in Response to Violent Extremism	
Scope Statement:	This introduction will provide an overview of the Community-led Action in Response to Violent Extremism course including the program's goals, modules, and navigation.
Terminal Learning Objectives:	• Learners will be able to identify *Community-led Action in Response to Violent Extremism* course goals. • Learners will be able to identify *Community-led Action in Response to Violent Extremism* module content. • Learners will be able to identify instructions for navigating *Community-led Action in Response to Violent Extremism* modules. • Learners will be able to identify instructions for requesting assistance from *Community-led Action in Response to Violent Extremism* facilitators.

Introduction Module, Lesson 1: How to Navigate the Modules			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
i.a: Using the Learning Delivery Platform	Learners will be able to navigate Community-led Action in Response to Violent Extremism's Learning Delivery Platform.	II	Video presentation
i.b: Accessing Assistance	Learners will be able to locate instructions for communicating with course facilitators and successfully contact a facilitator.	II	Video presentation
Assessment Strategy:	N/A		

Introduction Module, Lesson 2: Introduction to Community-led Action in Response to Violent Extremism			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
ii.a: Course History	Learners will be able to recall the course history and design	II	Text and Audio
ii.b: Course Description	Learners will be able to recognize the Community-led Action in Response to Violent Extremism program's course goals, structure, schedule, evaluation methods, and method of certificate issuance.	II	Text and Audio
Assessment Strategy:	N/A		

Module 1: Radicalization to Violence Awareness	
Scope Statement:	*Radicalization to Violence Awareness* examines violent extremism in the U.S. and theories on the processes by which individuals and groups develop a willingness to use violence to advance social or political goals.
Terminal Learning Objective:	Learners will be able to recall START-supported research about violent extremism and radicalization to violence in the U.S.

Module 1, Lesson 1: Module 1 Overview			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Module Description	Learners will be able to recognize Module 1's terminal learning objective.	II	Text
1.b: Lesson Content	Learners will be able to identify the module's set of topics.	II	Text
Assessment Strategy:	Participants will complete a satisfaction survey at end of the course.		

Module 1, Lesson 2: Putting Violent Extremism into Context			
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 recognize the definition of the term "violent extremism" used in this course, by selecting the correct option with 100% accuracy.	II	Text and audio; video; Tests and examinations
2.b Violent Extremism, Terrorism, and Hate Crimes	Given several options from which to choose, learners will be able to differentiate between the definitions of terms "violent extremism", "terrorism", and "hate crime", by selecting the correct option with 100% accuracy.	II	Text and audio; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 2 multiple choice will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 1, Lesson 3: Research Evidence on Violent Extremism in the U.S.			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Types of Violent Extremism in the U.S.	Learners will be able to identify an example of a homegrown violent extremist as presented in this course, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
3.b: Research on Trends in Violent Extremism in the U.S.	Learners will be able to identify two trends in U.S. violent extremism with 100% accuracy.	II	Text and Audio; Video; Tests and examinations
3.c: Myths and Facts about Violent Extremism in the U.S.	Given several options from which to choose, learners will be able to distinguish between one myths and three facts about terrorism and violent extremism in the U.S. with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 2 matching and 2 true/false questions will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 1, Lesson 4: Radicalization to Violence			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: What Is Radicalization?	Given several options from which to choose, learners will be able to identify the components of the action and opinions pyramids, by selecting the correct options with 100% accuracy. Given a true/false option, learners will be able to identify the relationship between beliefs of violent extremists and willingness to commit unlawful acts.	II	Text and Audio; Tests and examinations
4.b: Why Do People Radicalize?	Given a true/false option, learners will be able to recognize the origin of 12 mechanisms of radicalization.	II	Text and Audio; Tests and examinations
4.c: How Do People Radicalize?	Learners will be able identify the two factors, means and opportunity, beyond motive that influence radicalization to violence.	II	Text and Audio; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 2 multiple choice and 2 true/false questions will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 1, Lesson 5: Research Evidence about Radicalization to Violence in the U.S.			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: What Can Data Tell Us About Radicalization?	Given several options, learners will be able to identify what data can and can't tell us about radicalization to violence, by selecting the correct options with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations
5.b: Research findings on Radicalization to Violence	Given true/false options, learners will be able to identify key research findings related to radicalization to violence.	II	Video presentation; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of a 1 multiple choice and 6 true/false will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 1, Lesson 6: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Summary	Learners will be able to recall the key points from each of the content lessons provided in this module.	II	Text
6.b: Introduction to Module 2	Learners will be able to describe the purpose of Module 2.	I	Text and Audio presentation
Assessment Strategy:	A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2: Community-Based Efforts for Countering Violent Extremism	
Scope Statement:	*Community-Based Efforts for Countering Violent Extremism*, focuses on community-based efforts to help individuals and communities develop resilience to violent extremism and radicalization to violence.
Terminal Learning Objectives:	• Participants will be able to discuss the spectrum of community-based efforts for countering violent extremism.

Module 2, Lesson 1: Module 2 Overview			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Module Description	Learner will be able to recognize Module 2's terminal learning objective.	II	Text and audio
1.b: Lesson Content	Learners will be able to identify the module's focus (community engagement in Countering Violent Extremism).	II	Text
Assessment Strategy:	Participants will complete a post-test and satisfaction survey at end of the course.		

Module 2, Lesson 2: Introduction to Countering Violent Extremism			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Addressing Violent Extremism	Given several options from which to choose, learners will be able to identify community responses to address violent extremism, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
2.b: What is CVE?	Given several options from which to choose, learners will be able to recognize the defining elements Countering Violent Extremism efforts, by selecting the correct option with 100% accuracy	II	Text and Audio; Tests and examinations
2.c: Federal Guidance on CVE	Given a true/false option, learners will be able to recognize the definition of the whole of community approach advocated for by the U.S. federal government with 100% accuracy.	III	Text, Audio, and Video presentation; Tests and examinations; Learning tasks and activities
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 2 multiple choice and 1 true/false question. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2, Lesson 3: Introduction to Community-Based Efforts for CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Community Roles and Law Enforcement Roles for CVE	Given several options from which to choose, learners will be able to recognize the name at least one key community partner in which to contact regarding violent extremism Learners will be able to identify challenges related to implementing CVE.	II	Text and Audio; Tests and examinations
3.b: Partnerships for CVE and Public Safety	Given a True/False option, learners will be able to identify the three components of good policing as it relates to public safety with 100% accuracy.	III	Text and Audio; Video; Tests and Examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 1 true/false, 1 fill in the blank, and 1 multiple choice will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2, Lesson 4: Developing Community-Based Resources for CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Resilience and CVE	Given a true/false option, learners will be able to recognize the definition of "resilience" as it relates to Countering Violent Extremism, by selecting the correct option with 100% accuracy.	II	Text and Audio; Tests and examinations
3.b: DOVE Case Study	Learners will be able to recall the DOVE Model and the three prevention goals.	III	Text and Audio;
3.c: Protective Resources	Given several options from which to choose, learners will be able to identify protective resources for resilience to violent extremism, by selecting the correct option with 100% accuracy.	III	Text and Audio; Tests and examinations; Learning tasks and activities
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 1 true/false and 1 multiple choice will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2, Lesson 5: Putting CVE into practice			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: Review of the CVE Spectrum	Learners will be able to recall the components of the CVE spectrum.	II	Text and Audio
5.b: Case Study: Engagement and Prevention	Given a true/false option, learners will be able to identify community policing as an existing policing framework that resemble best practices for engagement and prevention for CVE with 100% accuracy.	II	Text and Audio; Video Tests and examinations
5.c: Case Study: Intervention	Given a true/false option, learners will be able to identify a "lesson learned" for conducting a CVE intervention with 100% accuracy.	II	Text and Audio; Video Tests and examinations
5.d: Case Study: Rehabilitation & Reintegration	Given a true/false option, learners will be able to recognize the whole community approach to rehabilitation and reintegration, by selecting the correct options with 100% accuracy.	II	Text and Audio; Video; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check consisting of 3 true/false questions will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2, Lesson 6: Talking and Teaching about CVE in Your Community			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Talking about Violent Extremism and CVE	Learners will be able to identify at least two sample exercises that can help support discussing violent extremism in their respective communities.	II	Text and Audio; Tests and examinations; Learning activities
5.b Teaching Skills for CVE	Given several options, learners will be able to identify at least four ways in which cultural competence is achieved in the context of community engagement with 100% accuracy. Learners will be able to identify the three levels of the identity wheel with their components.	III	Text and Audio; Video presentation; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of 2 multiple choice will be incorporated into the lesson. A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at end of the course.		

Module 2, Lesson 7: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
7.a: Key Point Review	Learners will be able to recall the key points from each of the content lessons provided in this module.	II	Text and Audio;
Assessment Strategy:	A post-test will be completed at the end of the course. Participants will complete a satisfaction survey at the end of the course.		

Estimated Contact Time

Community-led Action in Response to Violent Extremism

Pre-test (10 min)

- **Pre-test (10 min.):** 21 questions

Introductory Module (14 minutes)

Lesson 1: How to Navigate the Modules

- **Video**: 9 minutes
- **Total Screens/Minutes:** 9 minutes

Lesson 2: Introduction to Community-led Action in Response to Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (4 min.):** 6 screens at approximately 30 seconds each
- **Total Screens/Minutes:** 7 screens/5 minutes

Module 1: Radicalization Awareness (78 min)

Lesson 1: Module 1 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (3 min.):** 5 screens at less than 30 seconds each
- **Knowledge Check (KC) Screens:** N/A
- **Total Screens/Minutes:** 6 screens/4 minutes

Lesson 2: Defining Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 11 screens averaging 1 minute each
- **Knowledge Check (KC) Screens (1 min.):** 2 screens
- **Total Screens/Minutes:** 14 screens/14 minutes

Lesson 3: Research Evidence on Violent Extremism in the U.S.

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (14 min.):** 6 screens averaging approximately 2 minutes each
- **Knowledge Check (KC) Screens (2 min.):** 4 screens
- **Total Screens/Minutes:** 11 screens/17 minutes

Lesson 4: Radicalization to Violence

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (13 min.):** 19 screens averaging less than 1 minute each
- **Knowledge Check (KC) Screens (2 min.):** 4 screens
- **Total Screens/Minutes:** 24 screens/16 minutes

Lesson 5: Research Evidence about Radicalization to Violence in the United States
- **Objective Screens (1 min.):** 1 screen
- **Content Screens (16 min.):** 9 screens averaging 2 minutes each
- **Knowledge Check (KC) Screens (3 min.):** 7 screens
- **Total Screens/Minutes:** 15 screens/20 minutes

Lesson 6: Module Summary
- **Objective Screens (1 min.):** 1 screen
- **Content Screens (6 min.):** 3 screens averaging 2 minutes each
- **Total Screens/Minutes:** 4 screens/7 minutes

Module 2: Community-Based Efforts for Countering Violent Extremism (125 min)

Lesson 1: Module 1 Overview
- **Objective Screens (1 min.):** 1 screen
- **Content Screens (3 min.):** 4 screens at 1 minute or less each
- **Knowledge Check (KC) Screens (0 min.):** n/a
- **Total Screens/Minutes:** 5 screens/4 minutes

Lesson 2: Introduction to Countering Violent Extremism
- **Objective Screens (1 min.):** 1 screen
- **Content Screens (18 min.):** 9 screens at approximately 2 minutes each
- **Knowledge Check (KC) Screens (2 min.):** 3 screens
- **Total Screens/Minutes:** 13 screens/21 minutes

Lesson 3: Introduction to Community-Based Efforts for CVE
- **Objective Screens (1 min.):** 1 screen
- **Content Screens (18 min.):** 10 screens averaging 2 minutes each
- **Knowledge Check (KC) Screens (2 min.):** 3 screens
- **Total Screens/Minutes:** 14 screens/21 minutes

Lesson 4: Developing Community-Based Resources for CVE

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (15 min.):** 11 screens averaging 1 minute each
- **Knowledge Check (KC) Screens (2 min.):** 3 screens
- **Total Screens/Minutes:** 15 screens/18 minutes

Lesson 5: Putting CVE into Practice

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (27 min.):** 10 screens averaging 3 minutes each
- **Knowledge Check (KC) Screens (2 min.):** 3 screens
- **Total Screens/Minutes:** 14 screens/30 minutes

Lesson 6: Putting CVE into Practice

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (23 min.):** 11 screens averaging 2 minutes each
- **Knowledge Check (KC) Screens (1 min.):** 2 screens
- **Total Screens/Minutes:** 14 screens/25 minutes

Lesson 7: Module Summary

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (5 min.):** 3 screens averaging 1-2 minutes each
- **Total Screens/Minutes:** 4 screens/6 minutes

Pre-test (10 min)

- **Pre-test (10 min.):** 21 questions

Reaction Survey (5 min)

- **Reaction Survey (5 min.):** 8 questions

Designing Effective Community Responses to Radicalization to Violence

Course Design Document – WBT

August, 2016

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 *Designing Effective Community Responses to Radicalization to Violence* course to provide community-focused, rigorously-researched and academically-informed instruction on countering violent extremism. Countering Violent Extremism encompasses a spectrum of community-based efforts, sometimes in partnership with law enforcement and government, to address violent extremism and radicalization to violence. The spectrum of CVE efforts includes: prevention, engagement, intervention, disengagement, rehabilitation, and reintegration. This course applies design thinking methodologies to the development of Countering Violent Extremism efforts.

Core Capabilities

START will draw upon cutting-edge, original research to develop course content aimed at enhancing participants' core capabilities in the Mitigation Mission Area of the National Preparedness Goal. Specifically, *Designing Effective Community Responses to Radicalization to Violence* will address the Community Resilience Core Capability of the Mitigation Mission Area by improving participants' ability to recognize, understand, communicate, plan and address risks so that the community can develop a set of actions that support resilience. In addition, this course will address the Threats and Hazards Identification core capability of the Mitigation Mission Area by assisting participants to better understand the needs of the community when planning Countering Violent Extremism efforts.

Scope

This course, *Designing Effective Community Responses to Radicalization to Violence*, is comprised of seven modules that provide an opportunity for participants to apply design thinking methodologies to develop community-based Countering Violent Extremism efforts.

The 9-hour course will be hands-on and promote active learning targeted at the FEMA "management and planning" training level. Each iteration will be available for up to 20 participants and delivered over the course of 5 weeks. The course blends online asynchronous, self-paced lessons with online synchronous, facilitated lessons.

Target Audience

START's Designing Effective Community Responses to Radicalization to Violence training is intended for: law enforcement officers engaged in Countering Violent Extremism efforts such as Community Liaison Officers or School Resource Officers; participants from non-governmental organizations who are engaged in Countering Violent Extremism at the community level; and,

representatives from educational, government, and business organizations. Curriculum content is equally relevant to participants from any region of the country, as it is based on theories and data from multiple behavioral and social scientific studies, including research concerning lone-actors, groups, and movements that have facilitated or committed violence to pursue a range of political or social objectives across different ideologies and socio-economic contexts. It is informed by practical guidance from law enforcement and community partners on adapting academic knowledge to practitioner needs.

Prerequisites

Participants will need to complete the *Radicalization to Violence: Awareness for Community Engagement and Resilience* online course prior to initiating this course. For law enforcement personnel, including Community Policing Coordinators, Youth Relations Specialists, and Community Liaison Officers, additional prerequisites include knowledge and experience gained by engaging with the community. For community partners, additional prerequisites include knowledge and experience accumulated by participating in local engagement efforts, especially those intended to build resilience, prevent violence, and/or counter violent extremism.

Required Materials

Please see the Technical Requirements section for more information.

Testing/Certification

The assessment strategy for *Designing Community Responses to Radicalization to Violence* will consist of three parts: an ungraded pre-test; a series of ungraded learning checks; a graded post-test; and a series of graded performance based assessment tasks.

Brief Knowledge Checks

Each asynchronous lesson in *Designing Community Responses to Radicalization to Violence* will include brief knowledge check consisting of approximately 3 to 5 multiple choice, true/false, or matching questions. Each knowledge check will have a built-in feedback feature. There is no required score to pass the knowledge checks. The primary purposes of the knowledge check questions are to engage participants.

Pre-test

Designing Community Responses to Radicalization to Violence will include a pre-test. The pre-test will be required for all participants prior to beginning the course. The pre-test will be ungraded, but we will capture performance data on them to assist in our evaluation strategy, described in more detail below. The pre-test will consist of 6 multiple choice, true/false, or matching question, each targeting 1 of the following learning objectives:

1. Students will be able to identify the five phases of Design Thinking, in the correct order ("Empathy," "Definition," "Ideation," "Prototyping," "Testing.
2. Students will be able to recognize the purpose of the Design Thinking "Empathy" phase.
3. Students will be able to recognize the purpose of the Design Thinking "Definition" phase.
4. Students will be able to recognize the purpose of the Design Thinking "Ideation" phase.
5. Students will be able to recognize the purpose of the Design Thinking "Prototyping" phase.
6. Students will be able to recognize the purpose of the Design Thinking "Testing" phase.

Post-test

Designing Community Responses to Radicalization to Violence will also include a post-test. The post-test will be graded, and students will have 2 attempts to successfully complete the test.

- The post-test will include 6 multiple choice, true/false, or matching question, each targeting 1 of the following learning objectives, and participants must perform to the standard noted in each objective to pass the test:
    1. Given several options from which to choose, students will be able to identify the five phases of Design Thinking, in the correct order ("Empathy," "Definition," "Ideation," "Prototyping," "Testing"), by selecting the correct option with 100% accuracy.
    2. Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Empathy" phase, by selecting the correct option with 100% accuracy.

3. Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Definition" phase, by selecting the correct option with 100% accuracy.
4. Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Ideation" phase, by selecting the correct option with 100% accuracy.
5. Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Prototyping" phase, by selecting the correct option with 100% accuracy.
6. Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Testing" phase, by selecting the correct option with 100% accuracy.

- The post-test will also include 4 Brief Constructed Essay prompts, 1 related to each of the following modules, and participants must perform to the standard noted in each objective to pass the test:
    1. Given a Brief Constructed Response prompt, students will be able to describe at least 1 instance in which current U.S. policy reflects Countering Violent Extremism principles, with a score of 2 out of 2 on a scoring rule.
    2. Given a Brief Constructed Response prompt, students will be able to review a community-based scenario and identify at least 2 potential benefits of community-government partnerships for the purpose of increasing resilience, with a score of 2 out of 2 on a scoring rule.
    3. Given a Brief Constructed Response prompt, students will be able to review a scenario describing an authentic community and identify at least 3 benefits of using design thinking, with a score of 3 out of 3 on a scoring rule.
    4. Given a Brief Constructed Response prompt, students will be able to review a scenario describing an authentic community and identify at least 1 way in which Design Thinking can be used to support Countering Violent Extremism, with a score of 2 out of 2 on a scoring rule.

Performance Based Assessment Tasks

Designing Community Responses to Radicalization to Violence will also include a series of Performance Based Assessment Tasks and one Extended Constructed Response essay question, which students will take as part of the course requirements and which will be scattered throughout the module. The assignments will be graded, and students will have an opportunity to revise their work if it does not meet minimum requirements. The course will include one Performance Based Assessment Task or Extended Constructed Response related to each of the following learning objectives, and participants must perform to the standard noted in each objective to pass this portion of the assessment strategy:

1. Given a Performance Based Assessment Tasks prompt, students will be able to navigate the *Stormboard* online interface, locating a series of site sections and features, within 15 minutes and with 75% accuracy.
2. Given a Performance Based Assessment Tasks prompt, students will be able to navigate the *Storyboard That* online interface, locating a series of site sections and features within 15 minutes and 75% accuracy.

3. Given a Performance Based Assessment Tasks prompt, students will be able to review a series of empathy interviews with members of an invented community and synthesize what they learn to produce a set of interview field notes, with a score of 4 out of 5 on a scoring rule.
4. Given a Performance Based Assessment Tasks prompt, students will be able to synthesize and analyze knowledge gained in the "Empathy" phase in order to produce a Design Thinking "Empathy Map" and "Extreme User Point of View Statement," with a score of 4 out of 5 on a scoring rule.
5. Given Performance Based Assessment Tasks prompt, students will be able to synthesize and analyze knowledge gained in the "Empathy" and "Definition" phases in order to conduct a "'How Might We' Brainstorm and Saturation Board" exercise and to select a program idea through a structured idea selection process, with a score of 4 out of 5 on a scoring rule.
6. Given a Performance Based Assessment Task prompt, students will be able to use the *Storyboard That* online interface to synthesize the knowledge and ideas they have created in the "Definition" and "Ideation" phases of the simulation to create a storyboard-based prototype of their proposed Countering Violent Extremism program, with a score of 4 out of 5 on a scoring rule.
7. Given an Extended Constructed Response prompt, students will be able to review the prototyped storyboards of one other group and identify at least 3 strengths of the program proposal and 3 weaknesses of the program proposal, with a score of 5 out of 6 on a scoring rule.
8. Given a Performance Based Assessment Task prompt, students will be able to synthesize knowledge gained from their testing data to revise their prototyped storyboards and present them to their colleagues, with a score of 4 out of 5 on a scoring rule.
9. Given a Performance Based Assessment Task prompt, students will be able to analyze their experiences in the simulation to identify key findings from the experience, with a score of 1 out of 1 on a scoring rule.
10. Given a Performance Based Assessment Task prompt, students will be able to review orally provided information from classmates on their home communities and identify at least 2 ways in which each classmate can use Design Thinking in their home communities, with a score of 2 out of 2 on a scoring rule.

Reference List

Below is a list of START's primary references to be used in the development of *Designing Community Responses to Radicalization to Violence*.

Federal Government

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The Role of Education in Countering Violent Extremism. (Global Center on Cooperative Security, 2013). Available at: http://www.globalcenter.org/projects/the-role-of-education-in-countering-violent-extremism-4/

Abu Dhabi Memorandum on Good Practices for Education and Countering Violent Extremism. (Global Counterterrorism Forum). Available at: https://www.thegctf.org/documents/10162/159880/14Sept19_GCTF+Abu+Dhabi+Memorandum.pdf

Reframing CVE as a Multidisciplinary Approach to Promoting Community Safety. (National Consortium for the Study of Terrorism and Responses to Terrorism, University of Maryland, 2015). Available at: http://www.start.umd.edu/pubs/START_CVEtoPromotingCommunitySafety_ResearchBrief_June2015.pdf}

Evaluation Strategy

START will conduct a three-stage evaluation of *Designing Community Responses to Radicalization* 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 each module. We will develop our survey instrument drawing on the DHS/FEMA/NP National Training and Education Division's Student Assessment of Course and Instructors, and we will administer the survey to all participants after their completion of each module.

Level 2: Learning

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

Level 3: Behavior Transfer

We will address the category of "behavior transfer" in three distinct ways: an analysis of change over time in student scores on a latent-trait survey instrument; an analysis of student behavioral indicators on the performance-based assessment tasks discussed in the assessment strategy; and an optional focus group.

First, we will create a survey instrument using a bank of items from already validated, nationally recognized latent-trait instruments to collect baseline data on participant values, attitudes, and activities. We will then administer a randomized selection of question bank items related to each trait we are assessing each time that they complete a module, after which, we will analyze changes in participant values, attitudes, and actions over time. We will create the instrument drawing on items from instruments measuring traits such as cultural humility, cultural openness, attitudes towards violence and/or peace, critical thinking, creativity, and problem-solving.

Second, we will conduct a qualitative content analysis of Performance Based Assessment Task submissions, looking for a series of behavioral indicators relating to the same traits: cultural humility, cultural openness, attitudes towards violence and/or peace, critical thinking, creativity, and problem-solving.

Finally, we will hold an optional, synchronous focus group six weeks after the conclusion of each iteration of the course in order to solicit feedback about the transfer of knowledge and skills to participants' work environments. The focus group will elicit feedback about any work-related behavior change that took place as a result of completing the course.

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[1] Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of American Society of Training 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 7 and newer, OSX 10.8 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.

Participants should use headsets (such as Plantronics DSP 500) instead of external speakers or microphones, particularly built-in microphones of laptops. In addition, participants should use a soundcard with microphone and speakers.

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

Designing Effective Community Responses to Radicalization to Violence

Module 1: Introduction Module

Lesson 1: Introduction to the Course

- 1.a: Overview of START
- 2.a: Course Description Overview

Lesson 2: Navigating the Course

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

Module 2: Countering Violent Extremism with Community-Based Solutions

Lesson 1: Module Introduction

- 1.a: Module Overview

Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions

- 2.a: Review: Violent Extremism
- 2.b: Review: Countering Violent Extremism
- 2.c: Review: Resilience and Whole Community Approaches to CVE

Lesson 3: Design Thinking: Drawing on Local Expertise to Find Local Solutions

- 3.a: Finding Local Solutions with Design Thinking
- 3.b: The Five Phases of the Design Thinking Process

Lesson 4: Module Summary

- 4.a: Summary

Module 3: The Design Thinking Process

Lesson 1: Module Introduction

- 1.a: Module Overview

Lesson 2: Phase 1: Empathy

- 2.a: Empathy: The Foundation of Human-Centered Design
- 2.b: Conducting Empathy Interviews

Lesson 3: Phase 2: Definition

- 3.a: From Observation to Inference
- 3.b: From Inference to Insight

Lesson 4: Phase 3: Ideation

- 4.a: Brainstorming
- 4.b: Idea Selection

Lesson 5: Phase 4: Prototyping

- 5.a Prototype Early and Often
- 5.b: Storyboarding

Lesson 6: Phase 5: Testing

- 6a: Testing Phase: Try and Try Again

Lesson 7: Module Summary

- 7.a: Module Summary

Module 4: Design Thinking for CVE Simulation

Lesson 1: Module Introduction

- 1.a: Module Overview

Lesson 2: Scenario Introduction

- 2.a: Scenario Introduction
- 2.b: Community Introduction
- 2.c: Tabarian Culture and Bitheism

Lesson 3: Empathy Phase Simulation

- 3.a: Empathy Phase: Simulation Interviews

Lesson 4: Definition and Ideation Phases Simulation

- 4.a: Definition Phase: Simulation
- 4.b: Ideation Phase: Simulation

Lesson 5: Prototyping Phase Simulation

- 5.a: Prototyping Phase: Simulation

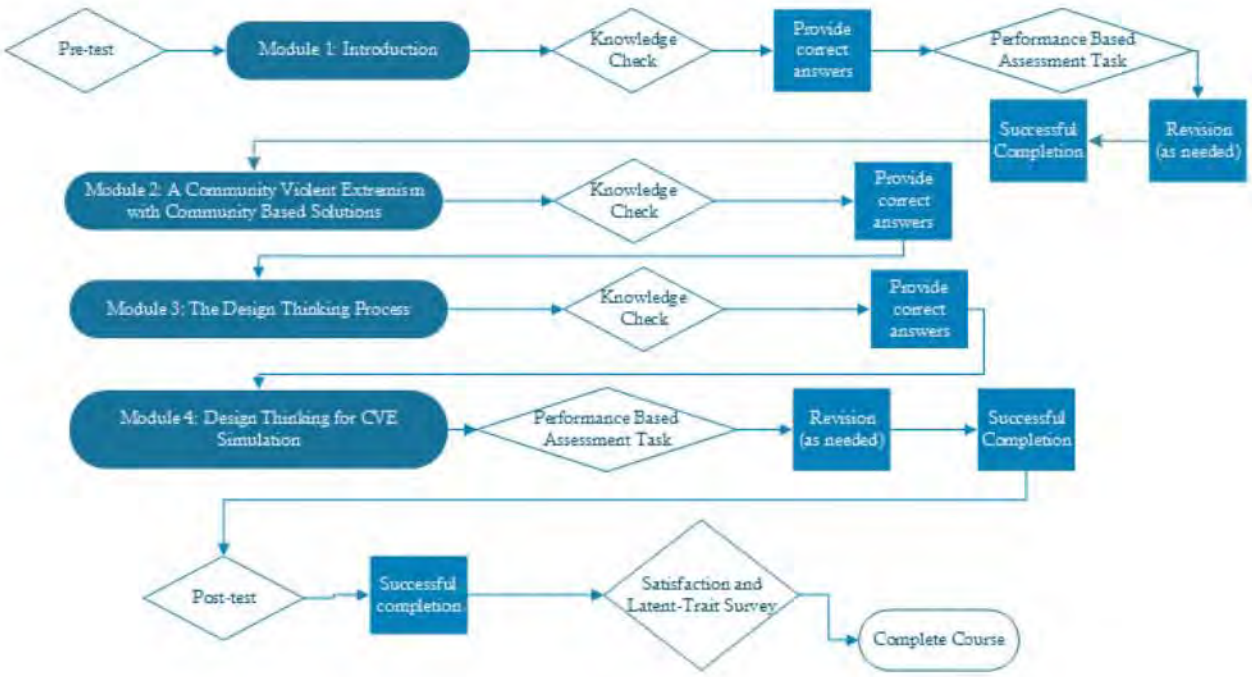
Lesson 6: Testing Phase Simulation and Simulation Debrief

- 6.a: Testing Phase: Simulation
- 6.b: Simulation Debrief: : Incorporating Design Thinking into Local Countering Violent Extremism Efforts

Lesson 7: Module Summary

- 7.a: Module Summary
- 7.b: Post-Test

Designing Effective Community Responses to Radicalization Course Progression



Course Design Matrix: Designing Effective Community Responses to Radicalization to Violence

Module 1: Introduction Module			
Scope Statement:	This introduction will provide an overview of the *Designing Effective Community Responses to Radicalization to Violence* curriculum including the course's goals, modules, navigation, and technology tools.		
Terminal Learning Objectives:	• Students will be able to identify *Designing Effective Community Responses to Radicalization to Violence* course goals. • Students will be able to *identify Designing Effective Community Responses to Radicalization to Violence* module content. • Students will be able to identify instructions for navigating *Designing Effective Community Responses to Radicalization to Violence* modules. • Students will be able to identify instructions for requesting assistance from *Designing Effective Community Responses to Radicalization to Violence* facilitators. • Students will be able to use the technology tools necessary to participate in *Designing Effective Community Responses to Radicalization to Violence*.		
Introduction Module, Lesson 1: Introduction to the Course			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Overview of START	Given several options from which to choose, students will be able to recognize START's organizational description and mission, by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Tests and examinations; Frequently Asked Questions (FAQs)
1.b: Course Description Overview	Given several options from which to choose, students will be able to recognize the Designing Effective Community Responses to Radicalization course goals, structure, schedule, evaluation methods, and method of certificate issuance, by selecting the correct option with 100% accuracy.	II	Tutorial; Tests and examinations
Assessment Strategy:	A latent-trait assessment and demographic survey will be administered prior to initiating the course. Ungraded, brief knowledge check consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into the lesson.		

Introduction Module, Lesson 2: Navigating the Course			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Using the Learning Delivery Platform	Given a performance-based assessment task, students will be able to navigate Designing Effective Community Responses to Radicalization to Violence's Learning Delivery Platform, locating a series of site sections, within 15 minutes and with 75% accuracy. Given a Performance Based Assessment Task prompt, students will be able to navigate the *Stormboard* online interface, locating a series of site sections and features, within 15 minutes and with 75% accuracy; Given a Performance Based Assessment Task prompt, students will be able to navigate the *Storyboard That* online interface, locating a series of site sections and features within 15 minutes and 75% accuracy.	II	Video presentation; Tests and examinations; FAQs
2.a: Accessing Assistance	Given a performance-based assessment task, students will be able to locate instructions for communicating with curriculum facilitators and successfully contact a facilitator, within 10 minutes and with 100% accuracy.	II	Video presentation; Tests and examinations; FAQs; Private communication
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson. Participants will take part in a graded Performance Based Performance Task.		

Module 2: Using Design Thinking to Address Violent Extremism	
Scope Statement:	Module 2 will provide a review of facts about violent extremism and about Countering Violent Extremism (CVE) as a response to violent extremism, and will highlight whole community approaches to promoting resilience to violent extremism. The Module will also provide an overview of Design Thinking, a problem-solving method that draws on local expertise to find local solutions, and which is well-suited to community members working to develop community-based CVE initiatives.
Terminal Learning Objectives:	• Students will be able to explain how whole community approaches to countering violent extremism (CVE) can build resilience to hazards, including the threat of violent extremism. • Students will be able to describe how Design Thinking methods can be used to develop a community-based program to counter violent extremism. •

Module 2, Lesson 1: Module Introduction			
Lesson Number and Topic Title	Enabling Learning Objective	Interactivity Level	Instructional Strategy
1.a: Module Overview	Given several options from which to choose, students will be able to recognize the scope and terminal learning objectives of Module 2 by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	A latent-trait assessment and demographic survey will be administered prior to initiating the course. Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson. Participants will take part in a graded Performance Based Performance Task.		

Module 2, Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Review: Violent Extremism	Given a true or false prompt, students will be able to recognize the definition of violent extremism as used in this course with 100% accuracy.	II	Tutorial; Audio; Tests and examinations
2.b:Review: Countering Violent Extremism	Given a matching prompt, students will be able to recognize the definitions of the activities along the CVE spectrum of engagement, prevention, intervention, and rehabilitation and reintegration programming with 100% accuracy.	II	Tutorial; Audio; Tests and examinations;
2.c: Review2: Resilience and Whole Community Approaches to CVE	Given a true or false prompt, students will be able to recognize the definition of resilience as used in this course with 100% accuracy.	III	Tutorial; Audio; Tests and examinations;
Assessment Strategy:	A brief knowledge check consisting of 3 multiple choice, true/false, or matching questions s will be completed prior to the conclusion of the lesson. In addition, each learning objective will be matched to one item on the course post-test.		

Module 2, Lesson 3: Design Thinking: Drawing on Local Expertise to Find Local Solutions			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Finding Local Solutions with Design Thinking	Given several options from which to choose, students will be able to identify the definition of Design Thinking as used in this course.	II	Tutorial; Audio; Tests and examinations
3.b: The Five Phases of the Design Thinking Process	Given several options from which to choose, students will be able to identify the five phases of Design Thinking, in the correct order ("Empathy," "Definition," "Ideation," "Prototyping," "Testing"), by selecting the correct option with 100% accuracy.	III	Case Study; Video Presentation; Tests and examinations; Learning tasks and activities
Assessment Strategy:	A brief knowledge check consisting of 2 multiple choice, true/false, or matching questions will be completed by the conclusion of the lesson. Each ELO will be matched to an item on the course post-test.		

Module 2, Lesson 4: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Summary	Given a true or false prompt, students will be able to correctly answer a review question drawing on content from the previous lessons in this Module.	II	Tutorial; Audio; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	A final exam will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 3: Design Thinking Process	
Scope Statement:	Module 3 provides an opportunity for participants to develop deeper understanding of the design thinking process in preparation for completing a CVE simulation.
Terminal Learning Objectives:	• Students will be able to understand the phases of the design thinking process and associated techniques.

Module 3, Lesson 1: Module Introduction			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Module Overview	Given several options from which to choose, students will be able to recognize the scope and terminal learning objectives of Module 3 by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video Presentation; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson.		

Module 3, Lesson 2: Phase 1: Empathy			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Empathy: The Foundation of Human-Centered Design	Given several options from which to choose, students will be able to recognize the purpose of the Design Thinking "Empathy" phase, by selecting the correct option with 100% accuracy.	II	Tutorial; Audio Scenario, Tests and examinations
2.b: Conducting Empathy Interviews	Given several options from which to choose, students will be able to recognize good empathy interview questions and note-taking practices by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video presentation; Tests and examinations
Assessment Strategy:	Participants will take part in a graded Performance Based Assessment Task. A final exam will be completed at the end of the course with 1 item matching the learning objective for 2 and 2.b. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the course. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 3, Lesson 3: Phase 2: Definition			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: From Observation to Inference	Given several options from which to choose, students will be able to recognize the steps for moving from observation to inference in the Design Thinking "Definition" phase, by selecting the correct options with 100% accuracy;	II	Tutorial; audio; Video Presentation; Tests and examinations
3.b: From Inference to Insight	Given several options from which to choose, students will be able to recognize the elements of the Point of View Statement in the Design Thinking "Definition" phase, by selecting the correct options with 100% accuracy.	II	Tutorial; audio; Video Presentation; Tests and examinations
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks. A final exam will be completed at the end of the course with 1 item matching each learning objective for this lesson. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the course. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 3, Lesson 4: Phase 3: Ideation			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Brainstorming	Given several options from which to choose, students will be able to recognize the purpose of brainstorming using constraints and lenses in the Design Thinking "Ideation" phase, by selecting the correct options with 100% accuracy;	II	Tutorial; audio; Video Presentation; Tests and examinations
4.b: Idea Selection	Given several options from which to choose, students will be able to recognize the factors to be considered in idea selection during the Design Thinking "Ideation" phase, by selecting the correct options with 100% accuracy.	II	Tutorial; audio; Video Presentation; Tests and examinations
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks. A final exam will be completed at the end of the module with 1 item matching the learning objectives for this lesson. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the course. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 3, Lesson 5: Phase 4: Prototyping			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: Prototype Early and Often	Given several options from which to choose, students will be able to recognize the ideal timing of the "Prototyping Phase" within the Design Thinking Process, by selecting the correct option with 100% accuracy;	II	Tutorial; Audio; Video presentation; Tests and examinations
5.b: Storyboarding	Given several options from which to choose, students will be able to recognize the purpose of storyboarding as a component of the "Prototyping" phase of Design Thinking, by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video presentation; Tests and examinations
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks and a graded Extended Constructed Response. A final exam will be completed at the end of the course with 1 item matching the learning objectives for 5.a and 5.b. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the course. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 3, Lesson 6: Phase 5: Testing			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Testing: Try and Try Again	Given several options from which to choose, students will be able to recognize how to move between phases of the design thinking process during the iterative Design Thinking "Testing" phase, by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video presentation; Tests and examinations
6.b: Testing Phase: Simulation Preparation	Given several options from which to choose, students will be able to recognize the purpose of simulation Testing phase of this course by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video presentation; Tests and examinations
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks and a graded Extended Constructed Response. A final exam will be completed at the end of the course with 1 item matching the learning objectives for this lesson. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the course. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 3, Lesson 7: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
7.a: Summary	Given several options from which to choose, students will be able to recognize the scope and terminal learning objectives of Module 2 by selecting the correct option with 100% accuracy.	II	Video Presentation; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	A latent-trait assessment and demographic survey will be administered prior to initiating the course. Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson. Participants will take part in a graded Performance Based Performance Task.		

Module 4: Design Thinking for CVE Simulation	
Scope Statement:	Module 4 provides an opportunity for participants to apply design thinking methodologies to develop community Countering Violent Extremism efforts.
Terminal Learning Objectives:	• Students will be able to utilize design thinking methodologies to develop a community engagement program to counter violent extremism.

Module 4, Lesson 1: Module Introduction			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Module Overview	Given several options from which to choose, students will be able to recognize the scope and terminal learning objectives of Module 3 by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video Presentation; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson.		

Module 4, Lesson 2: Module Introduction			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Scenario Introduction	Given several options from which to choose, students will be able to identify the purpose of using Design Thinking to create a CVE initiative for a fictional community, by selecting the correct option with 100% accuracy.	II	Tutorial; Audio; Video; Tests and examinations
2.b: Community Introduction	Students will be able to recognize the characteristics of a fictional community.	I	Tutorial; Audio
2.c: Tabarian Culture and Bitheism	Students will be able to recognize the characteristics of a fictional culture and religion.	I	Tutorial; Audio
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson.		

Module 4, Lesson 3: Empathy Phase: Simulation			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Empathy Phase: Simulation Interviews	Given a Performance Based Assessment Task prompt, students will be able to review a series of empathy interviews and then synthesize what they learn from the interviews to produce a set of field notes, with a score of 4 out of 5 on a scoring rule.	IV	Video presentation; Tests and examinations; Simulations; Learning tasks and activities; Synchronous and asynchronous communication and collaboration
Assessment Strategy:	Participants will take part in a graded Performance Based Assessment Task. A final exam will be completed at the end of the module with 1 item matching the learning objective for 3a. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the module. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 4, Lesson 4: Definition and Ideation Phases Simulation			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Definition Phase Simulation	Given a Performance Based Assessment Task prompt, students will be able recognize how constructing to synthesize and analyze knowledge gained in the "Empathy" phase in order to produce a Design Thinking "Empathy Map" and "Extreme User Point of View Statement," with a score of 4 out of 5 on a scoring rule.	IV	Tutorial; Audio; Tests and examinations; Simulations; Learning tasks and activities; Synchronous/ asynchronous communication and collaboration
4.b: Ideation Phase Simulation	Given a Performance Based Assessment Task prompt, students will be able synthesize and analyze knowledge gained in the "Empathy" and "Definition" phases in order to conduct a "'How Might We' Brainstorm and Saturation Board" exercise and to select a program idea through a structured idea selection process, with a score of 4 out of 5 on a scoring rule.	IV	Video presentation; Tests and examinations; Simulations; Learning tasks and activities; Synchronous/ asynchronous communication, collaboration
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the module. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 4, Lesson 5: Prototyping Phase Simulation			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: Prototyping Phase Simulation	Given a Performance Based Assessment Task prompt, students will be able to use the *Storyboard That* online interface to synthesize the knowledge and ideas they have created in the "Definition" and "Ideation" phases of the simulation to create a storyboard-based prototype of their proposed Countering Violent Extremism program, with a score of 4 out of 5 on a scoring rule.	IV	Simulations; Learning tasks and activities; Synchronous and asynchronous communication and collaboration
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks and a graded Extended Constructed Response. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the module. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 4, Lesson 6: Testing Phase Simulation and Simulation Debrief			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Simulation Testing Phase	Given a Performance Based Assessment Task prompt, students will be able to review the prototyped storyboards of one other group and identify at least 3 strengths of the program proposal and 3 weaknesses of the program proposal, with a score of 5 out of 6 on a scoring rule.	IV	Video presentation; Tests and examinations; Simulations; Learning tasks and activities; Synchronous/ asynchronous communication, collaboration
6.b: Simulation Debrief: Incorporating Design Thinking into Local CVE Efforts	Given a Performance Based Assessment Task prompt, students will be able to analyze their experiences in the simulation to identify key findings from the experience, with a score of 1 out of 1 on a scoring rule.	III	Video presentation; Tests and examinations; Learning tasks and activities; Synchronous and asynchronous communication and collaboration
Assessment Strategy:	Participants will take part in graded Performance Based Assessment Tasks and a graded Extended Constructed Response. Participants will complete a satisfaction survey and a latent-trait assessment survey at end of the module. All participants will be invited to participate in a voluntary focus group to be conducted six weeks after the conclusion of Module 4.		

Module 4, Lesson 7: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
7.a: Summary 7.b: Post-Test	Given several options from which to choose, students will be able to recognize the scope and terminal learning objectives of Module 2 by selecting the correct option with 100% accuracy.	II	Video Presentation; Tests and examinations; Frequently Asked Questions (FAQs)
Assessment Strategy:	A latent-trait assessment and demographic survey will be administered prior to initiating the course. Ungraded, brief knowledge check questions consisting of up to 5 multiple choice, true/false, or matching questions will be incorporated into each lesson. Participants will take part in a graded Performance Based Performance Task.		

Estimated Contact Time

Module 1: Introduction Module (87 min)

Participant Demographic/Assessment Survey

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Demographic/Assessment Survey (10 min.):** Approximately 20 questions
- **Total Screens/Minutes:** 1 screen/10 minutes

Pre-Test

- **Pre-test (12 min):** Approximately 15 questions

Lesson 1: Introduction to the Course

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (6 min.):** 6 screens at approximately 1 minute or less each
- **Knowledge Check (KC) Screens (3 min.):** 1 screens
- **Total Screens/Minutes:** 9 screens/10 minutes

Lesson 2: Navigating the Course

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (9 min.):** 9 screens at approximately 1 minute or less each
- **Practical Exercises (PE) Screens (2 min.):** 2 screens at approximately 1 minute each. Maximum completion time for the 3 corresponding Performance Based Assessment Task is 15 minutes each (total: 45 minutes) [Note: third PBAT asks learners to introduce themselves on the course discussion board, and to sign up for their small groups.]
- **Total Screens/Minutes:** 12 screens/55 minutes (maximum)

Module 2: Countering Violent Extremism with Community-Based Solutions (45 min)

Lesson 1: Module Introduction

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (4 min.):** 4 screens at 1 minute or less each
- **Total Screens/Minutes:** 5 screens/5 minutes

Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (11 min.):** 11 screens
- **Knowledge Check (KC) Screens (3 min.):** 3 screens (3 multiple choice, true/false, or matching)
- **Total Screens/Minutes:** 15 screens/15 minutes

Lesson 3: Design Thinking: Drawing on Local Expertise to Find Local Solutions

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (14 min.):** 14 screens
- **Knowledge Check (KC) (2 min.):** 2 screens (2 multiple choice, true/false, or matching)
- **Total Screens/Minutes:** 17 screens/19 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: The Design Thinking Process (87 min)

Lesson 1: Module Introduction

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (5 min.):** 4 screens at approximately 1 minute each
-
- **Total Screens/Minutes:** 5 screens/6 minutes

Lesson 2: Phase 1: Empathy

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (15 min.):** 15 screens
- **Knowledge Check (KC) Screens (3 min.):** 3 screens (Matching, multiple choice, or true/false)
- **Total Screens/Minutes:** 19 screens/19 minutes

Lesson 3: Phase 2: Definition

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 10 screens
- **Knowledge Check (KC) Screens (2 min.):** 2 screens (Matching, multiple choice, or true/false)

- **Total Screens/Minutes:** 13 screens/15 minutes

Lesson 4: Phase 3: Ideation

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 11 screens
- **Knowledge Check (KC) Screens (2 min.):** 2 screens (Matching, multiple choice, or true/false)
- **Total Screens/Minutes:** 14 screens/15 minutes

Lesson 5: Phase 4: Prototyping

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (11 min.):** 10 screens
- **Knowledge Check (KC) Screens (3 min.):** 2 screens (Matching, multiple choice, or true/false)
- **Total Screens/Minutes:** 13 screens/15 minutes

Lesson 6: Phase 5: Testing

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (7 min.):** 6 screens
- **Knowledge Check (KC) Screens (3 min.):** 2 screens (Matching, multiple choice, or true/false)
- **Total Screens/Minutes:** 9 screens/13 minutes

Lesson 7: Module Summary

- **Objective Screens (0 min.):** No objective screens
- **Content Screens (4 min.):** 5 screens
- **Total Screens/Minutes:** 5 screens/4 minutes

Module 4: Design Thinking for CVE Simulation (335 min)

Lesson 1: Module Introduction

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (6 min.):** 4 screens at 2 minutes or less each
- **Total Screens/Minutes:** 5 screens/7 minutes

Lesson 2: Scenario Introduction

- **Objective Screens (1 min.):** 1 screen

- **Content Screens (15 min.):** 6 screens
- **Knowledge Check (KC) Screens (1 min.):** 1 screens (Matching, multiple choice, or true/false)
- **Total Screens/Minutes:** 8 screens/17 minutes

Lesson 3: Empathy Phase Simulation

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (2 min.):** 2 screens
- **Practical Exercises (PE) (50 min.):** 6 screens (Participants will watch a series of five 5-minute videos and complete 1 Performance Based Assessment Task related to each video; 5 minutes per corresponding Performance Based Assessment Task
- **Total Screens/Minutes:** 14 screens/53 minutes

Lesson 4: Definition and Ideation Phases Simulation

- **Objective Screens (1 min.):** 1 screens
- **Content Screens/Practical Exercises (94 min.):** Approximately 40 screens with facilitated synchronous dialogue, small group work, 1 Extended Constructed Response and 1 Performance Based Assessment Task
- **Total Screens/Minutes:** 41 screens/95 minutes

Lesson 5: Prototyping Phase Simulation

- **Objective Screens (1 min.):** 1 screen
- **Content Screens/Practical Exercises (40 min.):** Approximately 5 screens with asynchronous tutorial videos (10 minutes) and asynchronous individual work using Storyboard That (30 minutes).
- **Total Screens/Minutes:** 6 screens/41 minutes

Lesson 6: Testing Phase Simulation and Simulation Debrief

- **Objective Screens (1 min.):** 1 screens
- **Content Screens/Practical Exercises (89 min.):** Approximately 40 screens with facilitated synchronous dialogue, small group work and 2 Performance Based Assessment Tasks
- **Total Screens/Minutes:** 41 screens/90 minutes

Lesson 7: Module Summary

- **Objective Screens (0 min.):** No objective screens
- **Content Screens (4 min.):** 4 screens
- **Post-test (18 min.):** 15 questions and 1 Brief Constructed Response/Approximately 18 minutes
- **Assessment/Reaction Survey (10 min.):** Approximately 20 questions

- **Total Screens/Minutes:** 4 screens/32 minutes

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft (Beta)
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 1, Lesson 1: Navigating the Course

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module One: Lesson Two Navigating the Course	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:	To be presented as continuous video	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Introduction to Navigating the Modules	#: 2
Content:	**Text:** Welcome to the module navigation tutorial. This tutorial will provide you with an overview of module lessons in order to support you as you advance through the course. The course is designed to be a self-paced, interactive experience. You may enter and leave the course at your convenience. This course is divided into modules. Each module is divided into a number of lessons. In order to successfully finish the course, modules must be completed by moving through the lessons in sequential order. Many lessons include slides with pre-recorded audio and video clips that must be completed before advancing to the next slide. Lessons remain locked until you conclude your work in the previous lesson. To get started, locate the Modules tab on the navigation toolbar in ELMS found at the top left of your screen. You will see a series of drop down menus representing each module and its contents. Select the next available lesson. Once you have accessed the lesson page, select the button labeled "load lesson in a new window". You will need to make sure your pop-up blocker is turned off. Next, find the play button in the center of the new window. You may click on this button or select play on the navigation toolbar located at the bottom of your screen to initiate the lesson. This will bring you to the lesson title page. The title page of each lesson will include a text button labeled "Continue to Lesson". Either tab to the button or hover your cursor over the button and select to be taken to the next slide. You may also use the advance button on the navigation toolbar to proceed to the next slide. As you proceed through the lesson, the navigation toolbar will allow you to move either backward or forward through the slides. You can also use the navigation toolbar along the bottom of the screen to play, pause, and exit the lesson. In addition to these navigation features, each content slide will also contain table	**Graphic Notes:** Screen Captured Video **Alt tag:** Captioned Video

	of contents, glossary, resources, and help buttons found in the top right corner of the screen. You may access the table of contents and resources lesson pages by selecting or clicking on these buttons at any time. For example, when you click on the "Resources" tab, it will take you directly to the resources slide. When you are ready to return to the lesson, simply select the close button found along the bottom. The glossary and help buttons may also be selected at any point within each lesson. These buttons will open a new browser window that will give you access to either the PDF of the glossary or the help page found inside of ELMS. You must be signed into ELMS to access PDF files and the help page. At any time you can exit the lesson by selecting the "x" on the bottom right of the navigation toolbar. Upon reentering the lesson, you should be taken back to the point of your last completed slide. You can move through the lessons by clicking the "previous" and "next" buttons found at the bottom of the page inside of ELMS. You won't be able to access the next lesson, however, until you have concluded the lesson you are currently in.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Audio	#: 3
Content:	**Text:** Audio narration is provided on a number of slides within the course. When you advance to a slide, if audio narration is present, you will need to select or click on the "Click to Play Audio" button. Slides with audio narration will include the audio icon in the bottom left corner. Anytime you see that icon, you can select the "CC" button on the navigation toolbar located at the bottom of the lesson in order to access the closed captioning for the audio clip. Once you select "CC", closed captioning will remain visible through the duration of the lesson. To turn closed captioning off, you will need to select "CC" again. You will also need to enable closed captioning for each individual lesson. If at any point you wish to mute the audio, select the audio icon found on the navigation toolbar.	**Graphic Notes:** Screen Capture Video **Alt tag:** Captioned Video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Video	#: 4
Content:	**Text:** A number of videos are included inside the lessons of this course. When you encounter a video slide, there will be a written description of the video including the length of the video. After several seconds, the video will automatically queue and play in a new browser window. Please remember to disable your pop-up blocker. Click the play button inside the pop-up frame to start the video. This toolbar will allow you to play and pause the video, adjust the volume, enable the closed captioning feature, and change the quality and size of the video. This toolbar is also present for the videos embedded on the Accessible Resources pages.	**Graphic Notes:** Screen Capture video **Alt tag:** Captioned video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Interactive Features	#: 5
Content:	**Text:** There are a number of interactive features found in this course where content is presented via roll-over text boxes, accordion drop-down menus, tabs, stacked pyramids, timelines, circle matrices, and drag and drop exercises. When you encounter an interaction, instructions will be provided on how to engage with the content. Learners using assistive technologies will find a web-accessible document version of each content screen that contains an interactive element. To access this document, simply select or click on the button labeled "Alternative Text Document" on the lesson page. Many of the interactions will have accompanying audio narration which will automatically be queued. Any audio narration inside a learner interaction will follow the exact text on the screen; and, therefore, closed captioning is not available for these audio segments. Finally, citations are also provided to you throughout the course. Select or click on the "citation" button to be taken to the citations lessons page. When you are ready to return to the lesson, select or click on the "close" button.	**Graphic Notes:** Screen Capture Video **Alt tag:** Captioned Video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Knowledge Checks	#: 6
Content:	**Text:** Each lesson contains a number of ungraded knowledge checks. These knowledge checks consist of multiple choice and true/false questions. You are required to submit an answer before advancing to the next slide. Once you have selected your answer, click submit. For multiple choice questions, you will be given unlimited chances to select the correct answer. After an unsuccessful attempt, you will be asked to clear your answer and try again until you have selected the correct answer. If you wish to bypass the quiz question, you may use the advance button on the navigation toolbar. You will be given one attempt to successfully complete the true/false questions. If you do not select the correct answer on the first attempt, a pop-up message will appear and provide you additional commentary as needed. After you have advanced past a quiz question, the slide will lock for the remainder of the course and you will not be able to change your answers. Again, the quizzes are not graded and are included for the sole purpose of allowing you to check your understanding.	**Graphic Notes:** Screen Capture Video **Alt tag:** Captioned Video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Using the Learning Delivery Platform	#: 1.a
Screen Name:	Lesson Review	#: 7
Content:	**Text:** After you have completed a lesson, you may go back and review its contents. Remember, you can use the Table of Contents to find the topic or topics you wish to review. In order to easily and quickly navigate through the lesson, use the toolbar found on the bottom of the screen. This toolbar allows you to move back and forth through the slides without having to complete the audio and video portions. When you go back for review, the quiz questions will be locked. Also, for convenience, you can easily access and download the audio and video transcripts and key points documents for each lesson at the top of the lesson's page inside of ELMS.	**Graphic Notes:** **Screen Capture Video** **Alt tag:** **Captioned Video**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Accessing Assistance	#: 1.b
Screen Name:	When You Need Help	#: 8
Content:	**Text:** Any time you need help, you may either click or select on the "help" button on each lesson content page. This page offers further direction about how to request assistance with the learning management system, ELMS, or how to request assistance from the START training team.	**Graphic Notes:** Screen Capture Video **Alt tag:** Captioned Video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video Tutorial	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Navigating the Course	#: 1
Topic Name:	Accessing Assistance	#: 1.b
Screen Name:	Summary	#: 8
Content:	**Text:** Congratulations! You have come to the end of the tutorial. You should now be ready to start your first content lesson.	**Graphic Notes:** Screen capture video **Alt tag:** Captioned Video
User Prompt:		
Programmer Notes:	Video Tutorial	

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0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft (Beta)
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 1, Lesson 2: Introduction to the Course "Countering Violent Extremist Narratives"

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Overview of START	#: 2.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module One: Lesson Two Introduction to the Course "Countering Violent Extremist Narratives"	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course Description	#: 2.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to the course "Countering Violent Extremist Narratives". Before you begin Module 2 of this 4-module course, you will complete two brief introductory lessons. In this first introductory lesson, you will learn about: • Course history • Course description • Course structure including course flow, evaluation methods, and completion requirements	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course History	#: 2.a
Screen Name:	Course History	#: 3
Content:	**Text and audio** Background This course was created by the National Consortium for the Study of Terrorism and Responses to Terrorism (START) with the support of the Federal Emergency Management Agency (FEMA), National Education and Training Division (NTED). START is a U.S. Department of Homeland Security Center of Excellence based at the University of Maryland, College Park. START is a non-profit, non-partisan research center. START is uniquely qualified to provide this training because START: Accesses and supports research efforts of leading social scientists at more than 70 academic and research institutions around the U.S. and in other countries START experts apply a range of research methods to the exploration of fundamental questions about the causes, consequences and responses to terrorism and violent extremism to influence homeland security research, policy and practice Maintains a commitment to widespread dissemination of its research findings to students, community members, policymakers and practitioners in order to influence homeland security policy and practice	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course History	#: 2.a
Screen Name:	Course Design	#: 4
Content:	**Text:** Design Process This course was developed by START in consultation with FEMA using the course design process known as ADDIE. START developed and refined this course in consultation with internal and external reviewers from the public and private sector. Reviewers are subject matter experts and experienced practitioners from institutions in federal, state, and local government; law enforcement; community-based non-profit organizations; and U.S. universities to ensure course content is supported by research and informed by practice. For more information about individuals involved in the development and review process that led to this course, please consult the acknowledgements page in ELMS. For more information about the development or review process, please contact training@start.umd.edu.	**Graphic Notes:** ADDIE Design Image **Alt tag:** The words "ADDIE Model" in the middle of a circle with five colored arrows indicating a process. The arrows are labeled as "analysis", "design", "development", "implementation", and "evaluation" with the analysis arrow appearing at the top of the circle.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	3.0	**Date:** December 12, 2016
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to Countering Violent Extremist Narratives	#: 2
Topic Name:	Course History	#: 2.a
Screen Name:	Supporting the National Preparedness Goal	#: 5
Content:	**Text:** Enhancing Core Capabilities Countering Violent Extremist Narratives supports the U.S. Department of Homeland Security National Preparedness Goal in the: Public Information and Warning Core Capability of the Prevention Mission Area This course increases public awareness of violent narratives Community Resilience Core Capability of the Mitigation Mission Area This course promotes integrated efforts to recognize, understand, communicate, plan, and address violent extremist narratives as part of a whole community approach to countering violent extremism.	**Graphic Notes:** Community graphic **Alt tag:** Five large figures of different colors standing together at the intersection of a thin road behind three smaller structures representing a cityscape.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course Description	#: 2.b
Screen Name:	Course Overview	#: 6
Content:	**Text** Click to play this video to learn about the course. **[Transcript of video, narrated by START researcher who will serve as course narrator]** The goal of this course is to raise your awareness of research-based evidence on violent extremism, and the role of narratives in violent extremism and in countering violent extremism. This course is comprised of four modules on based on the approximately 100 completed and 50 ongoing START research projects conducted since START's founding in 2005. These four online, self-paced modules include approximately 4.5 hours of instruction. Each of these four modules consists of multiple lessons. The first lesson of each module will introduce you to the scope and overall content of the module. The last lesson of each module will involve an ungraded test, to assess your learning before you move on to the next module. After you complete this first introductory module, you will move on to module two, titled "*Narratives and Violent Extremism*". This second module will provide you with a broad understanding of the role of narratives in violent extremism, as well as the role of narratives in countering violent extremism. In addition, this module introduces the importance of respect for civil rights and civil liberties—such as freedom of speech—in countering violent extremism. The third module of this course is titled "Narratives Relevant to Countering Violent Extremism in the U.S. Context." In this third module, you will examine in detail specific	**Graphic Notes:** **Video** **Alt tag:**

	violent narratives associated with five different types of violent extremists: Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists within the United States. In addition, for each of these five types, you will be introduced to counter-narratives and alternative narratives for use in countering violent extremism. The fourth and final module, titled "Developing and Delivering Narratives for Countering Violent Extremism", explores field principles for developing and delivering counter-narratives and alternative narratives for countering violent extremism in your own community. By the end of this course, you will have gained awareness of and research-based insights into the role of narratives in violent extremism and in countering violent extremism. We hope you will consider how to take the knowledge and resources gained through this course into your own community. We hope this course will help you meet your own goals and needs. Please know that we at START are available to answer your questions, discuss your thoughts, hear about your own experiences, and receive your feedback. We want to continue to expand the conversation on addressing violent extremism and countering violent extremism, and look forward to hearing from you.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Video	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course Description	#: 2.b
Screen Name:	Exploring Violent Narratives	#: 7
Content:	**Text and Audio:** START would like to emphasize that violent narratives are presented in this course for academic purposes only. Their inclusion does not constitute an endorsement of their content. Please be aware that the violent narratives presented in this course include content that some learners will find disturbing. At the beginning of each lesson, there will be a statement alerting learners to the nature of this content.	**Graphic Notes:** Shutterstock #127965605 **Alt tag:** Hazard warning attention sign with exclamation mark symbol
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date:** December 12, 2016
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to Countering Violent Extremist Narratives	#: 2
Topic Name:	Course Description	#: 2.b
Screen Name:	Course Structure	#: 8
Content:	**Text:** Modules and Lessons The course is broken down into three modules including an introduction, a module focusing on radicalization to violence, and a module focusing on community-based efforts to countering violent extremism. Each module is comprised of a series of lessons which explore specific areas within the module focus. Each lesson is further divided into related topic areas. Course Flow In order to successfully finish the course, modules must be completed by moving through the lessons in sequential order. Lessons remain locked until you conclude your work in the previous lesson. You may enter and leave the course at your convenience. Your place will be bookmarked and your progress will be saved. Evaluation The course will have an un-graded pre-test, ungraded knowledge checks, a satisfaction survey, and a graded post-test. You have already completed the pre-test. Each lesson will have 2 to 5 ungraded knowledge checks including multiple choice, true/false, and matching questions. At the end of the course you will complete a satisfaction survey and a post-test. The post-test will be graded and you have 2 attempts to successfully complete by scoring 70%. Additional attempts can be requested, as needed.	**Graphic Notes:** Presented using the timeline feature in Captivate **Alt tag:**

	Certificate of Completion START will issue a certificate of completion to you on the first business day of the month after you successfully complete all modules, post-test, and satisfactions survey. You will receive your certificate at the email address listed in your registration form.	
User Prompt:	Click on white buttons to learn more about the course structure. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Timeline widget in Captivate	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Course Introduction	#: 1
Lesson Name:	Introduction to the Course "Countering Violent Extremist Narratives"	#: 2
Topic Name:	Course Description	#: 2.b
Screen Name:	Summary	#: 9
Content:	**Text:** In this lesson you learned about the: • Course history • Course description • Course structure including course flow, evaluation methods, and completion requirements You are now ready for Module 2, Lesson 1: Module 2 Overview.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

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Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 2, Lesson 1: Module 2 Overview

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module 2 Overview	#: 1
Topic Name:	Purpose of Module 2	#: 1.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Two: Lesson One Module 2 Overview	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module 2 Overview	#: 1
Topic Name:	Purpose of Module 2	#: 1.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Module 2, Lesson 1: Module 2 Overview. In this lesson, you will explore this module's: • Main learning objectives • Lesson topics	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module 2 Overview	#: 1
Topic Name:	Purpose of Module 2	#: 1.a
Screen Name:	Learning Objectives	#: 3
Content:	**Text:** Module 2 Main learning objective: Learners will be able to define the terms violent extremism and countering violent extremism as used in this course, and describe the role of narratives in violent extremism and countering violent extremism. **Audio:** What is violent extremism? What role do narratives play in violent extremists' efforts to justify their crimes and inspire others to violence? And how can narratives be used to counter violent extremism? These are the questions that you will explore in Module 2 of this course. These are also the questions that social science researchers at START and at institutions around the world ask. The findings of these researchers—based on empirical, observable evidence and analyzed using sound methods and frameworks (rather than being based on stereotypes and anecdotes)—sometimes confirm the popular wisdom about violent extremism; however, these research findings often challenge the popular images and myths about violent extremism that we have in the U.S. This module introduces you to some of these research findings about violent extremism, and then introduces you to the role that narratives play in violent extremism and in countering violent extremism. On the following screens, you will be introduced to the key questions that drive this module, and will review a bird's-	**Graphic Notes:** Objectives graphic **Alt tag:** The word objective displayed across the edge of a compass.

	eye outline of the lessons in the module.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module 2 Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Module 2 Lesson Overview	#: 5
Content:	**Text:** 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 • Topic 2.a: What is Violent Extremism? • Topic 2.b: Narratives and Why They Matter in Violent Extremism Lesson 3: The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism • 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 4: Module Summary • Topic 4.a: Summary of Module 2 • Topic 4.b: Module 3 Preview	**Graphic Notes:** Presented using the timeline feature in Captivate **Alt tag:**
User Prompt:	Click on white buttons to learn more about Module 1 lessons. Click "next" arrow to continue to next slide	

	Click “back” arrow to go to previous slide	
Programmer Notes:	Timeline widget in Captivate	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module 2 Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Lesson Summary	#: 6
Content:	**Text:** In this lesson you were introduced to: • Scope of the module • Module lessons and topics You are now ready for Module 2, Lesson 2: The Role of Violent Narratives in Violent Extremism Please click "Next" located on the bottom right of your screen in ELMS to proceed.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Alejandro Beutel	07/20/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	07/21/2016	Revision by training team
0.3	Alejandro Beutel	07/25/2016	Revision by SME
0.4	Meredith Collier-Murayama	07/26/2016	Final revision before sending to PM
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 2, Lesson 2: The Role of Violent Narratives in Violent Extremism

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Two: Lesson Two The Role of Violent Narratives in Violent Extremism	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to *Lesson Title*: *Lesson* Overview In this lesson, you will learn about: • Violent Extremism • Narratives and Why They Matter in Violent Extremism	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	What is Violent Extremism?	#: 3
Content:	**Text** *Text Box 1* No universally accepted definition National Counterterrorism Center defines violent extremism as "The phenomenon of non-state actors facilitating or committing violence to pursue a [political or social objective]." *Text Box 2* For this course violent extremism is: • Violent acts of terrorism • Material support of terrorism **Audio** What is violent extremism? Although there is no universally accepted definition, the National Counterterrorism Center defines violent extremism as "The phenomenon of non-state actors facilitating or committing violence to pursue a [political or social objective]." Therefore, for the purposes of this course, violent extremism is understood to include violent acts of terrorism as well as material support of terrorism, which include crimes that are not directly violent but which enable or facilitate the violence of terrorists, such as providing money or training or other resources (including recruitment) to terrorists, all of which are federal crimes.	**Graphic Notes:** 9/11 Pentagon Attack photo; Boston Bombing photo **Alt tag:** The Pentagon burning with heavy smoke rising from the rubble, shortly after it was hit by a hijacked plane on September 11, 2001. A bomb exploding near the finish line during the Boston Marathon bombings, with another explosion going off in the distance. Runners, bystanders, and race officials are turning their attention to the explosions. This photo is attributed to the U.S. Department of Justice U.S. Attorney's Office.
User Prompt:	Click "next" arrow to continue to next slide	

	Click “back” arrow to go to previous slide	
Programmer Notes:	*Delay appearance of each of the three photos so that they appear one at a time. Divide text into two text boxes to appear in synchronization with audio narration.* *Add audio narration image in bottom left corner*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	*Distinguishing between Lawful Beliefs and Unlawful Behaviors*	#: 4
Content:	**Text** The peaceful expression of beliefs is a legally protected activity under the U.S. constitution, and is **not** an unlawful act of violent extremism. Hateful ideology and narratives can be countered and replaced with ideas and narratives advocating lawful, non-violent conduct. **Audio** Before going further, it is important to clearly distinguish between the peaceful expression of beliefs and unlawful acts of violent extremism. Having radical beliefs and expressing those radical beliefs, no matter how radical or extreme they may seem, are legally protected activities under the First Amendment to the United States Constitution. This freedom of expression is essential to countering violent extremism in the United States. Instead of a strategy that would have the government outlaw and police ideas that may be used to justify or inspire unlawful violent behavior, this course explores community-led efforts to counter and displace these ideas with narratives and ideas that advocate lawful, non-violent conduct. This approach will be explored further in the next lesson.	**Graphic Notes:** Image of U.S. Constitution **Alt tag:** Image of U.S. Constitution
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Who are Violent Extremists?	#: 5
Content:	**Text** Violent extremists: • Have different socio-economic backgrounds • Are from different ethnic and religious communities • Come from different areas of the country • All subscribe to or espouse a narrative that justifies the use of violence in pursuing a political or social goal **Audio** In order to establish effective counter and alternative narratives one must first consider the concept of violent extremism and who engages in acts of violent extremism, Violent extremism and violent extremists come in many forms. In recent history, the United States has faced plots by violent white supremacist extremists, violent environmental rights extremists, and other international and domestic terrorist actors. Violent extremists come from many different socioeconomic backgrounds, ethnic and religious communities, and areas of the country, but they have one thing in common: they subscribe to or espouse a narrative that justifies the use of violence in pursuing a political or social goal. In this lesson, we will use the case of Timothy McVeigh, the perpetrator of the 1995 Oklahoma City bombing, to illustrate the role of narratives in violent extremism.	**Graphic Notes:** Busy city scene with a crowd of people crossing the street Shutterstock 289331288 **Alt tag:** Busy city scene with a crowd of people crossing the street
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Case Study: Timothy McVeigh	#: 6
Content:	**Text** -April 19, 1995: Timothy McVeigh bombed the Murrah Federal Building in Oklahoma City, Oklahoma -168 fatalities -600 injuries -$652 million in damages -Deadliest terrorist attack in the U.S. before 9/11 **Audio** On April 19, 1995, Timothy McVeigh detonated a bomb in the Murrah Federal Building in Oklahoma City, Oklahoma. The attack claimed 168 lives, and caused 600 injuries and $652 million in damages. This was the deadliest terrorist act in the United States prior to September 11, 2001, and is still the deadliest act of terrorism in the United States not involving the influence of a foreign terrorist group.	**Graphic Notes:** -Oklahoma City Bombing -Timonthy McVeigh **Alt tag:** - FEMA workers sort through the rubble of the Alfred P. Murrah Federal Building in Oklahoma City after a domestic terrorist attack in 1995. - Caucasian male in red shirt
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Knowledge Check	#: 7
Content:	**Text** Which is the correct definition of violent extremism, as used in this course? a. The phenomenon of non-state actors facilitating or committing violence to pursue a political or social objective. [Correct] b. The phenomenon of non-state actors committing violence to pursue a political or social objective. c. The phenomenon of state actors facilitating or committing violence to pursue a political or social objective.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Multiple choice quiz question. Unlimited attempts.*	

Version #:	1.0	**Date December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	What is Violent Extremism?	#: 2.a
Screen Name:	Knowledge Check: Review	#: 8
Content:	**Text and Audio** *Text box 1* The correct definition of violent extremism, as used in this course, is: The phenomenon of non-state actors facilitating or committing violence to pursue a political or social objective. *Text box 2* Timothy McVeigh → Non-state actor bombed the Murrah Federal Building → Committing violence with the intention of weakening the U.S. government, which he perceived as tyrannical → To pursue a political or social objective	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Case Study: Timothy McVeigh	#: 9
Content:	**Text** How could Timothy McVeigh, U.S. military veteran known for his patriotism, justify committing a terrorist attack against his own country? **Narratives** shape how violent extremists like McVeigh make sense of, justify, and inspire terrorist violence. **Audio** Prior to his act of terrorism, Timothy McVeigh served in the U.S. Army from 1988 to 1991, during which time he received a Bronze Star for his service in the Persian Gulf War and was deployed for Operation Desert Storm. While serving in the U.S. Army, McVeigh was known as an inspiration to younger soldiers due to his patriotism, work ethic, and charisma. How could a respected military veteran known for his patriotism justify committing a terrorist attack against his own country? From McVeigh's perspective, his patriotism never wavered; rather, he came to view his personal experiences, contemporary American events, and the patriotic legacy of the American Revolutionary War as interrelated, allowing him to justify his violent acts to himself through a violent narrative that cast his act of domestic terrorism as an act of true patriotism. This lesson will explore how narratives serve to shape how violent extremists like Timothy McVeigh make sense of, justify, and inspire terrorist violence.	**Graphic Notes:** Grunge USA Flag (Shutterstock 449110420) **Alt tag:** USA flag with imperfections and cracks running throughout the image
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	What is a Narrative?	#: 10
Content:	**Text** *Text Box 1* Narrative: A system of stories that combine to provide a coherent view of the world *Text Box 2* "Narratives contain patterns that fit the data of everyday life (events, people, actions, sequences of actions, messages, and so on), explaining how events unfold over time and how one thing causes another. " Scott Ruston *Citation Button* Ruston, Scott W. 2009. "Understanding What Narrative is and Does." *Arizona State University Center for Strategic Communication*, September 3. http://csc.asu.edu/2009/09/03/understand-what-narrative-is-and-does/. **Audio** What are narratives, and what role can they play in violent extremism, such as in the case of Timothy McVeigh? A narrative is a system of stories that combine to provide a coherent view of the world. In other words, people use narratives to understand and explain how the world around them works, and to make sense of how they, as individuals, fit into the world. As narratives expert Scott Ruston explains, "Narratives contain patterns that fit the data of everyday life (events, people, actions, sequences of actions, messages, and so on), explaining how events unfold over time and how one thing causes another. "	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer	*Divide text into two text boxes to appear in synchronization with audio narration. Add audio*	

Notes:	*narration image in bottom left corner. Add Citation button with rollover text box.*	

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Difference between a Narrative and a Story	#: 11
Content:	**Text** Stories are accounts of specific events Narratives have a unique "systematic" nature **Audio** Narratives are often thought to be synonymous with "stories." However, a story is an account of a specific event which may feature particular characters and settings, taking place at a particular time. Narratives, by contrast, have a "systematic" quality that binds multiple stories together into a larger cohesive picture. Narratives provide links between stories, giving each story significance beyond its original time and place. In the case of Timothy McVeigh, stories related to the American Revolutionary War were significant. For example, McVeigh viewed himself as similar to minutemen like Paul Revere, who famously rode his horse through the night to warn the anti-colonialist rebels of approaching British forces during the American Revolutionary War. Revere's story conveys the message that true patriots must take direct action to stand up against tyranny. This story is one of many well-known American stories that collectively form the patriotic narrative that "America is a nation that stands for individual liberty and freedom, which are the cherished rights that our Founding Fathers proclaimed in the Declaration of Independence and that the people fought for in the Revolutionary War."	**Graphic Notes:** Custom graphic of multiple stories stitched together and encompassed in a bubble labeled as narrative Paul Revere (Shutterstock 315510131) **Alt tag:** *Statue of Paul Revere on Boston's Freedom Trail.*
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Add audio narration image in bottom left corner. Synchronize photo/image appearance with narration.*	

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Difference between Narrative and Ideology	#: 12
Content:	**Text** Ideology is "the beliefs, principles, and objectives by which a group defines its political identity and aims." A narrative is a vehicle to express the underlying system of beliefs and concepts that form an ideology. *Citation Button* Drake, C. J. M. 1998. "The Role of Ideology in Terrorists' Target Selection." *Terrorism and Political Violence* 10: 53-85. **Audio** Narratives are often thought to be synonymous with "ideologies." This is a misconception. There is no single agreed upon definition of ideology, however one of the most commonly cited within terrorism studies is, "the beliefs, principles, and objectives by which a group defines its political identity and aims." Using this definition of ideology, a narrative is the means or the "vehicle" by which individuals and groups are able to make sense of and express ideological beliefs, principles, and objectives. For example, the narrative that America is a nation that stands for individual liberty and freedom serves as a vehicle for expressing the ideological belief that "individual liberty and freedom are important fundamental rights." Timothy McVeigh came to view the modern-day U.S. government as violating those rights, and viewed himself as a patriot who had a duty to defend freedom and liberty.	**Graphic Notes:** Lightbulb filled with though bubbles image Custom graphic depicting beliefs plus concepts = ideology inside the brain of an individual who is using a megaphone to project sound (a series of stitched stories) which are labeled narrative (see custom graphic from slide 8)/ **Alt tag:** An outline of a lightbulb with numerous thought bubbles filling the inside of the bulb.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Add Citation button with rollover text box. Add audio narration image in bottom left corner. Synchronize photo/image appearance with narration.*	

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Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Knowledge Check	#: 13
Content:	**Text** Decide whether the below statements describe a narrative, a story, or an ideological belief. (Note that you are not judging whether the statements are true or false; you are only judging what type of statement each represents.) 1. Individual liberty and freedom are important fundamental rights. (ideological belief) 2. During the Revolutionary War, Paul Revere took a courageous nighttime ride to warn the rebels about the approaching British forces. (story) 3. America is a nation that stands for individual liberty and freedom. (narrative)	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Knowledge Check: Review	#: 14
Content:	**Text and Audio** The correct answers are: 1. Individual liberty and freedom are important fundamental rights. → **Ideology** is "the beliefs, principles, and objectives by which a group defines its political identity and aims." 2. During the Revolutionary War, Paul Revere took a courageous nighttime ride to warn the rebels about the approaching British forces. → A **story** is an account of a specific event which may feature particular characters and settings, taking place at a particular time. 3. America is a nation that stands for individual liberty and freedom, the cherished rights that our Founding Fathers proclaimed in the Declaration of Independence and fought for in the Revolutionary War. → A **narrative** is a system of stories that combine to provide a coherent view of the world, and which serve as a vehicle for expressing ideological beliefs.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	How Do Violent Narratives Work?	#: 15
Content:	**Text** How do narratives work to provide violent extremist individuals and groups with coherent views of the world? Scott Ruston describes narratives as operating at three different levels. *Accordion Widget* Title: Levels of Narratives Description: Click on each level to learn more. **Text and Audio** [Accordion 1. Individual] Individual-level narratives are systems of personal stories that help us describe and make sense of who we are and our place in the world. Example: According to Timothy McVeigh, his superior officers during Operation Desert Storm asked him to kill Iraqis who were surrendering. After this, McVeigh came to increasingly view the American military as a group of "bullies" rather than as protectors of individual liberty and freedom. McVeigh, who claimed to have been frequently bullied throughout his childhood, despised bullies and came to define himself as a "true" American patriot, more-so than the U.S. military. [Accordion 2. Master] Master narratives, sometimes called "metanarratives", are systems of stories that are widely known and familiar throughout a society. The ideological beliefs conveyed through master narratives are often considered mainstream within that society. Narrative expert Jeffry Halverson states that master narratives are those "that have endured the test of time and become deeply embedded in culture." Example: Within the master narrative that "America is a nation that stands for individual liberty and freedom," McVeigh cast himself as a patriotic minuteman in a renewed	**Graphic Notes:** **Alt tag:**

	Revolutionary War, living out the legacy of Paul Revere. [Accordion 3. Local] Local narratives are systems of stories that help us describe and make sense of contemporary events and 'how the world today really is'. Local narratives, when connected with individual narratives and with master narratives, allow individuals to envision how they can actively participate in the ongoing direction of world events. Example: Timothy McVeigh was profoundly disturbed by the siege of the Branch Davidian compound in Waco, Texas. On April 19, 1993, after a 51-day armed standoff between the religious group and agents of the U.S. government, the compound caught fire, resulting in the deaths of 76 Branch Davidian men, women, and children. The group had been suspected of stockpiling illegal weapons, and McVeigh had traveled to Waco during the siege to show solidarity with them in the name of the Second Amendment right to bear arms. For McVeigh, this event confirmed a local narrative of the tyranny of the modern-day U.S. government. *Citation Button:* Halverson, Jeffry R. 2011. "Why Story is Not Narrative." *Arizona State University Center for Strategic Communication*, December 8. http://csc.asu.edu/2011/12/08/why-story-is-not-narrative/.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Insert accordion widget, add individual audio files and images to corresponding labels. Add Citation button with rollover text box.*	

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Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Why are Narratives Persuasive?	#: 16
Content:	**Text** Narratives are strongest when all three narrative levels support each other. This is called vertical integration. **Audio** The persuasive power of narratives is strongest when all three narrative levels align with and support each other. This is called vertical integration. When individual, local, and master narratives support each other, a person is able to make sense of how history connects with the present day, and how his or her own life is connected to the lives of other people. This allows a person to understand his or her life as having meaning and purpose—it shows an individual how and why his or her life can make a difference.	**Graphic Notes:** Custom graphic that shows individual, local, and master narratives intertwined. **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Bringing It All Together	#: 17
Content:	**Video Content** Timothy McVeigh's narratives supported each other at all three levels, giving him a comprehensive way of understanding the world and envisioning his role in it: -Individual narrative: "I am a warrior and a patriot." -Master narrative: "America is a nation that stands for individual liberty and freedom." -Local narrative: "The Waco Siege exemplified government tyranny, and violated the liberty and freedom of the people. April 19, 1995, the date of the Oklahoma City bombing, was the two-year anniversary of the deadly fire at the Branch Davidians' compound in Waco, Texas. **Video Audio Narration** Earlier in this lesson, we asked: How could Timothy McVeigh, U.S. military veteran known for his patriotism, justify committing a terrorist attack against his own country? You now know how narratives shape how violent extremists like McVeigh make sense of, justify, and inspire terrorist violence. Timothy McVeigh's justification for the Oklahoma City Bombing exhibits strong vertical integration: As a former member of the U.S. Army, a central part of McVeigh's personal narrative and identity was being a warrior and a patriot. At the same time, much of the language he employed was from the patriotic master narrative of the American Revolution, within which he cast himself as a modern-day minuteman and cast the U.S. government in the role of the tyrannical monarchy of King George III. For McVeigh, the local narrative that connected this individual narrative with this	**Graphic Notes:** Custom graphic that shows individual, local, and master narratives intertwined. **Alt tag:**

	master narrative was a local narrative that made sense of the U.S. government's actions at the Branch Davidian compound as exemplifying government tyranny against individual liberty and freedom. April 19, 1995, the date of the Oklahoma City bombing, was the two-year anniversary of the deadly fire at the Branch Davidians' compound in Waco. The bombing was, for McVeigh, an act against a tyrannical government that was trampling on liberty and freedom both domestically and around the world. In McVeigh's case, mainstream narratives and beliefs about patriotism, freedom, and what it means to be American became twisted into a violent narrative that he used to justify his terrorist act to himself. McVeigh's case is not unique: as we will explore in this course, narratives are important for many violent extremists, just as they are important for all of us.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Knowledge Check	#: 18
Content:	**Text** Match the three levels of narratives to their definitions. [1. Individual] Systems of personal stories that help us describe and make sense of who we are and our place in the world. [2. Local] Systems of stories that make sense of events in the contemporary world. [3. Master] Systems of stories that are widely known throughout a society, and which convey ideological beliefs that are considered mainstream.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Knowledge Check: Review	#: 19
Content:	**Text and Audio** [1. Individual] Systems of personal stories that help us describe and make sense of who we are and our place in the world. [2. Local] Systems of stories that make sense of events in the contemporary world. [3. Master] Systems of stories that are widely known throughout a society, and which convey ideological beliefs that are considered mainstream.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Beliefs, narratives, and acts of violent extremism	#: 20
Content:	**Text** As a reminder, the expression of certain beliefs or narratives does not guarantee that a person is or will become a violent extremist. What is clear: narratives shape how violent extremists and violent extremist organizations make sense of, justify, and inspire acts of violent extremism. **Audio** Many people may share beliefs and use narratives similar to those of violent extremists but never commit unlawful acts of violent extremism. For example, the basic ideas about liberty and freedom that Timothy McVeigh drew on are considered mainstream in American society: the story of Paul Revere is taught in American schools, and students start each school day with by pledging allegiance to a flag that is said to represent a nation of "liberty and justice for all." Given the rarity of violent extremists within large populations that may share similar or identical beliefs, is it really possible to argue that beliefs and narratives cause someone to commit unlawful acts of violent extremism? Current research suggests that that there is no straightforward or universal relationship between the beliefs and actions of violent extremists. Although the specific relationship between beliefs and violent extremist actions is up for debate, it is clear that the narratives provide violent extremists and violent extremist organizations a way to make sense of, justify, and inspire unlawful acts. Likewise, narratives can be powerful tools for countering violent extremism, as you will learn throughout this course.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:		

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Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Violent Narratives in Violent Extremism	#: 2
Topic Name:	Narratives and Why They Matter in Violent Extremism	#: 2.b
Screen Name:	Lesson Summary	#: 21
Content:	**Text** In this lesson you were introduced to: Violent extremism Narratives and why they matter in violent extremism You are now ready for lesson 3: "The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism" **Audio** In this lesson you were introduced to the concepts of violent extremism and the role of violent narratives in violent extremism. In the next lesson, you will learn how U.S. communities can exercise their right to freedom of expression to counter violent extremism by using narratives to counter and replace those used by violent extremists.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	11/15/2016	Revision after SME feedback
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 2, Lesson 3: The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Two: Lesson Three The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

<table>
<tr><td>Version #:</td><td>1.0</td><td>Date: December 12, 2016</td></tr>
<tr><td>Module Name:</td><td>Narratives and Violent Extremism</td><td>#: 2</td></tr>
<tr><td>Lesson Name:</td><td>The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism</td><td>#: 3</td></tr>
<tr><td>Topic Name:</td><td>What is Countering Violent Extremism?</td><td>#: 3.a</td></tr>
<tr><td>Screen Name:</td><td>Lesson Objectives</td><td>#: 2</td></tr>
<tr><td>Content:</td><td>Text
Welcome to Lesson 3: The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism.

Lesson Overview
In this lesson, you will learn about:
• Countering Violent Extremism
• CVE and freedom of speech
• Why counter-narratives and alternative narratives matter in CVE</td><td>Graphic Notes:
Objectives Graphic

Alt tag:
The word objective displayed across the edge of a compass.</td></tr>
<tr><td>User Prompt:</td><td>Click the Next button to continue</td><td></td></tr>
<tr><td>Programmer Notes:</td><td>Link to “Help” tab via text “Quick Help”</td><td></td></tr>
</table>

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	How can we stop violent extremism?	#: 3
Content:	**Text** Two sets of tools: [Text box 1] -Counterterrorism (CT): Traditional tools for law enforcement, military, and government [Text box 2] -Countering Violent Extremism (CVE): Expanded set of tools for community members, sometimes in partnership with government and law enforcement **Audio** If there is no single profile of violent extremists and no single cause of radicalization to violence, how can violent extremism be stopped? In the U.S., there are two sets of tools for addressing violent extremism. One set of tools is known as Counterterrorism or CT. CT encompasses a range of activities conducted and led by law enforcement, military, and other government agencies to stop terrorism. Another set of tools, which is newer than CT, is known as Countering Violent Extremism or CVE. CVE is an alternative way of thinking about how to address violent extremism, and encompasses community-based programs, policies, and activities that are: - Intended to prevent individuals and groups from radicalizing to facilitate or commit violence - Intended to rehabilitate individuals who have engaged violent	**Graphic Notes:** Custom CVE graphic **Alt tag:** Either graphic that encompasses what CVE is, or have graphic that shows CVE is not equal to CT when that point is mentioned

	extremism - Community-led, sometimes independent of, and sometimes in partnership with, law enforcement and government officials This focus on community efforts to support individuals who are not engaged in unlawful activities is what distinguishes CVE from Counterterrorism (or CT), which involves law enforcement action against unlawful activity.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Text boxes 1 and 2 synched to audio.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	What Can CVE Look Like?	#: 4
Content:	**Text and audio** What does CVE look like? CVE takes many forms. Hover your cursor over each term to learn more about the spectrum of CVE activities. **Rollover Text** • Engagement programming is intended to build trust and open lines of communication within and among communities and between communities and their government. It is also intended to raise awareness of the threat of violent extremism and the indicators associated with it so that community members are equipped to take action when they have specific concerns about violent extremist crime. • Prevention programming provides alternatives to violent activism, addressing individual, group, community, sociopolitical and ideological factors associated with radicalization to violence. Examples involve policy, social programs, economic development, civic engagement, and public messaging. • Intervention consists of efforts to stop a specific individual from crossing the threshold from lawful beliefs and activities into unlawful violent extremism. • When a community-based intervention fails or is not possible, law enforcement-led interdiction or disruption through surveillance, arrest, prosecution and incarceration may be necessary. • Finally, there is also the need for programs that support the rehabilitation and reintegration of former violent extremists and other individuals ready to renounce violent extremism.	**Graphic Notes:** CVE Activities segment of CVE Spectrum graphic. **Alt tag:** "Spectrum of CVE Activities" portion of the CVE Spectrum. Segments of this spectrum include: Engagement/Prevention, Intervention, Interdiction, and Rehabilitation/Reintegration.
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:	Using Captivate Rollover feature to match text with portion of spectrum graphic.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	How Did CVE Emerge?	#: 5
Content:	**Text** • 2010: National Security Strategy highlights the importance of families, communities and institutions in keeping the country secure from the threat of violent extremism • 2011: The White House releases guidance on how the federal government will support and empower communities to prevent violent extremism. • 2015: National Security Strategy advocates for a "whole of community approach" to national security. Federal guidance emphasizes that CVE should support community resilience. **Audio** By 2010, the U.S. Security Strategy included wording that specifically highlighted the important role of families, communities and institutions in keeping the country secure from the threat of violent extremism. This inclusivity, on paper, facilitated the introduction of CVE as a concept, into federal national security policy planning. In 2011, The White House released two important documents related the CVE. The first, entitled "Empowering Local Partners to Prevent Violent Extremism", described how the federal government will support and empower American communities and their local partners to prevent violent extremism. "The Strategic Implementation Plan (SIP) for Empowering Local Partners to Prevent Violent Extremism in the United States" discussed in greater detail activities that are designed specifically to counter violent extremism. The SIP was updated in 2016, incorporating lessons learned and feedback from on-the-ground practitioners. In 2015, the National Security Strategy advocated for a "whole of community	**Graphic Notes:** Timeline Widget **Alt tag:**

	approach" to national security, which involves "bringing together all elements of our society – individuals, local communities, the private and non-profit sectors, faith based organizations, and all levels of government to make sure that America is resilient in the face of adversity." Federal guidance on CVE also emphasized that efforts to address violent extremism at the community level should also work to support community resilience. To highlight the importance of CVE as a policy response, the White House hosted a three day Summit on CVE to discuss concrete steps the United States and its partners could take to develop community-oriented approaches to countering violent extremism, both domestically and internationally.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Timeline Widget in Captivate	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	Knowledge Check	#: 6
Content:	**Text** True or false: Among many other activities, CVE can include activities to build trust between communities and their government; and can also include individualized efforts to stop a specific individual from crossing the threshold from lawful beliefs and activities into unlawful violent extremism.	**Graphic Notes:** **Alt tag:**
User Prompt:	Select the characteristics for Countering Violent Extremism that apply. Click "Submit" when finished. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Add true or false quiz. Unlimited attempts.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	What is Countering Violent Extremism?	#: 3.a
Screen Name:	Knowledge Check: Review	#: 7
Content:	**Text and Audio** True: Among many other activities, CVE can include activities to build trust between communities and their government; and can also include individualized efforts to stop a specific individual from crossing the threshold from lawful beliefs and activities into unlawful violent extremism. All forms of CVE share a focus on building trust and addressing the needs of communities, both at community and individual levels. Traditional counter-terrorism efforts that primarily involve government entities tend to not be well-suited for these tailored activities, as counter-terrorism tools are generally designed to be used when someone is already engaging in criminal behavior. CVE activities, by contrast, are primarily intended for use when no criminal behavior is taking place. CVE is therefore a proactive and largely community-driven practice to minimize the occurrence/prevalence/salience/ of violent extremism.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	CVE and Freedom of Speech	#: 3.b
Screen Name:	Using Free Speech to Counter Violent Extremism	#: 8
Content:	**Text** [Text box 1] Narratives shape how violent extremists make sense of, justify, and inspire terrorist violence. [Text box 2] Narratives also shape how non-violent individuals make sense of, justify, and inspire non-violent ways of life. **Audio** This course focuses on the idea that narratives can play an important role in CVE efforts. As you learned in the previous lessons, narratives shape how violent extremists make sense of, justify, and inspire terrorist violence. But narratives also shape how non-violent individuals make sense of, justify, and inspire non-violent ways of life. Through exercising the right to freedom of speech here in the United States, narratives can help advance any set of CVE activities, whether the efforts focus on engagement, prevention, intervention, or rehabilitation and reintegration.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	.Text boxes 1 and 2 synched to audio.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	CVE and Freedom of Speech	#: 3.b
Screen Name:	The Marketplace of Ideas & Freedom of Speech	#: 9
Content:	**Text** In the United States, where freedom of speech is protected under the law, there exists a robust "the marketplace of ideas." Press "play" to watch a video about using freedom of speech to compete in the marketplace of ideas to counter violent extremism. **Video Transcript** In the United States, where freedom of speech is protected under the law, there exists a robust "the marketplace of ideas." Just like in the consumer marketplace, ideas—like products—compete with each other for widespread adoption among the people. Because of Constitutional protections for freedoms of speech and belief, violent extremist ideas can only be effectively countered through debate and discussion. Using the marketplace of ideas to counter "violent ideas" contained in violent extremist narratives, means developing and disseminating more compelling "non-violent ideas" contained in counter-narratives and alternative narratives. When engaging in CVE work, especially when practicing CVE in the marketplace of ideas, it is important to have a clear understanding of the difference the peaceful expression of beliefs—which is a legally-protected activity under the U.S. constitution—and unlawful acts of violent extremism. It is not a crime to peacefully express radical or extremist beliefs or narratives. In fact, radical thinkers have often been essential to promoting important changes in mainstream U.S. society, from the suffragettes who worked to give women the right to vote to civil rights activists like Martin Luther King, Jr., who worked to end racial segregation. The ideas that are considered "mainstream" or "radical" change over time. Having radical beliefs and expressing them, no matter how extreme, are legally	**Graphic Notes:** [Captioned video, illustrated with graphics, etc. Can include MLK graphic made for CARVE.] **Alt tag:**

	protected activities under the First Amendment to the United States Constitution. This freedom of expression is essential to countering violent extremism in the United States, as will be explored throughout this course.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	.Captioned video.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	CVE and Freedom of Speech	#: 3.b
Screen Name:	*Knowledge Check*	#: 10
Content:	**Text** True or false: The peaceful expression of beliefs—no matter how radical or extreme—is a legally-protected activity under the U.S. Constitution. [True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Add true or false quiz.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	CVE and Freedom of Speech	#: 3.b
Screen Name:	*Knowledge Check: Review*	#: 11
Content:	**Text and Audio** True or false: The peaceful expression of beliefs—no matter how radical or extreme—is a legally-protected activity under the U.S. Constitution. [True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	What are Counter-Narratives and Alternative Narratives?	#: 12
Content:	**Text** [Text box 1] Counter-Narrative: a system of stories that hang together to provide a coherent view of the world for the purpose of eliciting legal and non-violent activities in support of individuals, groups, or movements, which support that worldview. Counter narratives directly undermine the legitimacy of violent narratives espoused by violent extremists. [Text box 2] Alternative Narrative: a system of stories that hang together to provide a coherent view of the world to promote and elicit legal and non-violent activities in support of individuals, groups, or movements, which support that worldview. Alternative narratives promote legal and non-violent behaviors but do not directly address the legitimacy of violent narratives espoused by violent extremists. Citation: Ruston, Scott W. 2009. "Understanding What Narrative is and Does." Arizona State University Center for Strategic Communication, September 3. http://csc.asu.edu/2009/09/03/understand-what-narrative-is-and-does/. **Audio** To understand why counter-narratives and alternative narratives matter, we first need to define what counter-narratives and alternative narratives are. The definitions presented here are adapted from the work of Scott Ruston. A Counter-Narrative is a system of stories that hang together to provide a coherent view of the world for the purpose of eliciting legal and non-violent activities in support of individuals, groups, or movements, which support that worldview. Counter narratives directly undermine the legitimacy of violent narratives espoused by violent extremists. An alternative narrative is a system of stories that hang together to provide a coherent view of the world to promote and elicit legal and non-violent activities in support of individuals,	**Graphic Notes:** **Alt tag:**

	groups, or movements, which support that worldview. Counter narratives directly undermine the legitimacy of violent narratives espoused by violent extremists. Unlike counter-narratives, alternative-narratives are not explicitly intended to directly contest violent narratives, although they may have secondary outcomes that do undermine their appeal. Alternative narratives promote legal and non-violent behaviors but do not directly address the legitimacy of violent narratives espoused by violent extremists.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Divide text into two text boxes to appear in synchronization with audio narration. Add audio narration image in bottom left corner. Add Citation button with rollover text box.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	Examples of a Counter-Narrative and an Alternative Narrative	#: 13
Content:	**Text and Audio** Click on the tabs to see how of a counter-narrative and an alternative narrative can be matched to a violent extremist narrative. [Tab 1] ISIL's narrative: One of the core violent extremist narratives of the Islamic State, also known as ISIL or the Islamic State of Iraq and the Levant, is that people should make "hijrah"-- or to migrate-- to the territories ISIL controls. This narrative has been used to attract ISIL followers from around the world. Under U.S. law, the act of traveling to hostile foreign territory to join a designated terrorist organization can be considered material support of terrorism. Acting on this ISIL narrative means committing a violent extremist crime. [Tab 2] Counter-narrative: A direct counter to ISIL's narrative might be to create a narrative based on a historical analogy. For instance, Muslim leaders in the United Kingdom compared contemporary events with the time in history when the early Muslim community fled from persecution, ultimately finding refuge in the Christian kingdom of Abyssinia. Using this historical reference, these Muslim leaders argued that ISIL's narrative does not match the true interpretation of 'hijrah,' or migration to safety. The leaders argue that idea of hijrah in today's world in fact describes the refugees who are fleeing ISIL territory and toward the West, engaging in a modern-day "hijrah to Abyssinia". This narrative directly counters ISIL's attempt to call migration to ISIL territory a true 'hijrah' by referencing events central to early Muslim history. [Tab 3] Alternative narrative	**Graphic Notes:** **Alt tag:**

	An alternative narrative in this case might be: "Western nations welcome Muslims as full and equal members of society." By stating their commitment to welcoming Muslims, U.S. and European nations around the world can indirectly dispel the notion that that traveling to ISIL-controlled territory is an attractive option. This alternative narrative also undermines another ISIL narrative that the West is hostile to and unaccepting of Muslims. This narrative does not directly counter ISIL's narrative; rather, it provides additional information that can suggest alternatives to accepting ISIL's narrative. Citation: Beutel, Alejandro. 2015. "Accepting Refugees Protects the U.S. from ISIS." *Baltimore Sun*, 22 Nov. http://www.baltimoresun.com/news/opinion/oped/bs-ed-syrian-refugees-20151122-story.html Warraich, Shaukat. 2016. "Editorial." Haqiqah, Issue 2, 15 Aug. https://issuu.com/haqiqah/docs/haqiqah_-_issue_2?e=25958131/37933427 Warraich, Shaukat. 2016. "The Refugee Crisis – A Crisis of Conscience and the Role of Faith Leadership." *Haqiqah.org*, 15 Aug. http://haqiqah.org/the-refugee-crisis-a-crisis-of-conscience-and-the-role-of-faith-leadership/	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Learner interaction: Tabs.*	

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Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	Knowledge Check	#: 14
Content:	**Text** True or false? (Hint: Infer the answer from what you learned about the marketplace of ideas and what you learned about counter-narratives) CVE counter-narratives compete directly against violent extremist narratives in the marketplace of ideas. [True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	Knowledge Check: Review	#: 15
Content:	**Text and Audio** CVE counter-narratives compete directly against violent extremist narratives in the marketplace of ideas. [True] Narratives of all kinds convey ideas in the marketplace of ideas, which is made possible in the United States through the constitutional right to freedom of expression. Violent extremist narratives and CVE counter-narratives are in direct competition with each other in this marketplace. Because the ideas conveyed in these two types of narratives contradict each other, it is not logical for a person to simultaneously accept both narratives. If a person accepts a CVE counter-narrative, it becomes unlikely that this person will accept or continue to accept a violent extremist narrative.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	Putting It All Together	#: 16
Content:	**Text** CVE is an alternative to law enforcement-led counterterrorism, and is largely community-driven. Freedom of speech is necessary to CVE counter and alternative narratives competing against violent extremist narratives in the marketplace of ideas. CVE counter-narratives directly refute the claims made in violent extremist narratives. CVE alternative narratives provide additional information that may indirectly influence a person's willingness to accept violent extremist narratives The power of alternative narratives is that they diminish the appeal of violent narratives used by violent extremists by suggesting different choices for action. **Audio** Countering violent extremism or CVE has emerged as an alternative to traditional law enforcement-led counterterrorism efforts. CVE is defined by its inclusivity of community voices, and is comprised of a broad array of community-based efforts that include: engagement, prevention, intervention, and rehabilitation and reintegration. In the United States, freedom of speech means that ideas—including ones advocating for violent extremism—compete for people's acceptance in what might be called the "marketplace of ideas". Narratives can be used for CVE by entering counter-narratives and alternative narratives into this marketplace. Counter-narratives are narratives that directly refute the claims made in violent extremist narratives. Alternative narratives are narratives that do not directly rebut	**Graphic Notes:** **Alt tag:**

	a violent narrative, but can provide additional information that may influence a person's understanding of or willingness to accept a violent extremist narrative. Taken together, the concepts covered in this lesson should give you a good fundamental understanding of the relationship between community-based CVE, freedom of speech, and using CVE narratives to counter or provide alternatives to violent extremist narratives.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	The Role of Counter-Narratives and Alternative Narratives in Countering Violent Extremism	#: 3
Topic Name:	Why Counter-Narratives and Alternative Narratives Matter in Countering Violent Extremism	#: 3.c
Screen Name:	Lesson Summary	#: 17
Content:	**Text** In this lesson you were introduced to: • Countering Violent Extremism (CVE) • CVE and freedom of speech • Why counter-narratives and alternative narratives matter in CVE You are now ready for lesson 4: "Module 2 Summary". **Audio** In this lesson you were introduced to the concepts of countering violent extremism, the relationship between CVE and freedom of speech, and the role of counter-narratives and alternative narratives in CVE. You are now ready for lesson 4: "Module 2 Summary".	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 2, Lesson 4: Module Summary

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Two: Lesson Four Module Summary	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Lesson Overview	#: 2
Content:	**Text** You have now completed Module 2, Lessons 1 through 3. In this final lesson in Module 2, you will: - Review your learning from Module 2 - Preview Module 3	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Main Learning Objective Review	#: 3
Content:	**Text** Main learning objective of Module 2 Learners will be able to define the terms violent extremism and countering violent extremism as used in this course, and describe the role of narratives in violent extremism and countering violent extremism. **Audio** Think back to the questions we asked at the beginning of the module: "What is violent extremism? What role do narratives play in violent extremists' efforts to justify their crimes and inspire others to violence? And how can narratives be used to counter violent extremism?" These past several lessons have been intended to equip you with a broad understanding of the most recent research-based evidence about the answers to these questions. Although the search for answers about violent extremism can seem endless, this pursuit of knowledge important for developing effective policies and practices against violent extremism. In the next module of this course, in which you will explore in detail several violent narratives of five types of violent extremists, as well as exploring counter-narratives and alternative narratives that can be used for CVE. Before you move on to this next module, take a few minutes to check your understanding of what you have learned so far about violent extremism, countering violent extremism, and the role of narratives in both.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Key Point Review	#: 3
Content:	**Text and Audio** The following are key points covered in this module. [Tab 1: Violent Extremism] Violent Extremism is defined as the phenomenon of non-state actors facilitating or committing violence to pursue a political or social objective. The peaceful expression of beliefs is a legally protected activity under the U.S. constitution, and is not an unlawful act of violent extremism. [Tab 2: Narratives and Violent Extremism] Narratives are systems of stories and ideas that collectively provide a coherent view of the world. Narratives can allow a person to make sense of how history connects with the present day, and how his or her own life is connected to the lives of other people. This allows a person to understand his or her life as having meaning and purpose—it shows an individual how and why his or her life can make a difference. Narratives shape how violent extremists make sense of, justify, and inspire terrorist violence. [Tab 3: Countering Violent Extremism] Countering Violent Extremism (CVE) is a way of thinking about how to address violent extremism, and is different from traditional Counterterrorism (CT). CVE encompasses community-based programs, policies, and activities that are: • Intended to prevent individuals and groups from radicalizing to	**Graphic Notes:** **Alt tag:**

	facilitate or commit violence • Intended to rehabilitate individuals who have engaged violent extremism • Community-led, sometimes independent of, and sometimes in partnership with, law enforcement and government officials [Tab 4: Narratives and CVE] In the U.S., the Constitutional protection of freedom of speech means that we can compete in the marketplace of ideas to counter violent extremist narratives. • Counter narratives directly undermine the legitimacy of violent narratives espoused by violent extremists. • Alternative narratives promote legal and non-violent behaviors but do not directly address the legitimacy of violent narratives espoused by violent extremists.	
User Prompt:	Click on each lesson topic to review key points. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Include key point overview in the tab learner interaction.	

		2016
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Module 3 Preview	#: 4.b
Screen Name:	What's Next?	#: 4
Content:	**Text** The next module, Module 3, is titled "Narratives Relevant to Countering Violent Extremism in the U.S. Context" In Module 3 you will gain a more in-depth understanding of • Five typologies of violent extremism • Violent narratives associated with each typology • Counter-narratives and alternative narratives matched to each typology You are now ready for Module 3. **Audio** In this module, you gained foundational knowledge of the role of narratives in violent extremism and in countering violent extremism. In the next module, you will explore specific examples of violent narratives, counter-narratives, and alternative narratives across five typologies of violent extremists within the U.S. context. These five typologies are: Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. We would like to emphasize once again that violent narratives are presented in this course for academic purposes only. Their inclusion does not constitute an endorsement of their content. Please also be aware that the violent narratives presented in this course include content that some learners will find disturbing. At the beginning of each lesson, there will be a statement alerting learners to the nature of this content.	**Graphic Notes:** **Alt tag:**

	After completing Modules 2 and 3 of this course, you will have both the foundational and specific knowledge necessary to consider developing and delivering narratives for CVE in your community. Module 4 will provide you with field principles to do exactly that, strengthening your knowledge of how to use narratives to counter violent extremism.	
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed.	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box. Time with audio.	

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 1: Module 3 Overview

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Overview	#: 1
Topic Name:	Purpose of Module 3	#: 1.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson One Module 3 Overview	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Overview	#: 1
Topic Name:	Purpose of Module 3	#: 1.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Module 3, Lesson 1: Module 3 Overview. In this lesson, you will explore this module's: • Main learning objectives • Lesson topics	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Overview	#: 1
Topic Name:	Purpose of Module 3	#: 1.a
Screen Name:	Learning Objectives	#: 3
Content:	**Text:** Module 3 Main learning objective: Learners will be able to identify key violent narratives associated with Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. Learners will also be able to identify counter-narratives and alternative narratives for countering each of these five typologies of violent extremists. **Audio:** What are key narratives that different types of violent extremists use to justify and inspire their crimes? And what kinds of counter-narratives and alternative narratives can be used with these different types of violent extremists? This module introduces you to some of these violent narratives, counter-narratives and alternative narratives. Each lesson in this module covers one of the following five typologies of violent extremists: Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. Violent narratives are presented in this course for	**Graphic Notes:** Objectives graphic **Alt tag:** The word objective displayed across the edge of a compass.

	academic purposes only. Their inclusion does not constitute an endorsement of their content. At the beginning of each lesson, there will be a statement alerting learners to content that some learners may find disturbing. In this module, you may complete the lessons in any order you wish. You do not have to complete the lessons in numerical order. On the following screens, you will be introduced to the key questions that drive this module, and will review a bird's-eye outline of the lessons in the module.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Module 2 Lesson Overview	#: 5
Content:	**Text:** 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 Extremists • 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 3: Narratives and Countering Violent White Supremacist Extremists • Topic 3.a: Who are Violent White Supremacist Extremists? • Topic 3.b: Violent Narratives and Violent White Supremacist Extremists • Topic 3.c: Countering and Replacing Violent White Supremacist Extremist Narratives Lesson 4: Narratives and Countering Violent Militia Extremists • Topic 4.a: Who are Violent Militia Extremists? • Topic 4.b: Violent Narratives and Violent Militia Extremists • Topic 4.c: Countering and Replacing Violent Militia	**Graphic Notes:** Presented using the timeline feature in Captivate **Alt tag:**

	Extremist Narratives Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists • Topic 5.a: Who are Violent Sovereign Citizen Extremists? • Topic 5.b: Violent Narratives and Violent Sovereign Citizen Extremists • Topic 5.c: Countering and Replacing Violent Sovereign Citizen Extremist Narratives Lesson 6: Narratives and Countering Anti-Abortion Extremists • Topic 6.a: Who are Violent Anti-Abortion Extremists? • Topic 6.b: Violent Narratives and Violent Anti-Abortion Extremists • Topic 6.c: Countering and Replacing Violent Anti-Abortion Extremist Narratives Lesson 7: Module Summary • Topic 7.a: Summary of Module 3 • Topic 7.b: Module 4 Preview	
User Prompt:	Click on white buttons to learn more about Module 1 lessons. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Timeline widget in Captivate	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Lesson Summary	#: 6
Content:	**Text** In this lesson you were introduced to: • Scope of the module • Module lessons and topics You are now ready to begin any of the following lessons, in whichever order you prefer: • Lesson 2: Narratives and Countering Homegrown Violent Extremists • Lesson 3: Narratives and Countering Violent White Supremacist Extremists • Lesson 4: Narratives and Countering Violent Militia Extremists • Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists • Lesson 6: Narratives and Countering Anti-Abortion Extremists Once you have completed all of these lessons, you will be able to access the final lesson of this module. Please click "Next" located on the bottom right of your screen in ELMS to proceed.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed.	

	Click “back” arrow to go to previous slide	
Programmer Notes:		

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Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	11/15/2016	Revision after SME feedback
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 2: Narratives and Countering Homegrown Violent Extremists

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Two Narratives and Countering Homegrown Violent Extremists	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Lesson 2: Narratives and Countering Homegrown Violent Extremists. Lesson Overview In this lesson, you will learn about: • Homegrown violent extremists • Violent narratives and homegrown violent extremists • Countering and replacing homegrown violent extremist narratives Content advisory: This lesson includes text from a violent narrative that calls for the death of U.S. Muslim leaders who actively participate in democratic political life. This violent narrative labels such leaders as traitors to violent extremist interpretations of Islam.	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Domestic and Homegrown Violent Extremists	#: 3
Content:	**Text** U.S. Department of Homeland Security classifies violent extremist acts in the U.S. as either: - Domestic: Unlawful acts in the U.S. that advance the goals of a U.S.-based terrorist organization - Homegrown: Unlawful acts in the U.S. that advance the goals of a terrorist organization based outside of the U.S. **Audio** The U.S. Department of Homeland Security classifies violent extremist groups and individuals operating in the U.S. as either "Domestic" or "Homegrown", depending on whether their unlawful acts are conducted to further the goals of domestic terrorist organizations or foreign terrorist organizations. Homegrown violent extremists are individuals whose criminal acts are conducted to further the goals of a foreign terrorist organization.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	The Role of Foreign Terrorist Organizations	#: 4
Content:	**Text** Foreign terrorist groups have inspired Americans to commit crimes: - In the United States - Abroad **Audio** In today's world, U.S. homegrown violent extremists often commit their crimes to further the objectives of Al-Qaeda-inspired terrorist organizations, such as Daesh, also known as ISIS or ISIL, the self-proclaimed Islamic State of Iraq and the Levant, which is a former affiliate of al-Qaeda. In addition to motivating homegrown violent extremists, Al-Qaeda-inspired terrorist organizations have also recruited Americans to commit crimes abroad. The U.S. Department of Homeland Security refers to these individuals as foreign terrorist fighters. For both homegrown violent extremists and foreign fighters, foreign terrorist organizations play a role.	**Graphic Notes:** Photo of terrorist fighter.(shutterstock 340068806) Photo of ISIL flag. **Alt tag:** Silhouette of three terrorists with rifle at sunset. Photo of the black standard commonly used by the terrorist group known as the self-proclaimed Islamic State of Iraq and the Levant.
User Prompt:	Click the Next button to continue	

Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Competing in the Marketplace of Ideas	#: 5
Content:	**Text** Al Qaeda-inspired organizations are currently the most active in promoting their narratives in the global marketplace of ideas. These violent extremist narratives must be challenged by effective CVE narratives. **Audio** This lesson focuses on narratives relevant to Al Qaeda-inspired terrorist organizations. Among all foreign terrorist organizations, Al Qaeda-inspired organizations are extremely active in promoting their narratives in the global marketplace of ideas to recruit individuals into homegrown violent extremism. This proliferation of Al Qaeda-inspired narratives in the marketplace of ideas must be challenged by effective CVE narratives. This lesson provides an overview of a common Al Qaeda-inspired violent narrative, and provides examples for counter-narratives and alternative narratives.	**Graphic Notes:** Shutterstock image : 348254582 **Alt tag:** Terrorist working on his computer to demonstrate concept of international crisis, war and terrorism.
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Examples of Homegrown Violent Extremists	#: 6
Content:	**Text and Audio** [Tab 1] On December 2, 2015, Syed Rizwan Farook and Tashfeen Malik, a married couple, conducted a mass shooting terrorist attack at a local public health training event and Christmas party at the Inland Regional Center in San Bernardino, California. Farook was a U.S. citizen and Malik was a lawful permanent resident of the United States. [Tab 2] The attack killed 14 people and wounded 22 others, not including both perpetrators who were also killed. Roughly around the time of the attack, Tashfeen Malik posted a statement on Facebook pledging an oath of allegiance to the leader of ISIL, Abu Bakr Al-Baghdadi. [Tab 3] According to the FBI officials, Farook and Malik had started to radicalize towards violence online several years earlier. Officials believed that their engagement and marriage was largely inspired by their shared commitment to extremism and intent to eventually engage in violence. FBI Director James Comey stated that although there was no evidence to suggest the couple was directed by a foreign terrorist organization, the results of the investigation did suggest they were inspired by a foreign terrorist	**Graphic Notes:** Images of Syed Rizwan Farook and Tashfeen Malik **Alt tag:** Images of Syed Rizwan Farook and Tashfeen Malik

	organization, ISIL. Sources: Serrano, Richard. 2015. "Tashfeen Malik Messaged Facebook Friends about her Support for Jihad." *Los Angeles Times*, Dec. 14. http://www.latimes.com/local/lanow/la-me-ln-malik-facebook-messages-jihad-20151214-story.html Baker, Al, and Marc Santora. 2015. "San Bernardino Attackers Discussed Jihad in Private Messages, F.B.I. Says." *New York Times*, Dec. 16. https://www.bostonglobe.com/news/nation/2015/12/16/san-bernardino-attackers-discussed-jihad-private-messages-fbi-says/6Ahw7Uo3t5gvMT9X71uaDK/story.html Schmidt, Michael S., and Richard Pérez-Peña, "F.B.I. Treating San Bernardino Attack as Terrorism Case." *New York Times*, Dec. 4. http://www.nytimes.com/2015/12/05/us/tashfeen-malik-islamic-state.html	
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Knowledge Check	#: 7
Content:	**Text** True or false? 1. Homegrown Violent Extremists are inspired by foreign terrorist organizations. [true] 2. Foreign Terrorist Fighters are foreign terrorists who commit terrorist crimes on U.S. soil. [false]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Who are Homegrown Violent Extremists?	#: 2.a
Screen Name:	Knowledge Check: Review	#: 8
Content:	**Text and Audio** True or false? 1. True: Homegrown Violent Extremists are inspired by foreign terrorist organizations. 2. False: Foreign Terrorist Fighters are foreign terrorists who commit terrorist crimes on U.S. soil. As defined by the U.S. Department of Homeland Security, the term "Foreign Terrorist Fighter" (sometimes also called "Foreign Fighter") is used in U.S. CVE efforts to refer to U.S. individuals who are inspired by foreign terrorist organizations to travel outside of the U.S. to support or commit terrorist crimes.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Violent Narratives and Homegrown Violent Extremism	#: 2.b
Screen Name:	Example of a Violent Narrative	#: 9
Content:	**Text and audio** One narrative commonly used by homegrown violent extremist supporters of Al Qaeda-inspired groups is the notion that it is impossible for an individual to be both a fully observant Muslim and a productive law-abiding American citizen at the same time. According to this narrative, declaring loyalty to the United States, including participation in civic and political life, is the same thing as abandoning Islam. This narrative also includes the idea that declaring one's Islamic faith requires giving up any loyalty to the United States, and requires a willingness to fight against the United States.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c
Screen Name:	Example of a Violent Narrative	#: 10

Content:

Text and Audio

Click on the tabs to see examples of this narrative as used by Al Qaeda-inspired violent extremist groups.

[Tab 1]
One example of this narrative is an article, called "Blended Duality". It was published in Al-Qaeda in the Arabian Peninsula's English-language magazine, *Inspire*,. One passage in article sums up this narrative as follows:

The BBC documentary concluded by showing that the duality of being Muslim and American is feasible by quoting Congressman Keith Ellison as saying that if a five year old Muslim dreamt of becoming president, that shouldn't be a problem…. The problem with this is that people like Keith are trying to erase that line – that is, the boundary set by Allah – between ĥalâl [things that are permitted] and haram [things that are forbidden], and as a result between Islam and kufr [disbelief].

[Tab 2]
A similar article in ISIL's English-language magazine *Dabiq*, goes further. It contains passages such as this one, which explicitly call for the death of U.S. Muslim leaders who actively participate in democratic political life, by labeling them as traitors to ISIL's interpretation of Islam:

…one must not overlook the overt crusaders, those who don't even wear the cloak of da'wah [propagation], but instead directly involve themselves in politics and enforcing the laws of kufr [disbelief]…

Sources:

Khan, Samir. 2011. "Blended Duality: Muslim and American?," *Inspire Magazine*, 8, http://azelin.files.wordpress.com/2012/05/inspire-magazine-8.pdf.

No author. "Kill the Imams of Kufr in the West." *Dabiq*, 14,

Graphic Notes:

Alt tag:

	http://sitemultimedia.org/docs/SITE_IS_Dabiq14.pdf	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

		2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c
Screen Name:	Example of a Counter-Narrative	#: 11
Content:	**Text and Audio** Below is an excerpt from an "open letter" written by Abdul Malik Mujahid, a U.S. Muslim leader. The letter is addressed to Anwar al-Awlaki, who, like Samir Khan, is a now-deceased Al-Qa'ida member and former U.S. citizen who repeatedly questioned U.S. Muslims' commitment to both their faith and their country. The excerpt is a direct response to al-Awlaki's recruitment messaging. It is therefore an example of a counter-narrative, and includes scriptural arguments supporting a compatible dual identity of faith and citizenship: *In your lifetime, you questioned the loyalty of American Muslims to the faith and their country. Let me be the first to tell you that we are Muslims first when it comes to our faith. Period. And we are Americans first when it comes to our country. Period. As good Muslims, we believe in speaking the truth whether it hurts terrorists abroad or warmongers at home.* ***A good Muslim, as I understand it through the Quran and the path of the Prophet, has to be a good citizen****. A believer is connected to God's creation in service and to the Creator in worship. If one set is absent, the other is probably not there either. (Quran 107)* Source: Mujahid, Abdul Malik. "An Open Letter to Anwar al-Awlaki." 2009. *Soundvision*, Dec. http://www.soundvision.com/article/an-open-letter-to-anwar-al-awlaki	**Graphic Notes:** **Alt tag:**
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3

Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c
Screen Name:	Example of an Alternative Narrative	#: 12

Content:

Video transcript

The following is an excerpt taken from a monograph published by the Muslim Public Affairs Council, a U.S.-based Muslim advocacy organization. The excerpt tackles the supposed incompatibility of faith and citizenship using a historical example.

What makes this an example of an alternative narrative is the lack of direct reference or even allusion to violent extremism.

Nonetheless, by using research to show the historical relationship between one's religion and one's nationality holds benefits for CVE. This understanding allows for people to see their place in American society and to appreciate their multifaceted identities. By illustrating that the black-and-white separation of faith and citizenship found in extremist messages is false, this alternative narrative regarding what it means to be a Muslim and and American makes the argument of people like Samir Khan and Anwar al-Awlaki less appealing, even without addressing their argument directly.

> *Muslims are [often] viewed as having little impact on the shaping of early America, but history reveals that they engaged and influenced its shapers and also contributed, both directly and indirectly, to the making of America. In fact, as religious studies scholar Edward E. Curtis IV makes clear, "Their contributions—some famous, some unknown—have changed the course of the nation's life." Compelling evidence of Muslim interwovenness in major aspects of America's early development can be found in such sources as historical newspapers, government documents, plantation records, rare books, personal papers, and presidential diaries, to name a few.*
> *[…]*
>
> *The people, places, events, and documents covered in the Muslims & the Making of America report are but a few selected insights from a much larger, rich history—the depth of which we have only begun to uncover. From them we can begin to glean a better and more complete understanding of our nation's story, one that includes Muslims' early*

Graphic Notes:

CVE Activities segment of CVE Spectrum graphic with visual emphasis applied to the prevention activity on the spectrum.

Alt tag:

"Spectrum of CVE Activities" portion of the CVE Spectrum. Segments of this spectrum include: Engagement/Prevention, Intervention, Interdiction, and Rehabilitation/Reintegration.

	presence and influence in America. Indeed, the history of Islam and Muslims in America is a part of America's unique historical record; it is a part of what makes America beautiful. Muhammad, Precious Rasheeda. "Muslims and the Making of America." 2013. *Muslim Public Affairs Council*, Feb. 7. http://www.mpac.org/publications/policy-papers/muslims-and-the-making-of-america.php	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c
Screen Name:	Knowledge Check	#: 13
Content:	**Text** True or false. The only way to undermine the violent narratives of homegrown violent extremists is to challenge the narrative directly. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c
Screen Name:	Knowledge Check: Review	#: 14
Content:	**Text and Audio** False. Undermining the violent narratives of homegrown violent extremists can involve directly challenging narratives through counter narratives or can involve indirect challenges, such as alternative narratives.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist Narratives	#: 2.c

Screen Name:	Putting It All Together	#: 15
Content:	**Text** Foreign terrorist organizations have inspired and recruited Americans to: - Commit violent extremist crimes in the United States as Homegrown Violent Extremists - Travel abroad to join a foreign terrorist organization as Foreign Terrorist Fighters Although these actors may be inspired by narratives from abroad, the CVE narratives that might best mitigate the appeal of those violent narratives are those that are locally-based. **Audio** Unlike domestic terrorists, homegrown violent extremists are inspired to commit crimes of violent extremism by foreign terrorist organizations. Foreign Terrorist Fighters are individuals who are inspired to travel abroad to commit violent extremist crimes directly alongside other members of a foreign terrorist organization. Homegrown Violent Extremists and Foreign Terrorist Fighters might be inspired by violent extremist narratives from abroad, but the CVE narratives that might best mitigate the appeal of those violent narratives are those that are locally-based. Although Homegrown Violent Extremists are inspired from abroad, their crimes are committed at home in the local community. Local communities and civil society actors, therefore, are well-positioned to use counter-narratives and alternative narratives that resonate with local audiences.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Homegrown Violent Extremists	#: 2
Topic Name:	Countering and Replacing Homegrown Violent Extremist	#: 2.c

	Narratives	
Screen Name:	Lesson Summary	#: 16
Content:	**Text** In this lesson you were introduced to: • Homegrown Violent Extremism • A violent narrative • A counter-narrative and an alternative narrative You may now continue to another lesson. **Audio** In this lesson you were introduced to the concept of homegrown violent extremism and were exposed to example of a violent narrative, a counter-narrative, and an alternative narrative associated with homegrown violent extremists. You may now continue to another lesson.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
2	Meredith Collier-Murayama	11/15/2016	Revision after SME feedback
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 3: Narratives and Countering Violent White Supremacist Extremists

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Three Narratives and Countering Violent White Supremacist Extremists	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Lesson 3: Narratives and Countering Violent White Supremacist Extremists. Lesson Overview In this lesson, you will learn about: • Violent White Supremacist Extremists • Violent narratives and Violent White Supremacist Extremists • Countering and replacing violent white supremacist extremist narratives Content advisory: This lesson contains references to "cross lightings" ("cross burnings") and the narrative of "white genocide".	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Who are Violent White Supremacists?	#: 3
Content:	**Text** U.S. Department of Homeland Security classifies violent white supremacists as: "groups or individuals who facilitate or engage in acts of unlawful violence directed at the federal government, ethnic minorities, or Jewish persons in support of their belief that Caucasians are intellectually and morally superior to other races and their perception that the government is controlled by Jewish persons." **Audio** According to the U.S. Department of Homeland Security's "Domestic Terrorism and Homegrown Violent Extremist Lexicon," Violent White Supremacist Extremists are defined as, "groups or individuals who facilitate or engage in acts of unlawful violence directed at the federal government, ethnic minorities, or Jewish persons in support of their belief that Caucasians are intellectually and morally superior to other races and their perception that the government is controlled by Jewish persons."	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Types of Violent White Supremacist Extremists	#: 4
Content:	**Text and Audio** Generally speaking, there are 4 ways that Violent White Supremacist Extremists organize themselves in the U.S.. Click on the tab to learn about each type. **[Tab 1] Political** This type of Violent White Supremacist Extremism focuses on building an organization that that will be ready to react in the event of a race war or the violent overthrow of the U.S. government. They are also focused heavily on recruitment and spreading ideas to grow the White Supremacist movement. While most of their activities are done legally, there have been cases of individuals belonging to "political" organizations and movements who have committed crimes and acts of violent extremism. These are typically groups like the National Socialist Movement, White Aryan Resistance, and the Ku Klux Klan. **[Tab 2] Religious** While these types of Violent White Supremacist Extremists will engage in activities similar to "political" actors, religious groups and movements have their own unique sub-cultures and practices that are directly influenced by their spiritual beliefs. These activities will often include worship services, study of sacred texts, and adherence to special rituals and/or practices such as maintaining dietary restrictions. The three main spiritual traditions among "religious" Violent White Supremacist Extremists are 1) Christian Identity, 2) Racist New Religious Movements (NRMs) such as Creativity and Cosmotheism, and 3) Racist interpretations of revived Norse Pagan/Germanic "Heathen" religions such as Odinism and Ásatrú.	**Graphic Notes:** **Alt tag:**

	Examples of this type include groups like the Covenant, the Sword, the Arm of the Lord (CSA), the World Church of the Creator, and The Order. Although its activities are largely political, the Ku Klux Klan would also fit into this category given that it consistently refers to itself as a "White Christian" organization and engages in activities such as "cross lightings"("cross burnings") and Bible readings as part of its ritualistic practices. **[Tab 3] Youth Cultural** These Violent White Supremacist Extremists focus on creating a counter-culture based on White Supremacist ideas, that often involves utilizing alternative communications methods, social activities (such as rock concerts and parties), and use of symbols that help to establish membership and a sense of community. Racist Skinheads and the White power music scene are examples of youth cultural groups and movements. **[Tab 4] Prison-based Gangs** We would add a fourth category: **Prison-based gangs**, whose group identity is symbolically formed around White Supremacy, but in practice often functions as a means of collective protection for white prisoners against other race or ethnic-based gangs inside prison walls. Outside prison walls their activities, like many street gangs and organized crime syndicates engage in illicit profit-motivated activities such as targeted murders, arms trafficking, and drug smuggling. Some groups that would fit under this category would include Public Enemy Number One (PEN 1), the Aryan Brotherhood, and the Nazi Low Riders. **Text Only** Citation: Berlet, Chip, and Stanislav Vysotsky. 2006. "Overview of U.S. White Supremacist Groups." *Journal of Political and Military Sociology*, *34*(1), 11-48. https://www.academia.edu/2484782/Overview_of_U.S._White_Supremacist_Groups Pitcavage, Mark. 2015. "With Hate in Their Hearts: The State of White Supremacy in the United States." *Anti-Defamation League*, Aug. http://www.adl.org/assets/pdf/combating-hate/state-of-white-supremacy-united-states-2015.pdf	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Knowledge Check	#: 5
Content:	**Text** Multiple choice. Choose the correct answer. What are the 4 ways that Violent White Supremacist Extremists organize themselves? a. Prison-based Gangs, Religious, Youth Cultural, Political [correct] b. Prison-based Gangs, Racial, Youth Cultural, Political c. Locally-based Gangs, Religious, Youth Cultural, Political d. Locally-based Gangs, Racial, Youth Cultural, Political	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Who are Violent White Supremacist Extremists?	#: 3.a
Screen Name:	Knowledge Check: Review	#: 6
Content:	**Text and Audio** The correct answer is (a). The 4 types of ways that Violent White Supremacist Extremists organize themselves are: Prison-based Gangs, Religious, Youth Cultural, Political.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 3
Topic Name:	Violent Narratives and Violent White Supremacist Extremists	#: 3.b
Screen Name:	Example of a Violent Narrative	#: 7
Content:	**Text and Audio** Coined by the U.S.-based White Nationalist Bob Whitaker, "White Genocide" is an example of a narrative pushed by White Nationalists in United States and Europe claiming that the Caucasians are slowly being displaced or diluted. They claim this "genocide" of Caucasians is occurring in Caucasian-majority countries due to a combination of shifting social and political norms that encourage race-mixing and intermarriage, open immigration policies from less developed nations to enter and settle into the U.S. and Europe, and shifting demographics toward more racially and ethnically-diverse societies. Under this narrative, the groups responsible for these shifting norms and policies are political liberals, mainstream conservatives, and Jews.	**Graphic Notes:** **Alt tag:**
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Violent Narratives and Violent White Supremacist Extremists	#: 3.b
Screen Name:	Example of a Violent Narrative	#: 8
Content:	**Text and Audio** Click on the tabs to see an example of this narrative, and to learn additional information. [Tab 1] Example Known as "The Mantra," this statement largely summarizes the White Genocide narrative: ***ASIA FOR THE ASIANS, AFRICA FOR THE AFRICANS, WHITE COUNTRIES FOR EVERYBODY!*** *Everybody says there is this RACE problem. Everybody says this RACE problem will be solved when the third world pours into EVERY white country and ONLY into white countries.* *The Netherlands and Belgium are just as crowded as Japan or Taiwan, but nobody says Japan or Taiwan will solve this RACE problem by bringing in millions of third worlders and quote assimilating unquote with them.* *Everybody says the final solution to this RACE problem is for EVERY white country and ONLY white countries to "assimilate," i.e., intermarry, with all those non-whites.* *What if I said there was this RACE problem and this RACE problem would be solved only if hundreds of millions of non-blacks were brought into EVERY black country and ONLY into black countries?* *How long would it take anyone to realize I'm not talking about a RACE problem. I am talking about the final solution to the BLACK problem?* *And how long would it take any sane black man to notice this and what kind of psycho black man wouldn't object to this?* *But if I tell that obvious truth about the ongoing program of genocide against my race, the white race, Liberals and respectable conservatives agree that I am a naziwhowantstokillsixmillionjews.* *They say they are anti-racist. What they are is anti-white.* ***Anti-racist is a code word for anti-white.***	**Graphic Notes:** **Alt tag:**

	[Tab 2] Additional Information To bolster the narrative of "White Genocide" supporters will often reference various statistics that purportedly show Caucasians are having low birth rates and that racial minorities are responsible for the majority of violent crimes being committed. Anecdotal examples of violence committed by people of color and the use of misleading crime statistics are often used to reinforce this narrative. Sources: Whitaker, Robert. No date. "The Mantra." *White Genocide Project.* http://whitegenocideproject.com/the-mantra/ Mantraseed, Johnny. 2013. "THE 'Stop White Genocide' Video." Online Video. *YouTube*, 25 Dec. 2013. https://www.youtube.com/watch?v=2zMzeKBEvaQ	
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Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Violent Narratives and Violent White Supremacist Extremists	#: 3.b
Screen Name:	Case Study: Dylann Roof	#: 9
Content:	**Text and Audio** Click on the tabs to learn about this case study. Consider how the elements of this case relate to the white genocide violent extremist narrative. [Tab 1] On June 19, 2015 a 19-year-old violent White Supremacist extremist named Dylann Roof entered the Emanuel African Methodist Episcopal (AME) Church and opened fired on the congregation, killing 9 worshippers and wounding a tenth person. Prior to carrying out his ideologically-motivated attack, Roof had posted on his personal website, thelastrhodesian.com, what appeared to be a manifesto that would justify his upcoming attack at the AME Church. [Tab 2] Part of Roof's manifesto reads as follows: …this prompted me to type in the words "black on White crime" into Google, and I have never been the same since that day. There were pages upon pages of these brutal black on White murders. I was in disbelief. At this moment I realized that something was very wrong. How could the news be blowing up the Trayvon Martin case while hundreds of these black on White murders got ignored? […] *Negroes have lower IQs, lower impulse control, and higher testosterone levels in generals. These three things alone are a recipe for violent behavior.* [Tab 3] One of the survivors of the shooting noted that as Roof was carrying out the attack, he told the Black congregants that, "You rape our women, and you're taking over our country. And you have to go." Experts Morris Dees and J. Richard Cohen at the Southern Poverty Law Center,	**Graphic Notes:** **Alt tag:**

	point out that between these chilling words and Roof's other references to "Rhodesia" – the former name of Zimbabwe when it was under White minority rule – he was expressing various elements of the White Genocide narrative. They point out that this narrative stretches beyond America and, in a modified form, appears have informed Norwegian domestic terrorist Anders Breivik's decision to kill 77 people in an effort "to save Europe from Islam." Sources: Roof, Dylann. "Text." *The Last Rhodesian*, 2015. https://archive.is/ZWS0s Dees, Morris, and J. Richard Cohen. 2015. "White Supremacists Without Borders." *New York Times*, Jun. 22. http://www.nytimes.com/2015/06/22/opinion/white-supremacists-without-borders.html	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: tabs	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Example of a Counter-Narrative	#: 10
Content:	**Text and Audio** The effectiveness of a counter-narrative does not only rely on its content, but also its context. As you will learn later in this course, it is important to choose credible messengers to convey CVE narratives. [Tab 1: Derek Black] The following are the words of Derek Black, an ex-White Nationalist and son of Don Black, the founder and webmaster of Stormfront.org, the world's largest white supremacist website. He wrote this as part of an email sent to the Southern Poverty Law Center renouncing his former beliefs. While the content of the text may not strike some as particularly novel, his words are particularly powerful given his background. [Tab 2: Explaining White Nationalism] *"White nationalism supports the premise that multiculturalism is a failure, and that politicians trapped in a multicultural status quo are oppressing white people in "their own country." They typically blame the West's movement toward inclusion on a conspiracy of Jewish power to promote multiculturalism at the expense of whites. White nationalists cite black-on-white crime statistics and the increasing prevalence of "nonwhite" cultures and values in western society, as well as the growing number of legal protections and employment opportunities that a "minority" status now affords. On the other hand, white nationalists consider white people in the US to be ostensibly the victims of an ongoing genocide brought about by immigration and miscegenation* [interracial relationships]*, and feel that when they try to speak up about it, they are subjected to a vicious double standard."* […] [Tab 3: Describing the 'Minority Agenda'] *Derek Black continues:*	**Graphic Notes:** **Alt tag:**

	"A white nationalist party can't function without standing on these disparities between whites and other groups and essentially endorsing them. To say that white people have let the "minority agenda" go too far implies that the relatively insufficient gains they have made are oppressing us. There is no way to advocate for white nationalism but by arguing that minorities pose a threat to our supremacy…. It is an advocacy that I cannot support, having grown past my bubble, talked to the people I affected, read more widely, and realized the necessary impact my actions had on people I never wanted to harm." [Tab 4: Rejection of White Oppression] *Derek Black concludes:* *"I believe that a healthy sense of identity and belonging are necessary, and I think being proud of where you came from is important regardless of race or class. I do not believe advocacy against "oppression of whites" exists in any form but an entrenched desire to preserve white power at the expense of others. I am sorry for the damage done by my actions and my past endorsement of white nationalism."* Sources: Potok, Mark, and Laurie Wood. 2013. "Leaving White Nationalism." *Southern Poverty Law Center*, Aug. 21. https://www.splcenter.org/fighting-hate/intelligence-report/2013/leaving-white-nationalism	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Example of an Alternative Narrative	#: 11
Content:	**Text and Audio** The "White Genocide" narrative is partly based on the pseudo-scientific ideas of "racial purity/hygiene" and Eugenics. One example of an alternative narrative is the following excerpt from a 1996 statement, "Biological Aspects of Race," issued by the American Association of Physical Anthropologists. [Tab 1: Alternative Narrative] *There is great genetic diversity within all human populations. Pure races, in the sense of genetically homogenous populations, do not exist in the human species today, nor is there any evidence that they have ever existed in the past.* *[…]* *In humankind as well as in other animals, the genetic composition of each population is subject over time to the modifying influence of diverse factors. These include natural selection, promoting adaptation of the population to the environment; mutations, involving modifications in genetic material; admixture, leading to genetic exchange between local populations, and randomly changing frequencies of genetic characteristics from one generation to another. The human features which have universal biological value for the survival of the species are not known to occur more frequently in one population than in any other. Therefore it is meaningless from the biological point of view to attribute a general inferiority or superiority to this or to that race.* [Tab 2: Developing an Alternative] While the excerpt and the overall statement itself do not directly address the "White Genocide" narrative, it does tackle one of its core underlying premises that attempt to give it the appearance of scientific legitimacy. As you will learn later in this course, humor, ridicule, and satire, are powerful tools with	**Graphic Notes:** **Alt tag:**

	significant promise and pitfalls. Here, we not only to want to provide an example of how alternative narratives can directly inform the basis for counter-narratives, but also how ridicule can be an effective instrument to de-legitimate underlying narratives of hate and violence. Sources: American Association of Physical Anthropologists. 1996. "AAPA Statement on Biological Aspects of Race." *American Journal of Physical Anthropology*, *101*, 569-570. http://physanth.org/about/position-statements/biological-aspects-race/. Hankes, Keegan. 2015. "Craig Cobb Continues Fighting to Prove He's Actually White." *Southern Poverty Law Center*, March 10. https://www.splcenter.org/hatewatch/2015/03/10/craig-cobb-continues-fighting-prove-he%E2%80%99s-actually-white.	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: tabs	

		2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Knowledge Check	#: 12
Content:	**Text** True or false: Many Violent White Supremacist Extremists use false statistical evidence to justify the White Genocide narrative. Research shows that the single best way to counter this violent narrative is to provide accurate statistical evidence. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Knowledge Check: Review	#: 13
Content:	**Text and Audio** This is false. Research does not yet definitively show a single best way to create and disseminate counter narratives. For some individuals, the use of accurate statistical evidence may be compelling. For others, facts alone may not be t enough to convince a person to believe or disbelieve a narrative. As you will learn in the next module of this course, there is much more to developing and delivering narratives for CVE than simply "being right". Credible messengers and context matter.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Putting It All Together	#: 14
Content:	**Text** Types of Violent White Supremacists: - Political - Religious - Youth Cultural - Prison-based Gangs Share an emphasis on white identity or race Remember: There is more to developing and delivering CVE narratives than "being right". Credible messengers and context matter. **Audio** The 4 ways that Violent White Supremacist Extremists organize themselves are: Political, Religious, Youth Cultural, and Prison-based Gangs. Although there are major differences between some groups, all types of Violent White Supremacist Extremists use narratives that emphasize white identity or race. For example, many Violent White Supremacist Extremists use their violent narratives to promote an ideology of "racial purity", sometimes called "racial hygiene", and often rely on false or misleading statistical evidence to support their racist claims. Other types of violent extremists share this practice, as well. However, countering these claims through CVE narratives that are primarily based on "being right" or having "better facts" is not enough, and can lead to counterproductive arguments. There is more to developing and delivering narratives for CVE than presenting facts, as you will learn later in this course. Context and choosing credible messengers matter just as much as the content of the narrative.	**Graphic Notes:** **Custom graphic depicting the four types of violent white supremacists** **Alt tag:** *TBD*
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent White Supremacist Extremists	#: 2
Topic Name:	Countering and Replacing Violent White Supremacist Extremist Narratives	#: 3.c
Screen Name:	Lesson Summary	#: 15
Content:	**Text** In this lesson you were introduced to: • Violent White Supremacist Extremism • A violent narrative • A counter-narrative and an alternative narrative You may now move on to another lesson. **Audio** In this lesson you were introduced to the concept of Violent White Supremacist Extremism and were exposed to example of a violent narrative, a counter-narrative, and an alternative narrative associated with Violent White Supremacist Extremists. You may now move on to another lesson.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	11/15/2016	Revision after SME feedback
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 4: Narratives and Countering Violent Militia Extremists

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Four Narratives and Countering Violent Militia Extremists	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Lesson 4: Narratives and Countering Violent Militia Extremists. Lesson Overview In this lesson, you will learn about: • Violent Militia Extremists • Violent narratives and Violent Militia Extremists • Countering and replacing Violent Militia Extremist narratives Content advisory: This lesson contains references to anti-Semitism and concentration camps.	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Who are Violent Militia Extremists?	#: 3
Content:	**Text** U.S. Department of Homeland Security classifies Violent Militia Extremists as: "groups or individuals who facilitate or engage in acts of unlawful violence directed at federal, state, or local government officials or infrastructure in response to their belief that the government deliberately is stripping Americans of their freedoms and is attempting to establish a totalitarian regime. "These individuals consequently oppose many federal and state authorities' laws and regulations, (particularly those related to firearms ownership), and often belong to armed paramilitary groups. They often conduct paramilitary training designed to violently resist perceived government oppression or to violently overthrow the US Government". **Audio** According to the U.S. Department of Homeland Security's "Domestic Terrorism and Homegrown Violent Extremist Lexicon," violent militia extremists are "groups or individuals who facilitate or engage in acts of unlawful violence directed at federal, state, or local government officials or infrastructure in response to their belief that the government deliberately is stripping Americans of their freedoms and is attempting to establish a totalitarian regime. "These individuals consequently oppose many federal and state authorities' laws and regulations, (particularly those related to firearms ownership), and often belong to armed paramilitary groups. They often conduct paramilitary training designed to violently resist perceived government oppression or to violently overthrow the US Government". Like violent Sovereign Citizen extremists, which you will about in another lesson, many violent militia extremists do not recognize the	**Graphic Notes:** **Alt tag:**

	legitimacy of the federal government. Instead they tend to recognize only county sheriffs as the highest legitimate elected officials in the United States.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Types of Violent Militia Extremists	#: 4
Content:	**Text and Audio** According to the Federal Bureau of Investigation's Militia Threat Assessment Typology, there are four categories of militia groups. Click on each tab to learn more. **[Category 1]** Conducts paramilitary training; bases organizational beliefs on antigovernment rhetoric; maintains primarily defensive posture; plans violent actions based upon perceived government provocation; engages in no known criminal activity. **[Category 2]** Conducts paramilitary training; bases organizational beliefs on antigovernment rhetoric; maintains primarily defensive posture; engages in criminal activity to acquire weapons and explosives. **[Category 3]** Conducts paramilitary training; extreme antigovernment rhetoric; deep suspicion and paranoia; makes direct threats; plans violent action based upon perceived government provocation; details response plans, surveillance and testing of explosives. **[Category 4]** Conducts paramilitary training; smaller, more isolated cells; openly offensive posture; may have splintered from another militia group; plots and engages in serious criminal activity, such as homicide, bombings, and other terrorist activity. **[Important Note]** It is important to re-emphasize that the focus of this instruction is focusing on violent extremism. Many militia movement members engage in lawful activities that are outside the scope of this lesson. For purposes of clarity, when we are making reference to violent militia extremists, we are referring to actors that would fall into	**Graphic Notes:** **Alt tag:**

	categories 3 and 4 of the militia threat assessment typology. Citation: Federal Bureau of Investigations Critical Incident Response Group. (1997). "The Militia Threat Typology". FBI: Quantico, VA.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: Tabs	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Distinguishing Features of Violent Militia Extremists	#: 5
Content:	**Text** Centrality of gun rights and opposition to any limits on the Second Amendment. **Audio** There are two features of violent militia extremists that distinguish them from other domestic violent extremists. The first is the centrality of gun rights and opposition to setting any limits on the Second Amendment. For violent militia extremists, the purpose of maintaining Second Amendment rights is not for the purposes of individual self-defense, but to serve as "a tool to use against the government… and as a corollary, any attempt by the government to limit firearms is a step toward tyranny." In other words, should mainstream forms of political and civic engagement, such as voting and lobbying, fail to produce the desired outcomes, violent militia extremist believe they need to be prepared to wage an armed revolution to restore a "legitimate" American government.	**Graphic Notes:** **Image from Portland, Oregan armed occumpation of the Malheur National Wildlife Refuge** **Shutter Stock Image : 237732670** **Alt tag:** TBD Masked militant with a sub-machine gun by tactical operation standing in front of an empty wheat field.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Distinguishing Features of Violent Militia Extremists	#: 6
Content:	**Text** Belief in an extreme conspiracy theory that the government is taking away the liberties of individual Americans **Audio** There are two features of violent militia extremists that distinguish them from other domestic violent extremists. The second feature of violent militia extremists that distinguish them from other domestic violent extremists is a belief in an extreme conspiracy theory that some sort of governmental entity is actively attempting to take away the liberties of individual Americans. One version of this conspiratorial narrative is that the U.S. federal government is slowly but actively seeing to strip Americans of their rights, eventually putting those who resist into concentration camps run by the Federal Emergency Management Agency (FEMA). In order for this conspiracy to happen, the theory goes, the government is manipulating Americans through its control over the mainstream media. Another version of this conspiracy theory is that the U.S. federal government is actively colluding with the United Nations to institute a global tyranny called the New World Order. Other members involved in the conspiracy can include the Illuminati and global cabal of bankers (often believed by experts to be a code word for Jews).	**Graphic Notes:** **Image from Portland, Oregan armed occumpation of the Malheur National Wildlife Refuge** **Shutter Stock Image : 237732670** **Alt tag:** TBD Masked militant with a sub-machine gun by tactical operation standing in front of an empty wheat field.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Overlap with Other Types of Violent Extremists	#: 7
Content:	**Text** [Graphic] **Audio** Scholars point out that violent militia extremist groups are offshoots of an earlier movement called Posse Comitatus. Posse Comitatus was an extremist movement developed in the 1970s by William Potter Gale that mixed anti-federal government sentiments with racist Christian Identity ideology. While violent militia extremists are their own distinct movement, they frequently share characteristics with other movements such as violent white supremacist extremists and violent anti-abortion extremists. Therefore there may be cases where some violent militia extremist groups focus more on Christianity and make Biblical references about the apocalypse while others may explicitly espouse racist and anti-Semitic views. Notwithstanding the racism-influenced origins of militias in the form of the Posse Comitatus movement, many contemporary militia groups explicitly eschew racism and some have members from religious and racial minority backgrounds. Sources: Berlet, Chip, and Stanislav Vysotsky. 2006. "Overview of U.S. White Supremacist Groups." *Journal of Political and Military Sociology*, *34*(1), 11-48. https://www.academia.edu/2484782/Overview_of_U.S._White_Supremacist_Groups Duffy, James E., and Alan C. Brantley. 1997. "Militias: Initiating Contact." *FBI Law Enforcement Bulletin*, 22-26. https://www2.fbi.gov/publications/leb/1997/july975.htm Pitcavage, Mark. 2001. "Camouflage and Conspiracy: The Militia Movement from Ruby Ridge to Y2K." *American Behavioral Scientist*, *44*(6), 957-981. http://abs.sagepub.com/content/44/6/957.abstract	**Graphic Notes:** Venn diagram or other visual illustration of militia VE related to other types of VE listed on this screen **Alt tag:**

	Zaitchik, Alexander. 2010. " 'Patriot' Paranoia: A Look at the Top Ten Conspiracies." *Southern Poverty Law Center*, Aug. 1. https://www.splcenter.org/fighting-hate/intelligence-report/2010/patriot-paranoia-look-top-ten-conspiracy-theories.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Knowledge Check	#: 8
Content:	**Text** True or false? The two core beliefs of Violent Militia Extremists are the right to individual gun ownership and racism. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Who are Violent Militia Extremists?	#: 4.a
Screen Name:	Knowledge Check: Review	#: 9
Content:	**Text and Audio** This statement is false: "The two core beliefs of violent militia extremists are the right to gun ownership and racism." The two core features of the militia movement are: 1. A belief in a conspiracy narrative that claims the federal government, controlled by nefarious foreign and domestic influences, is trying to take away the liberties of Americans. 2. A belief that, because the federal government is involved in this conspiracy, violent militia extremists are concerned about maintaining Second Amendment rights to the fullest extent possible so that they can be prepared to wage an armed revolution against government tyranny if necessary.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Violent Narratives and Violent Militia Extremists	#: 4.b
Screen Name:	Example of a Violent Narrative	#: 10

Content:

Text and Audio

[Tab 1: Bryce Matthew Cuellar]
The following is an excerpt of the transcript from a video dated April 8, 2015, featuring Bryce Matthew Cuellar, a violent militia extremist. In this excerpt, Cuellar repeats several themes from violent militia extremist narratives.

In late August 2016 Cuellar was arrested for posting another video, later taken down, in which he threatened to kill government officials and members of the gay and lesbian community.

[Tab 2: His Narrative]

> *We fight for freedom, we fight for liberty, we fight for our country against a tyrannical, evil, wicked, demonic government who's poisoning our food, our water supply, our air via chemtrails, giving us tainted vaccinations… Giving us satanic Illuminati music, satanic Illuminati television shows, lying to us through the mainstream media, with fake documentations [sic] and everybody is just okay with it!... People like you who are against self-defense are the reason mass genocides happen! You're the reason why 6 million Jews were murdered. People like you who don't want to fight back, while you can!*
>
> *Next thing you know you find yourself in a FEMA concentration camp. And then what? You're still not going to fight back because you're an idiot! You know what I'm going to do when martial law happens and they try to come for my guns? I'm going to put a bullet in their head! This is America! We the people, for the people, by the people.*

Source:

Bryce Matthew Cuellar, 2015. "American Militia Will Destroy Satanic NOW Illuminati!! 2015." Online Video. *YouTube*, posted by UrbanPrepper, Apr. 8.

Graphic Notes:

Alt tag:

	https://www.youtube.com/watch?v=VHpJm1vpMVg Ritter, Ken. 2016. "Vegas Man Accused of Video Post Threatening Terror Attack." *Associated Press*, Aug. 30. http://bigstory.ap.org/article/731e958e84ae4c9a94305215bb58115c/vegas-man-accused-video-post-threatening-terror-attack Wilkinson, James. 2016. "Las Vegas 'Christian terrorist,' 24, indicted 'after making YouTube video in which he said he'd honor Founding Fathers by killing government officials and gay people.'" *Daily Mail Online*, Aug. 29. http://www.dailymail.co.uk/news/article-3763628/Alleged-Christian-terrorist-Bryce-Matthew-Cuellar-indicted-making-YouTube-video-said-d-honor-Founding-Fathers-killing-government-officials-gay-people.html	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: tabs	

Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Example of a Counter-Narrative	#: 11

Content:

Text and Audio

[Tab 1: Ken Toole]
The is an excerpt from the publication, "What to Do When the Militia Comes to Town," written by the Director of the Montana Human Rights Network, Ken Toole, in response to the actions and rhetoric of violent militia extremists.

[Tab 2: The Narrative]

Militias seek to portray themselves as benign community-support groups. They attempt to position themselves in the public eye as true patriots representing the perspective of "the People" against "the Government."

In dealing with militias, there are several ways to cut issues that will damage their credibility while gaining support for a community group. These include:

- ***Militias are about violence**. Try as they may, militia groups cannot avoid the fact that they run around promoting the use of guns. Everyone knows and understands that. It is a theme that should be reinforced at every opportunity.*
- ***The violence is related to political disagreements**. Militias reject legitimate methods of political activism for guns.*
- ***Militias are antidemocratic**. Violence is not an acceptable means of resolving our political disagreements.*

[Tab 2: Analysis]
Counter-narratives like this one seek to reframe the discussion and ultimately undermine the appeal of violent extremist narratives. In this case, the reframing is a local counter-narrative that uses the visible behaviors and beliefs of violent militia extremists – in this case the strong promotion of guns and belief in violence to resolve political differences – to recast them, not as defenders, but violators of the democratic constitutional order.

Source:

Graphic Notes:

Alt tag:

	Toole, Ken. 1995. "What to Do When the Militia Comes to Town." *American Jewish Committee*, Nov. http://www.mhrn.org/publications/whattodo_militia.pdf	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Example of an Alternative Narrative	#: 12
Content:	**Text and Audio** [Tab 1: The Whiskey Rebellion] The Whiskey Rebellion of 1794 was an armed insurrection that took place in Western Pennsylvania in reaction to taxes being levied on locally-made liquor (hence the name "Whiskey Rebellion). The insurrection widely regarded by historians to be the first major post-Constitutional test of federal authority and its mandate to uphold the rule of law. [Tab 2: The Narrative] To serve as an alternative narrative, the history of the Whiskey Rebellion can be taught as a regular school lesson, such as this lesson plan provided by the National Endowment for the Humanities [https://edsitement.neh.gov/lesson-plan/washington-and-whiskey-rebellion#section-20552]. Part of the lesson plan includes, "having students consider how Washington's policy for dealing with the Whiskey Rebellion, and the reasoning that motivated his actions, would apply to later examples of civil unrest." In addition to discussing comparisons between the Whiskey Rebellion and the non-violent Civil Rights Movement, as the current lesson plan calls for, teachers can also contrast those comparisons with a discussion on parallels between past and contemporary armed insurrections, such as the recent militia standoffs led by the Bundy family and similar events involving violent militia extremism. Source: Edsitement. 2010. "Washington and the Whiskey Rebellion." *National Endowment for the Humanities*, Oct. 6. https://edsitement.neh.gov/lesson-plan/washington-and-whiskey-rebellion#section-20552	**Graphic Notes:** Image of Whiskey Rebellion Shutterstock 245965024 **Alt tag:** **Whiskey Rebellion in Pennsylvania 1795. Whiskey rebels with their tarred and feathers federal tax collection. In the backgrouns is his burning home and terrorizing family.**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Knowledge Check	#: 13
Content:	**Text** True or false? A lesson in school comparing the Whiskey Rebellion, the non-violent U.S. Civil Rights movement, and the beliefs and behaviors of contemporary violent militia extremists is one way to present an alternative to the narrative that promotes violent insurrection against the U.S. government.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Knowledge Check: Review	#: 14
Content:	**Text and Audio** True. A lesson in school comparing the Whiskey Rebellion, the non-violent U.S. Civil Rights movement, and the beliefs and behaviors of contemporary violent militia extremists is one way to present an alternative to the narrative that promotes violent insurrection against the U.S. government. This is one of many ways to present such alternative narratives, as you will learn later in this course.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Putting It All Together	#: 15
Content:	**Text** Violent Militia Extremists share two core beliefs: 1. A belief in a conspiracy narrative of a totalitarian U.S. government 2. A belief in the need to defend the Second Amendment from the government They often use narratives drawing on U.S. history to justify violence as an act of patriotism. Effective narratives for CVE can re-frame these historical events to support a non-violent understanding of patriotism. **Audio** Violent Militia Extremists are groups or individuals who commit crimes of violent extremism motivated by their two core beliefs: 1. A belief in a conspiracy narrative that claims the federal government, controlled by nefarious foreign and domestic influences, is trying to take away the liberties of Americans. 2. A belief that, because the federal government is involved in this conspiracy, violent militia extremists are concerned about maintaining Second Amendment rights to the fullest extent possible so that they can be prepared to wage an armed revolution against government tyranny if necessary. Violent Militia Extremists often use narratives that draw on stories from U.S. history to justify their crimes as acts of patriotism. Effective counter-narratives and alternative narratives can include re-framing and re-telling stories from U.S. history, providing non-violent understandings of patriotism and American identity. Re-framing the beliefs held by violent extremists of all types can be an effective approach to developing and delivering narratives for CVE, as you will learn later in this course. .	**Graphic Notes:** **Alt tag:**

User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Militia Extremists	#: 4
Topic Name:	Countering and Replacing Violent Militia Extremist Narratives	#: 4.c
Screen Name:	Lesson Summary	#: 16
Content:	**Text** In this lesson you were introduced to: • Violent Militia Extremism • A violent narrative • A counter-narrative and an alternative narrative You may now move on to another lesson. **Audio** In this lesson you were introduced to the concept of Violent Militia Extremism and were exposed to example of a violent narrative, a counter-narrative, and an alternative narrative associated with Violent Militia Extremists. You may now move on to another lesson.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	11/15/2016	Revision after SME review
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 4
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Five Narratives and Countering Violent Sovereign Citizen Extremists	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 4
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Lesson 4: Narratives and Countering Violent Sovereign Citizen Extremists. Lesson Overview In this lesson, you will learn about: • Violent Sovereign Citizen Extremists • Violent narratives and Violent Sovereign Citizen Extremists • Countering and replacing Violent Sovereign Citizen Extremist narratives Content advisory: This lesson contains references to the murder of local law enforcement officers.	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 4
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Who are Violent Sovereign Citizen Extremists?	#: 3
Content:	**Text** U.S. Department of Homeland Security classifies Violent Sovereign Citizen Extremists as: "groups or individuals who facilitate or engage in acts of unlawful violence directed at public officials, financial institutions, and government facilities in support of their belief that the legitimacy of US citizenship should be rejected; almost all forms of established government, authority, and institutions are illegitimate; and that they are immune from federal, state, and local laws." **Audio** *According to the U.S. Department of Homeland Security's Domestic Terrorism and Homegrown Violent Extremist Lexicon, violent Sovereign Citizen extremists are "groups or individuals who facilitate or engage in acts of unlawful violence directed at public officials, financial institutions, and government facilities in support of their belief that the legitimacy of US citizenship should be rejected; almost all forms of established government, authority, and institutions are illegitimate; and that they are immune from federal, state, and local laws."* There are many variations of Violent Sovereign Citizen Extremism. Generally speaking, however, violent sovereign citizen extremists believe they are exempt from legal responsibilities associated with being a U.S. citizen, such as paying taxes, possessing a driver's license and motor vehicle registration, or holding a Social Security number. They generally do not adhere to federal or state government legal authority; instead, they tend to only recognize county sheriffs as the highest level elected officials in the United States.	**Graphic Notes:** **Alt tag:**

User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Activities of Violent Sovereign Citizen Extremists	#: 4
Content:	**Text** Sovereign Citizen Extremists may: 1. Produce fraudulent government documents 2. Participate in white-collar crime, such as tax fraud 3. Engage in violence, particularly when encountering law enforcement **Audio** When organized, violent sovereign citizen extremist groups often produce fraudulent documents for their membership and encourage them to get rid of government-issued identification, which they consider illegitimate. Relatedly, violent Sovereign Citizen extremists often engage in a wide range of white-collar criminal activity, including tax fraud, mortgage and debt elimination scams, bogus property-rights claims, and the production and use of fraudulent financial instruments. However, for the same ideological reasons they engage in white-collar crime, some sovereign citizen extremists also engage in violence, particularly when encountering law enforcement in situations such as traffic stops.	**Graphic Notes:** **Shutterstock 144637601, 121553035, 244051228** **Alt tag:** Blurred police officer talking to driver of stopped car on desert highway with focus on motorbike Tax fraud photo with grunge effect Hand with tweezers holding id photo over passport as if forging the travel documents
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Overlap with Other Types of Violent Extremists	#: 5
Content:	**Text** [Graphic] **Audio** Like violent militia extremists, many of the beliefs of violent Sovereign Citizen extremists come from the 1970s Posse Comitatus movement. Not surprisingly, violent Sovereign Citizen extremists often overlap with other domestic terrorist movements such as violent White Supremacy extremists and violent militia extremists. Bryce Matthew Cuellar, mentioned in the previous lesson on violent militia extremists, also espoused Sovereign Citizen beliefs. However, in recent years, violent Sovereign Citizen extremists as a movement have significantly evolved. While it is possible to still find many cases of racist violent Sovereign Citizens rooted in Posse Comitatus and Christian Identity beliefs, there are also many examples of violent Sovereign Citizen extremists who happen to be Latinos and African-Americans. For example, on July 17, 2016 Gavin Eugene Long, a violent Sovereign Citizen extremist, who also happened to be African-American, shot and killed three police officers in Baton Rouge, Louisiana. Sources: Berger, J.M. 2016. "Without Prejudice: What Sovereign Citizens Believe." *George Washington University Program on Extremism.* June. https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Occasional%20Paper_Berger.pdf No author. 2016. "Personal Videos Offer Clues about Baton Rouge Shooter's Motives." *CBS News*, Jul. 18. http://www.cbsnews.com/news/baton-rouge-police-shooting-former-marine-gavin-long-sovereign-citizen-domestic-threat/	**Graphic Notes:** Venn diagram or other visual illustration of SCVE related to other types of VE listed on this screen **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:	Apply exit fade to first and second text box. Apply entry fade in effect with second and third text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Knowledge Check	#: 6
Content:	**Text** True or false: Violent Sovereign Citizen Extremists' beliefs are completely separate from the beliefs of Violent Militia Extremists. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Who are Violent Sovereign Citizen Extremists?	#: 5.a
Screen Name:	Knowledge Check: Review	#: 7
Content:	**Text and Audio** False. Violent Sovereign Citizen Extremists' beliefs are not completely separate from the beliefs of Violent Militia Extremists. While the two movements are distinct from each other, they also share a similar historical origin in the Posse Comitatus movement, and hence skepticism toward the legitimacy of the federal government.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Violent Narratives and Violent Sovereign Citizen Extremists	#: 5.b
Screen Name:	Example of a Violent Narrative	#: 8
Content:	**Text and Audio** [Tab 1: The Narrative] One central narrative is the notion that Sovereign Citizens are immune from state or federal laws, which they believe to be illegitimate. To defend their immunity, Sovereign Citizens engage in a range of illegal activities, which can include acts of ideologically-motivated violence in reaction to perceived violations of a violent Sovereign Citizen extremists' rights. [Tab 2: Example] For example, Jerry Kane, a self-proclaimed "Guru" among violent Sovereign Citizen Extremists, casually remarked in a seminar talk, "So what we're after here is not fighting, it's conquering. I don't want to have to kill anybody, but if they keep messing with me that's what it's going to have to come out. That's what it's going to come down to is I'm going to have to kill." Indeed, on May 20, 2010, Jerry Kane and his teenage son were pulled over during a routine traffic stop by West Memphis, Arkansas police officers Brandon Paudert and Bill Evans. During the stop Jerry Kane handed both officers bogus paperwork. An argument quickly ensued between the elder Kane and the officers. Almost immediately thereafter, Joe, who was sitting in the car during the altercation, pulled out an AK-47 and shot both officers dead. Two hours after the initial shooting, the Kanes were cornered at a nearby Walmart where they resisted arrest by firing at officers, who shot them both dead. Berger, J.M. 2016. "Without Prejudice: What Sovereign Citizens Believe." *George Washington University Program on Extremism*. June. https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Occasional%20Paper_Berger.pdf Southern Poverty Law Center. 2010. "Sovereign Citizens and Law Enforcement." *Southern Poverty Law Center*, Nov. 1. https://www.youtube.com/watch?v=d_y-gLm9Hrw	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide	

	Click “back” arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Example of a Counter-Narrative	#: 9

Content:

Text and Audio

[Tab 1: Narrative]
As noted in the beginning of this lesson, one of the few commonalities within the Sovereign Citizen movement is its explicit rejection of the federal and state government legitimacy. Yet despite this core ideological tenet of Sovereign Citizenry, many of its high-profile followers do not appear to closely follow this belief. Simply highlighting the hypocrisy of leaders within the movement can serve as a powerful counter-narrative, directly undermining the legitimacy of the violent narrative advocated by these leaders.

[Tab 2: Example 1]
In an article for Forbes magazine, research scholar J.J. MacNab points to several high-profile cases of sovereign citizens who were arrested for various illegal activities and happened to work for local, state, and federal government entities. These agencies range from the CIA, FBI, and IRS at the federal level to police officers and teachers at the local level. As MacNab points out, "Considering that sovereign citizens believe that the government is illegitimate and has no jurisdiction over them, it may seem a little surprising and hypocritical that members of this loosely knit movement would accept taxpayer money."

[Tab 3: Example 2]
Another example of the contradiction between violent Sovereign Citizen extremist beliefs and behaviors are the recent revelations surrounding the Bundy family. While the Bundys are largely considered to fit within the category of violent militia extremists, they also share important beliefs consistent with Sovereign Citizenry, particularly the Posse Comitatus belief that county sheriffs are the highest elected officials in the United States. As a report by CNN recently pointed out, Ammon Bundy took out a $530,000 loan from the federal Small Business Administration. Others noted that Ammon's father, Cliven, was a likely beneficiary of millions in loans from the Bureau of Land Management, given to farmers for drought relief and to clear wildlife predators grazing space that he illegally used.

Graphic Notes:

Alt tag:

	Sources: MacNab, JJ. 2012. "Working for the Man: Anti-Government Extremists who Cash Government Paychecks." *Forbes*, Mar. 5 http://www.forbes.com/sites/jjmacnab/2012/03/05/working-for-the-man-anti-government-extremists-who-cash-government-paychecks/#23ade29253ca Ellis, Ralph, Holly Yan, and Sara Sidner. 2016. "Leader of Armed Protestors in Oregon Took Out $530,000 Federal Loan." *CNN*, Jan. 6. http://www.cnn.com/2016/01/05/us/oregon-wildlife-refuge-armed-protest/	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: tabs	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Example of an Alternative Narrative	#: 10
Content:	**Text and Audio** [Tab 1: The Belief] Much of the illicit activity conducted by violent Sovereign Citizen extremists is not actually violent; they tend to consist of engaging in various types of financial and tax frauds. One of the ways Sovereign Citizens lure individuals into their cause, particularly people facing financial distress, is through false promises of not having to pay taxes or receiving a big refund from secret federal government funds. [Tab 2: The Narrative] One alternative narrative is raising awareness about general tax scams to watch out for, particularly the IRS' list of "dirty dozen" scams. Frivolous tax arguments and filings, a staple of violent Sovereign Citizen extremist white-collar criminal activity are listed among the dirty dozen. General awareness of tax scams focuses on indirectly marginalizing the appeal of violent Sovereign Citizen narratives through a focus on consumer protection, as opposed to doing it overtly through the framing of "Countering Violent Extremism." No author. 2014. "IRS Releases the 'Dirty Dozen' Tax Scams for 2014; Identity Theft, Phone Scams Lead List." *Internal Revenue Service*, Feb. 19. https://www.irs.gov/uac/newsroom/irs-releases-the-dirty-dozen-tax-scams-for-2014-identity-theft-phone-scams-lead-list	**Graphic Notes:** **Alt tag:**
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Knowledge Check	#: 11
Content:	**Text** Multiple choice. Choose the correct answer. Which of the following narratives and activities best describe those of Violent Sovereign Citizen Extremists? a. Narrative: rejection of the federal government's legitimacy; Activity: evading taxes [Correct] b. Narrative: rejection of the federal government's legitimacy; Activity: overpaying taxes c. Narrative: rejection of the legitimacy of all forms of government; Activity: evading taxes d. Narrative: rejection of the legitimacy of all forms of government; Activity: overpaying taxes	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Knowledge Check: Review	#: 12
Content:	**Text and Audio** The correct answer is (a) The following narratives and activities best describe those of Violent Sovereign Citizen Extremists: a. Narrative: rejection of the federal government's legitimacy; Activity: evading taxes Violent Sovereign Citizen Extremists generally reject the federal government's legitimacy, but some do not reject not all forms of government. In particular, Violent Sovereign Citizen Extremists might not recognize federal or state government legal authority, but might instead recognize county sheriffs as the highest level elected officials in the United States.	**Graphic Notes:** **Alt tag:**
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Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Putting It All Together	#: 13
Content:	**Text** Violent Sovereign Citizen Extremists - Believe that they are immune to state or federal laws - Believe that state and federal laws are illegitimate - Are involved in violent and non-violent crimes, including tax fraud In addition to alternative narratives that highlight the benefit of positive citizenship, highlighting hypocrisy of movement leaders can be effective counter-narratives for CVE in some cases. Marginalizing violent narratives indirectly through promoting public awareness of related issues can be effective for CVE ins some cases. **Audio** Violent Sovereign Citizen Extremists typically believe that they are immune from state or federal laws, which they believe to be illegitimate. To defend their immunity, Sovereign Citizens engage in a range of illegal activities, which can include acts of ideologically-motivated violence in reaction to perceived violations of a violent Sovereign Citizen Extremists' rights. However, many of its high-profile followers do not act on these beliefs faithfully, some of them even working as government employees. Therefore, in addition to alternative narratives that highlight the benefit of positive citizenship, highlighting hypocrisy of movement leaders can be effective counter-narratives for CVE in some cases. One area of non-violent crime that many Violent Sovereign Citizen Extremists become involved in is financial fraud, including tax schemes. Using narratives for CVE in this case could include campaigns to raise general awareness of tax scams. This approach indirectly marginalizes the appeal of violent Sovereign Citizen narratives through a focus on consumer protection, as opposed to doing it overtly through the framing of "Countering Violent Extremism." In some cases, across all	**Graphic Notes:** **Alt tag:**

	types of violent extremism, marginalizing a violent extremist narrative can be as straightforward as working to promote public awareness about a related issue without using the frame of CVE.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Sovereign Citizen Extremists	#: 5
Topic Name:	Countering and Replacing Violent Sovereign Citizen Extremist Narratives	#: 5.c
Screen Name:	Lesson Summary	#: 14
Content:	**Text** In this lesson you were introduced to: • Violent Sovereign Citizen Extremism • A violent narrative • A counter-narrative and an alternative narrative You may now move on to another lesson. **Audio** In this lesson you were introduced to the concept of Violent Sovereign Citizen Extremism and were exposed to example of a violent narrative, a counter-narrative, and an alternative narrative associated with Violent Sovereign Citizen Extremists. You may now move on to another lesson.	**Graphic Notes:** **Alt tag:**
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Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/04/2016	Initial Draft (Beta)
0.2	Meredith Collier-Murayama	11/15/2016	Revision after SME review
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 6: Narratives and Countering Violent Anti-Abortion Extremists

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Six Narratives and Countering Violent Anti-Abortion Extremists	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Lesson 6: Narratives and Countering Violent Anti-Abortion Extremists. Lesson Overview In this lesson, you will learn about: • Violent Anti-Abortion Extremists • Violent narratives and Violent Anti-Abortion Extremists • Countering and replacing Violent Anti-Abortion Extremist narratives Content advisory: This lesson contains references to the violent extremist narrative of "abortion as holocaust", and to the murder of medical providers of abortion.	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Who are Violent Anti-Abortion Extremists?	#: 3
Content:	**Text** U.S. Department of Homeland Security's "Domestic Terrorism and Homegrown Violent Extremist Lexicon," defines Violent Anti-Abortion Extremists as: "groups or individuals who facilitate or engage in acts of violence directed against the providers of abortion related services, their employees, and their facilities in support of the belief that the practice of abortion should end." **Audio** According to the U.S. Department of Homeland Security's "Domestic Terrorism and Homegrown Violent Extremist Lexicon," Violent Anti-Abortion Extremists are groups or individuals who facilitate or engage in acts of violence directed against the providers of abortion related services, their employees, and their facilities in support of the belief that the practice of abortion should end.	**Graphic Notes:** **Alt tag:**
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Version #:	1.0	Date: December 12, 2016
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Types of Anti-Abortion Extremists	#: 4
Content:	**Text and Audio** Research scholar Aaron Winter divides the U.S. anti-abortion movement into three broad categories. Click on each tab to learn more. **[The "mainstream"]** These actors use lawful and non-violent means to advocate for a pro-life agenda through conventional political means, such as legislative lobbying and advocacy in the public square to shift public opinion. Groups representing this category include the National Right to Life Committee, Americans United for Life, and the Christian Coalition of America. **["(Non-Violent) Militants"]** They are defined as actors who seek to advance a pro-life agenda by using confrontational 'direct action' tactics. These tactics generally range from lawful, but controversial, activities such as showing pictures of aborted fetuses and verbally harassing providers and patients, to unlawful, but not violent behaviors, such as physically blocking access to clinic entrances by forming human blockades. Groups like Randall Terry's Operation Rescue, Rescue America, and the Pro-Life Action Network fit into this category. **["(Violent) Extremists"]** This category is the primary focus of our lesson. This group specifically refers to "anti-abortion activists who advocate, threaten, or use violence against those who provide, receive or support abortion." Violence committed by these actors "typically involves bombing, arson, assassination, assault, death threats, kidnapping, invasion, vandalism and burglary. Actor(s) falling under this category is the Army of God, which appears to be less of a formal organization and more so a broad movement that violent lone-actors can	Graphic Notes: Alt tag:

	affiliate themselves with.	
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Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Inspiration and Justification of Violent Anti-Abortion Extremists	#: 5
Content:	**Text** Violent Anti-Abortion Extremists seek to use commonly accepted religious symbols and motifs for the purposes of bolstering their legitimacy and mainstreaming their otherwise violent fringe views **Audio** The sources of inspiration and justification for unlawful actions by violent anti-abortion extremists are typically fundamentalist variants of Catholicism, Protestantism, and Mormonism. Winter points out, however, that "there are more extreme theologies such as Christian Reconstructionism, Dominion Theology, Christian Millenarianism, Apocalyptic Catholicism and Christian Identity, to which most violent activists can be linked." It is important to remember that the exercise of free expression, including religious views like Protestantism, Catholicism, Mormonism, or the other theologies mentioned, are on their own, not markers of violent extremism. Rather the important takeaway from these findings is how violent extremists seek to use commonly accepted religious symbols and motifs for the purposes of bolstering their legitimacy and mainstreaming their otherwise violent fringe views. In turn, this insight suggests that practitioners involved in developing counter-narratives and alternative narratives will, at least in part, need to explicitly contest this attempt at legitimating these violent fringe views. Source: Winter, A. 2013. Anti-abortion extremism and violence in the United States. In: G. Michael, ed. Extremism in America. Gainesville: University Press of Florida. 2013.	**Graphic Notes:** Venn diagram or other visual illustration of SCVE related to other types of VE **Alt tag:**
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Notes:	text box.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Knowledge Check	#: 6
Content:	**Text** True or false. Violent anti-abortion groups or individuals who facilitate or engage in acts of violence directed against the providers of abortion related services, their employees, and their facilities in support of the belief that the practice of abortion should end. [True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click the Next button to continue	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Who are Violent Anti-Abortion Extremists?	#: 6.a
Screen Name:	Knowledge Check: Review	#: 7
Content:	**Text and Audio** This statement is true. Violent anti-abortion groups or individuals who facilitate or engage in acts of violence directed against the providers of abortion related services, their employees, and their facilities in support of the belief that the practice of abortion should end. Having a personal belief that the practice of abortion is wrong is not a crime; it is the violence or the facilitation of violence that makes Violent Anti-Abortion Extremists criminals. This is true of all other types of violent extremists: their beliefs are not criminal, and may be shared by many law-abiding individuals. It is violence or facilitation of violence that distinguishes violent extremists from other people.	**Graphic Notes:** **Alt tag:**
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Violent Narratives and Violent Anti-Abortion Extremists	#: 6.b
Screen Name:	Example of a Violent Narrative	#: 8
Content:	**Text and Audio** [Tab 1: The Narrative] A common narrative is "defensive action." According to this narrative, violence against abortion providers is religiously sanctioned because it is seen as protecting the life of an unborn child. Related to this is the idea that abortion providers are waging a "holocaust" against unborn children, invoking imagery of genocide committed against defenseless individuals, thereby necessitating the use of violence to "defend" otherwise defenseless unborn lives. [Tab 2: Example 1] One example of a "defensive action" narrative is a statement with the self-explanatory title, "Defensive Action Statement." The statement, as posted on the Army of God website, reads as follows: The Second Defensive Action Statement was released by the Defenders of Life after Paul Hill shot the abortionist, John Bayard Britton, and his accomplices, Lt. Col. James Barrett, and Mrs. Barrett. It is modeled on the original Defensive Action Statement which was originally issued by Paul Hill[.] *We the undersigned, declare the justice of taking all godly action necessary, including the use of force, to defend innocent human life (born and unborn). We proclaim that whatever force is legitimate to defend the life of a born child is legitimate to defend the life of an unborn child.* *We declare and affirm that if in fact Paul Hill did kill or wound abortionist John Britton, and accomplices James Barrett and Mrs. Barrett, his actions are morally justified if they were necessary for the purpose of defending innocent human life. Under these conditions, Paul Hill should be acquitted of all charges against him.* [Tab 3: Example 2]	**Graphic Notes:** **Alt tag:**

Another example is an article posted on the Army of God website, entitled, "The Holocaust Resolution Project: A Strategy to End Legalized Aborticide in America." In this excerpt, the notion of abortion as a holocaust, invoked in the article's title, is linked to the "defensive action" narrative.

In doing so, the author also criticizes those within the pro-life movement who eschew violent extremism in favor of non-violent action:

> *Some take a position which admits to the humanity and worth of the pre-born but denies the justification of the use of force to protect them. This amounts to a position of pacifism.*
>
> *Pacifism is a heresy. We have an inherent right and a duty to protect not only ourselves and our families; we also have a duty to protect the helpless. In most states, the right of self defense and the defense of others is considered the same right. A true pacifist would not use deadly force to defend himself or his family.*
>
> *A type of pacifism advocated by some pro-life leaders sets a double standard for pre-born and post-born children. Some admit to using force to protect one group of people but deny it to the pre-born.*
>
> *This argument is satisfying to those who do not want to wrestle with the implications of the justification of the use of force, but the argument is none the less disingenuous.*
>
> *We can never convince the world of the humanity and worth of the pre-born child without being convinced of it ourselves. If it is right to use deadly force to protect students on campus from a shooter, it is right to use deadly force to protect the pre-born from a paid assassin.*
>
> *This inconvenient truth is denied by most pro-lifers, they are afraid of the implications of what this means. They are afraid to identify with such people as Paul Hill, James Kopp, and Shelly Shannon, those who are the antithesis of the big names in the popular "culture of life." It is repugnant to those who are trying to put a positive spin on baby murder, those who condemn the use of aborted baby pictures, and those who hold smiley faced signs which read "I'M PRO-LIFE!" No one wants to be labeled an extremist.*

Sources:

	No author. 1994. "Second Defensive Action Statement." http://www.armyofgod.com/defense2.html Holman, Dan. No date. "Holocaust Resolution Project: A Strategy to End Legalized Aborticide in America." *Missionaries to the Preborn*. http://www.armyofgod.com/danholmanHOLOCAUSTRESOLUTIONPROJECT.html	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Example of a Counter-Narrative	#: 9
Content:	**Text and Audio** [Tab 1: The Narrative] In contrast to the "defensive action" and "abortion as holocaust" narratives espoused by violent anti-abortion extremists, the Southern Baptist Convention, an organization that would fit in the mainstream wing of the anti-abortion movement, published the Nashville Declaration of Conscience, which explicitly condemned violent extremism committed in the name of ending abortion. [Tab 2: Example 1] Citing Biblical scripture throughout the document and "offer[ing] this statement from a Christian pro-life perspective," the Declaration's overall narratives can be described as "the ends don't justify the means" and "violence is counterproductive." These two narratives can be summed up in the conclusion of the Declaration: *6.1 Our conclusion is that the killing of abortion doctors is not a morally justifiable or permissible Christian response to abortion. We utterly reject such conduct as inconsistent with Scripture and call on all Christian people to join us in this stance.* *6.2 We believe that Christians are, nevertheless, morally obligated to oppose legalized abortion on demand and to reduce the number of abortions through other, morally legitimate, channels. We must do so more actively and faithfully than ever before.* *6.3 Pro-life Christians must act quickly and vigorously to prevent a small but vocal band of militant activists from destroying the credibility, effectiveness, and witness of the mainstream Christian pro-life movement. We pray earnestly that God will bless the efforts of all who employ morally legitimate means in order to save the lives of the most vulnerable among us, the unborn children. We are persuaded that this reflects the mind of Christ.* In addition to its extensive citation of Biblical passages, the document had additional credibility	**Graphic Notes:** **Alt tag:**

	within the Southern Baptist Convention and the broader pro-life movement by being endorsed by the Convention's thought and political leaders. [Tab 3: Example 2] A similar tone was evoked by the mainstream pro-life organization National Right to Life, when it condemned the recent shooting at the Planned Parenthood clinic in Colorado Springs, Colorado by violent anti-abortion extremist Robert Lewis Dear Jr.: *National Right to Life, which represents 50 state affiliates and more than 3,000 local chapters, unequivocally condemns unlawful activities and acts of violence regardless of motivation. The pro-life movement works to protect the right to life and increase respect for human life. The unlawful use of violence is directly contrary to that goal.* Sources: Gushee, David P., et al. 1994. "The Nashville Declaration of Conscience. The Struggle Against Abortion: Why the Use of Lethal Force is Not Morally Justifiable." *Ethics and Religious Liberty Commission*, Sept. 1. http://mail.erlc.com/article/nashville-declaration-of-conscience Ertelt, Steven. 2015. "Pro-Life Groups Condemn Shooting at Colorado Planned Parenthood Abortion Clinic." *LifeNews.com*, Nov. 27. http://www.lifenews.com/2015/11/27/pro-life-groups-condemn-shooting-at-colorado-planned-parenthood-abortion-clinic/	
User Prompt:	Hover your cursor over each term to learn more. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Example of an Alternative Narrative	#: 10
Content:	**Text and Audio** [Tab 1: The Rockstar] Steve Taylor was a popular Christian rockstar in the 1980s and early 1990s. While his lyrics were largely from a Christian perspective, like many rock n' roll musicians, he also occasionally drew controversy, earning himself a reputation for lampooning beliefs and practices of others he disagreed with. Perhaps his most controversial hit during his career was a song entitled, "I Blew Up The Clinic Real Good," which criticizes violent anti-abortion extremism committed in the name of Christian and pro-life values. [Tab 2: The Inspiration] However Taylor credits the inspiration for the song to his early childhood Christian upbringing. At 1987 Christian rock music festival, Taylor explains how this became his muse: *When I was a kid my parents taught me a Bible verse at a young age. The Bible verse went, "vengeance is mine, I will repay, sayeth the Lord." It was a good verse to know, in fact, I remember using it on a number of occasions when it looked like I was going to get beat up.* *It seems like recently there's people in some Christian circles who are going around and deciding that God didn't mean it when he said "vengeance is mine," and they're doing things that would seem to indicate they believe that the ends justifies the means.* *Like a lot of you guys I've been involved in the pro-life movement for a number of years and recently we've been making some gains, we've been seeing some things going more towards the pro-life side of things, and then a little over a year ago a couple of bozos decided they would go around and take the law into their hands and start blowing up abortion clinics.*	**Graphic Notes:** **Alt tag:**

	This next song is a little bit of a departure for me. It's a little bit sarcastic. See, I don't want to believe that these people who are doing this are really following God and really care whether or not human life is sacred, I think that they are more like the main character of this next song. [Tab 3: Analysis] Taylor's story is a retelling of how his basic Christian religious literacy had helped to create a personal narrative about how to respond to threats of violence he encountered as a youth. However it also protected him against the appeals violent anti-abortion extremists use to justify their unlawful destruction, including violent fringe interpretations of Biblical scripture. His religious education later became an inspiration for his satirical musical hit, "I Blew Up The Clinic Real Good." Source: David, Troy. N.d. "I Blew Up the Clinic Real Good." *SockHeaven.net*, http://www.sockheaven.net/discography/taylor/ip1990/i_blew_up_the_clinic_real_good/ Taylor, Steve. 2006. "Steve Taylor – I Blew Up the Clinic Real Good." Online Video. *YouTube*, posted by Bannerman06, Aug. 14. https://www.youtube.com/watch?v=76E7MJsYx1g	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Widget: tabs	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Knowledge Check	#: 11
Content:	**Text** Is the following statement a counter-narrative or an alternative narrative? Statement: "The pro-life movement works to protect the right to life and increase respect for human life. The unlawful use of violence is directly contrary to that goal." a. Counter-narrative [Correct] b. Alternative narrative	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	*Matching quiz question.*	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Knowledge Check: Review	#: 12
Content:	**Text and Audio** The correct answer is (a). This statement is an example of a counter-narrative: "The pro-life movement works to protect the right to life and increase respect for human life. The unlawful use of violence is directly contrary to that goal." A counter-narrative directly and explicitly challenges a violent narrative. Alternative narratives generally do not directly or explicitly challenge the violent narrative.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Putting It All Together	#: 13
Content:	**Text** Violent Anti-Abortion Activists are "anti-abortion activists who advocate, threaten, or use violence against those who provide, receive or support abortion." CVE narratives that draw on the same cultural or religious symbols: -Can be effective -Must be approached with extreme care. -Should only be used by non-government actors in certain circumstances **Audio** Violent Anti-Abortion Activists are "anti-abortion activists who advocate, threaten, or use violence against those who provide, receive or support abortion." As is true for many types of violent extremism, using counter-narratives and alternative narratives that draw on the same cultural or religious symbols as violent narratives can be effective in some cases. For example, some mainstream anti-abortion organizations cite Biblical scripture to condemn violent extremism committed in the name of ending abortion. Generally, the use of religious or cultural symbols in CVE narratives is more likely to be effective when used by respected mainstream organizations from that culture or religion, or when used between individuals or groups who share that background, In some cases, it may also be effective when used by organizations and individuals who are known and respected for their intercultural and interfaith engagement work. In all other circumstances, extreme care should be taken.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer		

Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to CVE in the U.S. Context	#: 3
Lesson Name:	Narratives and Countering Violent Anti-Abortion Extremists	#: 6
Topic Name:	Countering and Replacing Violent Anti-Abortion Extremist Narratives	#: 6.c
Screen Name:	Lesson Summary	#: 14
Content:	**Text** In this lesson you were introduced to: • Violent Anti-Abortion Extremism • A violent narrative • A counter-narrative and an alternative narrative You may now move on to another lesson. **Audio** In this lesson you were introduced to the concept of Violent Anti-Abortion Extremism and were exposed to example of a violent narrative, a counter-narrative, and an alternative narrative associated with Violent Anti-Abortion Extremists. You may now move on to another lesson.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

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Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 3, Lesson 7: Module Summary

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives Relevant to Countering Violent Extremism in the U.S. Context	#: 3
Lesson Name:	Module Summary	#: 7
Topic Name:	Key Point Review	#: 7.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Three: Lesson Seven Module Summary	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background)
		Alt tag: Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Lesson Overview	#: 2
Content:	**Text** You have now completed Module 3, Lessons 1 through 6. In this final lesson in Module 3, you will: - Review your learning from Module 3 - Preview Module 4	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Main Learning Objective Review	#: 3
Content:	**Text** Main learning objective of Module 3 Learners will be able to identify key violent narratives associated with Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. Learners will also be able to identify counter-narratives and alternative narratives for countering each of these five typologies of violent extremists. **Audio** Think back to the questions we asked at the beginning of the module: "What are key narratives that different types of violent extremists use to justify and inspire their crimes? And what kinds of counter-narratives and alternative narratives can be used with these different types of violent extremists?" These past several lessons have been intended to introduce you to several examples of violent narratives, counter-narratives and alternative narratives. Each lesson in this module covered one of the following five typologies of violent extremists: Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. Now that you have completed Modules 2 and 3 of this course, you have gained both the foundational and specific knowledge necessary to consider developing and delivering narratives for CVE in your community. The next module in this course will provide you with field principles to do exactly that, strengthening your knowledge of how to use narratives to counter violent	**Graphic Notes:** **Alt tag:**

	extremism. Before you move on to this next module, take a few minutes to check your understanding of what you have learned so far about the violent narratives, counter-narratives, and alternative narratives associated with each of the five typologies of violent extremists included in this course.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Key Point Review	#: 4.a
Screen Name:	Key Point Review	#: 3
Content:	**Text and Audio** The following are key points covered in this module. [Tab 1: Homegrown Violent Extremists] DHS definition: Homegrown violent extremists are individuals whose criminal acts in the United States are conducted to further the goals of a foreign terrorist organization (DHS definition). Al Qaeda-inspired organizations are currently the most active in promoting their narratives in the global marketplace of ideas. • Example of a violent narrative: It is impossible for an individual to be both a fully observant Muslim and a productive law-abiding American citizen at the same time. • Example of a counter-narrative: It is possible for an individual to be a fully observant Muslim fully observant Muslim and a productive law-abiding American citizen at the same time. • Example of an alternative narrative: The relationship between an individual's religious identity and national identity is complex; an individual cannot simply divide religion from nationality as if they are disconnected from each other. [Tab 2: Violent White Supremacist Extremists] DHS definition: Violent white supremacist extremists are groups or individuals who facilitate or engage in acts of unlawful violence directed at the federal government, ethnic minorities, or Jewish persons in support of their belief that Caucasians are intellectually and morally superior to other races and their perception that the government is controlled by Jewish persons. • Example of a violent narrative: "White genocide" is occurring in Caucasian-majority countries due to race-mixing and intermarriage, open immigration policies, and shifting demographics. The groups responsible for these shifting norms and policies are political liberals, mainstream conservatives, and Jews.	**Graphic Notes:** **Alt tag:**

- Example of a counter-narrative: In the words of Derek Black, a former white supremacist extremist, people who claim that there is systemic "oppression of whites" in the U.S. are acting out of "an entrenched desire to preserve white power at the expense of others"—not out of any genuine experience of oppression.
  Example of an alternative narrative: In the words of the American Association of Physical Anthropologists, "There is great genetic diversity within all human populations. Pure races, in the sense of genetically homogenous populations, do not exist in the human species today, nor is there any evidence that they have ever existed in the past."

[Tab 3: Violent Militia Extremists]

DHS definition: Violent militia extremists are "groups or individuals who facilitate or engage in acts of unlawful violence directed at federal, state, or local government officials or infrastructure in response to their belief that the government deliberately is stripping Americans of their freedoms and is attempting to establish a totalitarian regime.

"These individuals consequently oppose many federal and state authorities' laws and regulations, (particularly those related to firearms ownership), and often belong to armed paramilitary groups. They often conduct paramilitary training designed to violently resist perceived government oppression or to violently overthrow the US Government".

- Example of a violent narrative: Patriotic Americans must commit violence against the U.S. government, which is actively working to strip the American people of their rights.
- Example of a counter-narrative: Violent militia extremists are not acting out of patriotism. Ultimately, they are acting to promote violence.
- Example of an alternative narrative: Peaceful, non-violent protest can effect change in society, such as the U.S. Civil Rights Movement.

[Tab 4: Violent Sovereign Citizen Extremists]

DHS definition: Violent Sovereign Citizen Extremists are "groups or individuals who facilitate or engage in acts of unlawful violence directed at public officials, financial institutions, and government facilities in support of their belief that the legitimacy of US citizenship should be rejected; almost all forms of established government, authority, and institutions are illegitimate;

	and that they are immune from federal, state, and local laws." • Example of a violent narrative: Federal and state governments are illegitimate, and individuals must defend themselves—using violence when necessary—against these illegitimate laws. • Example of a counter-narrative: High-profile Sovereign Citizens work for federal or state government offices. If federal and state governments are illegitimate, why are these Sovereign Citizen leaders willing to be paid through other Americans' hard-earned tax dollars? • Example of an alternative narrative: It is important for people to be aware of tax fraud and other tax scams. [Tab 5: Violent Anti-Abortion Extremists] DHS definition: Violent Anti-Abortion Extremists are "groups or individuals who facilitate or engage in acts of violence directed against the providers of abortion related services, their employees, and their facilities in support of the belief that the practice of abortion should end." • Example of a violent narrative: Abortion providers are waging a "holocaust" against unborn children, so it is necessary for good Christians to use violence to "defend" otherwise defenseless unborn lives. • Example of a counter-narrative: The killing of abortion providers is not an acceptable means for protesting abortion, and such violence is against Christian scripture. • Example of an alternative narrative: The Bible verse "*vengeance is mine, I will repay, sayeth the Lord"* is a reminder to Christians that God is the one who will enact justice against those who have wronged others. It is important to wait for God's justice, and not to try to take vengeance into your own hands.	
User Prompt:	Click on each lesson topic to review key points. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Include key point overview in the tab learner interaction.	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Narratives and Violent Extremism	#: 2
Lesson Name:	Module Summary	#: 4
Topic Name:	Module 3 Preview	#: 4.b
Screen Name:	What's Next?	#: 4
Content:	**Text** The next module, Module 4, is titled "Principles for Developing and Delivering Narratives for Countering Violent Extremism". In Module 4 you will gain a more in-depth understanding of • Field principles for developing narratives for CVE • Field principles for delivering narratives for CVE You are now ready for Module 3. **Audio** In this module, you explored specific examples of violent narratives, counter-narratives, and alternative narratives across five typologies of violent extremists within the U.S. context. These five typologies are: Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. These violent narratives have been presented in this course for academic purposes only. Their inclusion does not constitute an endorsement of their content. Now that you have completed Modules 2 and 3 of this course, you have gained both the foundational and specific knowledge necessary to consider developing and delivering narratives for CVE in your community. Module 4 will provide you with field principles to do exactly that, strengthening your knowledge of how to use narratives to counter violent extremism.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed.	
Programmer Notes:		

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Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	12/12/2016	Initial Draft
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 4, Lesson 1: Module 4 Overview

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Module 4 Overview	#: 1
Topic Name:	Purpose of Module 4	#: 1.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Four: Lesson One Module 4 Overview	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Module 4 Overview	#: 1
Topic Name:	Purpose of Module 4	#: 1.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Module 4, Lesson 1: Module 4 Overview. In this lesson, you will explore this module's: • Main learning objectives • Lesson topics	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Module 4 Overview	#: 1
Topic Name:	Purpose of Module 4	#: 1.a
Screen Name:	Learning Objectives	#: 3
Content:	**Text** Module 4 Main learning objective: Identify and understand field principles for developing and delivering counter-narrative and alternative narrative content for countering violent extremism at the local level. **Audio** In this course, you have learned the importance of narratives in violent extremism and in countering violent extremism. But how can narratives for CVE be effectively developed and delivered at the local level? This module introduces you to several field principles, drawn from empirical research, for developing and delivering narratives for CVE tailored to your local context. On the following screens, you will be introduced to the key questions that drive this module, and will review a bird's-eye outline of the lessons in the module.	**Graphic Notes:** Objectives graphic **Alt tag:** The word objective displayed across the edge of a compass.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Module 4 Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Module 4 Lesson Overview	#: 5
Content:	**Text:** Lesson 1: Module 4 Overview • Topic 1.b: Purpose of Module 4 • Topic 1.a: Overview of Module 4 Content Lesson 2: Principles for Developing Narratives for CVE • Topic 2.a: Use Emotions but Avoid Fear • Topic 2.b: Add Complexity • Topic 2.c: Reframe the Issue and Promote Positive Identities Lesson 3: Principles of Delivering Narratives for CVE • Topic 3.a: Know Your Audience and Your Goals • Topic 3.b: Use the Right Messengers • Topic 3.c: Diminish the 'Say-Do' Gap • Topic 3.d: Strive for Improvement Lesson 4: Module Summary • 4.a: Summary of Module 4	**Graphic Notes:** Presented using the timeline feature in Captivate **Alt tag:**
User Prompt:	Click on white buttons to learn more about Module 1 lessons. Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:	Timeline widget in Captivate	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Module 4 Overview	#: 1
Topic Name:	Lesson Content	#: 1.b
Screen Name:	Lesson Summary	#: 6
Content:	**Text:** In this lesson you were introduced to: • Scope of the module • Module lessons and topics You are now ready for Module 4, Lesson 2: Principles for Developing Narratives for CVE. Please click "Next" located on the bottom right of your screen in ELMS to proceed.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

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0.1	Meredith Collier-Murayama	11/14/2016	Initial Draft
0.2	Meredith Collier-Murayama	11/16/2016	Revision after SME review
1.0	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 4, Lesson 2: Principles for Developing Narratives for CVE

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Four: Lesson Two Principles for Developing Narratives for CVE	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Lesson Objectives	#: 2

Content:

Text

Welcome to Module 4, Lesson 2: Principles for Developing Narratives for CVE

In this lesson, you will learn about principles for developing narratives for CVE:

- Use Emotions But Avoid Fear
- Add Complexity
- Reframe the Issue and Promote Positive Identities

Audio

U.S. policymakers have emphasized the importance of countering and displacing violent extremist narratives, but there is not yet a research-based consensus on methods for effectively developing and delivering narratives for CVE.

In this lesson you will learn three field principles to inform your development of counter-narratives and alternative narratives for CVE. These field principles are taken from a growing body of theory, empirical evidence, and practical experience from across multiple disciplines. These principles are certain to change over time as CVE practitioners learn more about using narratives for CVE. But for now, these principles can assist policymakers and practitioners in developing narratives to counter and displace extremist narratives.

The principles you will learn about in this lesson are:

1. Use emotions but avoid fear
2. Add complexity
3. Reframe the Issue and Promote Positive Identities

Graphic Notes:

Objectives Graphic

Alt tag:

The word objective displayed across the edge of a compass.

User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Use Emotions	#: 3
Content:	**Text** - Connect with people on an emotional level - Narratives that evoke emotions may appear more convincing - Using emotions in CVE messaging can help overcome defensive first reactions Citations for Topic 2.a: Braddock, Kurt and John Horgan. 2015. "Towards a Guide for Constructing and Disseminating Counternarratives to Reduce Support for Terrorism." *Studies in Conflict and Terrorism*, DOI: 10.1080/1057610X.2015.1116277. Brachman Jarret M. and William F. McCants. 2006. "Stealing Al Qaeda's Playbook." *Studies in Conflict and Terrorism*, 29:4, 309-321, DOI: 10.1080/10576100600634605 Peters, Gjalt-Jorn Ygram, Robert A.C. Ruiter, and Gerjo Kok. 2013. "Threatening Communication: A Critical Re-Analysis and a Revised Meta-Analytic Test of Fear Appeal Theory." *Health Psychology Review*, Supplement 1: S8-S31. DOI: 10.1080/17437199.2012.703527 Petrosino, Anthony, Carolyn Turpin Petrosino, John Buehler. 2004. *Scared Straight' and other Juvenile Awareness Programs for Preventing Juvenile Delinquency*. Oslo, Norway: The Campbell Collaboration. http://www.campbellcollaboration.org/lib/download/13/Scared+Straight_R.pdf **Audio** One field principle for developing narratives for CVE is to use emotions. Many violent extremist messages connect with people on an emotional level—they make people feel rage or grief or love or pride. Narratives that make people *feel* may be more convincing than narratives that do not evoke emotions. This has implications for developing narratives for CVE. Research insights from the field of psychology indicate people have a mental "fight or flight" defense mechanism to new information they may perceive as threatening. This mechanism is called psychological reactance. One way of getting around this	**Graphic Notes:** **Shutterstock #305304689** **Alt tag:** Emotional connection concept depicted by smiling green and angry red faces.

	mental defense mechanism is to connect with people using emotionally-compelling messages and narratives. In the next slide we describe three psychological mechanisms that are triggered by emotionally-compelling narratives and messages.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Psychology of Emotionally-Compelling Narratives	#: 4
Content:	**Text** Press "play" to watch a video about the psychology of how emotions make narratives more powerful and compelling. [Video] **Video Transcript** Narratives that use emotion can be incredibly powerful and persuasive. Emotionally-compelling narratives trigger three psychological mechanisms that help to work around people's tendency to reject new or contradictory information: • **Identification**. When a person identifies with a narrative, such as through a relatable character who has similar experiences or beliefs, that person may be better able to understand and relate to the narrative. This raises the probability this individual will change his or her beliefs and attitudes to be consistent with those held by the character in the narrative. • **Transportation**. When a person feels personally invested in or "caught up" in the stories of the narrative because they are so emotionally compelling, the persuasive effects of those messages are likely to be heightened. • **Parasocial relationships**. When a person develops a parasocial—or imagined—relationship with characters in a narrative, such as through developing feelings of liking or trust, the narrative may be more persuasive. Characters in narratives who are viewed as peers and as members of a person's social network are less likely to be seen as authoritarian and coercive, and therefore more likely to be seen as persuasive. In practical terms, these are characters who are perceived as "credible messengers" for conveying information.	**Graphic Notes:** Video illustrating these three psychological mechanisms (can use stick figures, symbols, etc.) **Alt tag:** Video
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer	Captioned video	

Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Avoid Fear-Based Messaging	#: 5
Content:	**Text** Narratives should avoid frightening people into action. Example: The failures of "Scared Straight" programs - Designed to deter at-risk youth from crime by visiting jails - Popular among the general public - Results were counter-productive: participants had a greater likelihood to criminally re-offend **Audio** Emotions are powerful, and it is important to take care when using them for CVE. When using emotional communication, be sure to avoid fear-based messaging. Narratives should avoid frightening people into action. Research has shown that fear-based communication strategies have been ineffective and counterproductive in various fields, including public health and criminal justice. Consider "Scared Straight" programs, which were designed to deter at-risk youth from crime by having them visit jails so that they would have a better understanding of the consequences of criminal behavior. Despite the popular appeal of these programs, evaluations actually found they were counter-productive and that participants were associated with a greater likelihood to criminally re-offend.	**Graphic Notes:** **Shutterstock 131290649** **Alt tag:** Fear, fright, shadow on the wall
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Use Shock Value With Care	#: 6
Content:	**Text** Exercise caution using shock value, especially if your audience includes youth. Example: - NCTC awareness briefings for parents and community leaders - Share shocking cases of young people radicalized to violence - Intended to compel parents into action Audio However, there can still be value in strong emotional appeals that have what some call 'shock value'. For example, some government agencies, including the National Counterterrorism Center (or NCTC), have employed a modest use of shock value to raise awareness about violent extremist recruitment targeted toward U.S. Muslim communities. However, in those cases, both the intended outcomes and the desired audience – raising awareness among local community leaders (who tend to be older individuals) -- were very different than programs using fear-based narratives targeting younger individuals. Exercise caution when considering the use of narratives with shock value, especially if your audience includes youth.	**Graphic Notes:** Shutterstock 131290649
		Alt tag: Fear, fright, shadow on the wall
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Moral Outrage	#: 7
Content:	**Text** Moral outrage can attract people to reject violent extremism Example: - 2005 Al-Qaeda bombings in Jordan - Killed 54 people, including a famous Muslim-American filmmaker - Widespread outrage among the public - Led to a 100,000-strong march to condemn the attackers **Audio** Narratives that are too intellectual risk losing the attention span of the audiences. Violent extremist messages that generate moral outrage are regarded as the most effective in attracting people toward violence. Interestingly, emotional messages can also generate moral outrage among wider publics to delegitimize extremist ideology and violence. The violent actions and violent extremists' justifications that follow them are often sufficient fuel to generate moral outrage. For example, in 2005 when Al-Qaeda bombed three hotels killing 54 people, including a famous Muslim-American filmmaker, it led to widespread outrage among the Jordanian public. The news of the attacks quickly spread and over 100,000 individuals marching in the streets calling the mastermind of the attack a "coward."	**Graphic Notes:** **Shutterstock #125763227** **Alt tag:** A general image of unidentified people protesting.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Knowledge Check	#: 8
Content:	**Text** True or false: Evidence suggests that "scared straight" programs are effective; therefore, counter-narratives for CVE should have shock value, especially with younger audiences. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Use Emotions But Avoid Fear	#: 2.a
Screen Name:	Knowledge Check: Review	#: 9
Content:	**Text** False. Evidence suggests that "scared straight" programs are not effective, and may even be associated with higher likelihoods of incarceration and criminal re-offending. Counter-narratives for CVE should not involve shock value when used with younger audiences. In some cases, careful use of shock value with older audiences can be effective, but should be used sparingly.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Add Complexity	#: 2.b
Screen Name:	Humanize the Subjects	#: 10
Content:	**Text** Add complexity, such as by humanizing the issue of terrorism For example: - Highlight the human costs of terrorism - Highlight the harsh realities of terrorists' violence **Audio** The next principle is to add complexity. Violent narratives promote specific interpretations of world events and of 'truth'; using narratives for CVE that involve ideas and facts that complicate the ideas promoted by violent extremists can be powerful. One way to add complexity to your narratives is to humanize the issue of terrorism. Highlighting the human costs of terrorism can be a powerful counterpoint to the sanitized, self-righteous, and self-promoting messaging produced by violent extremists. For instance, the killing of innocent Muslim civilians and the harsh realities of living as outlaw terrorists are two of the most powerful reasons why violent extremists decide to "drop out" of their violent lifestyle. Highlighting these aspects of terrorist activities can be a powerful part of a counter-narrative.	**Graphic Notes:** **Shutterstock #42317126** **Alt tag:** Crowd of people lighting candles in city center, mourning victims in terrorism attacks
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Add Complexity	#: 2.b
Screen Name:	Humanize—Don't Demonize	#: 11
Content:	**Text and Audio** Although adding complexity to simplistic violent extremist narratives is useful, it is also important to not demonize people who are not violent extremists but who may be sympathetic to violent extremists' grievances. Demonizing people who are sympathetic to violent extremist ideology has the potential to deepen an individuals' commitment to supporting that violent extremist ideology. Research on disengagement and exiting from terrorism suggests that demonstrating respect and empathy toward target audiences is more likely to elicit favorable outcomes. The case of Derek Black, an ex-White Nationalist and son of Stormfront.org webmaster Don Black is illuminating. Consider Black's explanation of the counter-productive effect demonization had on his exit from White Nationalism. *In the process of rethinking my ideas on white nationalism, people who disagreed with me were critical. But it's important to point out that the so-called activists who never spoke to me personally but chose to denounce me publicly, intimidate my friends, or otherwise try to peer pressure [me] did not have a positive impact. I have a strong desire to feel what I believe is correct, consistent, and ethical. When people I've never met spend their time talking about how repulsive they think I am, it doesn't convince me they have a good case. It only made me assume that they had a lot of insecurity and villainizing [sic] someone else gave them a greater sense of personal control. Which is not to say that I don't think those who felt marginalized or uncomfortable with me did not have the right to express their negative emotions—but these expressions did not act as catalysts or contribute to my changing mindset.* *The people who were important in the process of changing my mind were those who were my friends regardless, but who let me know when we talked about it that they thought my beliefs were wrong for specific reasons and took the time to provide evidence and civil arguments. I didn't always agree with their ideas, but I listened and they listened to me.*	**Graphic Notes:** **Image of Derek Black** **Alt tag:** TBD

User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Add Complexity	#: 2.b
Screen Name:	Complicate the Violent Narrative	#: 12
Content:	**Text** Disrupt 'black-and-white' thinking Integrative complexity: a person's ability to make sense of competing or conflicting information and values. Low levels of integrative complexity are associated with support for simplistic violent extremist narratives. **Audio** Another way to add complexity is to complicate the violent narrative. Many violent narratives seek to provide a simple explanation for complex problems in the world. One way to counter these narratives is to "disrupt" this kind of black-and-white thinking and provide a more nuanced view. In psychology, there is a concept known as "integrative complexity", which refers to a person's ability to make sense of competing or conflicting information and values. Psychological research has found that having low integrative complexity levels is associated with support for the simplistic, black-and-white worldviews promoted by violent extremists. These findings were consistent across different types of violent extremist movements and ideologies. By contrast, CVE programs that are intended to promote individuals' levels of integrative complexity have been shown to have positive anti-violence outcomes. One example of this is the "Being Muslim, Being British" program, which promotes a nuanced understanding of religious and national identity. People who are more comfortable accepting complexity and nuance are less likely to be vulnerable to simplistic violent extremist narratives. Sources: Logan, Carson, Ryan W. Cross, and Peter Suedfeld. July 2012. "Terrorists, Extremists, & Electable Political Groups: Understanding Difference between and	**Graphic Notes:** **Shutterstock #373569775** **Alt tag:** Brain icon on white background next to brain icon on black background.

	among Ideologically Similar Groups." *Paper presented at the International Society of Political Psychology*. https://www.academia.edu/4250634/Terrorists_Extremists_and_Electable_Political_Groups_understanding_difference_between_and_among_ideologically_similar_groups No author. No date. "Being British, Being Muslim." *IC Thinking*. https://sites.google.com/site/icthinking/being-muslim-being-british Altier, Mary Beth, Christian N. Thoroughgood, and John G. Horgan. 2014. "Turning Away from Terrorism: Lessons from Psychology, Sociology, and Criminology." Journal of Peace Research *51*(5), 647-661, doi:10.1177/0022343314535946 Bubolz, Bryan F. and Pete Simi. 2015. "Leaving the World of Hate: Life-Course Transitions and Self-Change," *American Behavioral Scientist*, *59*(2): 1588-1608. doi: 10.1177/0002764215588814 Dalgaard-Nielsen, Anja. 2013. "Promoting Exit from Violent Extremism: Themes and Approaches." *Studies in Conflict & Terrorism*, *36*(2,) 99-115. http://dx.doi.org/10.1080/1057610X.2013.747073 Dickson, Caitlin. 2013. "Renounced Racist Derek Black Speaks Out." *The Daily Beast*, Jul. 29. http://www.thedailybeast.com/articles/2013/07/29/renounced-racist-derek-black-speaks-out.html Infante, D.A., et al. 1992. "Initiating and Reciprocating Verbal Aggression: Effects on Credibility and Credited Valid Arguments." *Communication Studies*, *43*(3): 182-190	
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Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Add Complexity	#: 2.b
Screen Name:	Knowledge Check	#: 13
Content:	**Text** a. True or false. Research suggests that individuals who have low levels of integrative complexity—that is, people who are uncomfortable accepting conflicting or competing ideas—may be more vulnerable to simplistic, black-and-white explanations of how the world should be. [True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Add Complexity	#: 2.b
Screen Name:	Knowledge Check: Review	#: 14
Content:	**Text and Audio** This statement is true. Research suggests that individuals who have low levels of integrative complexity—that is, people who are uncomfortable accepting conflicting or competing ideas—may be more vulnerable to simplistic, black-and-white explanations of how the world should be. Adding complexity and promoting individuals' abilities to accept and consider nuanced understandings of the world can be a valuable strategy for CVE narratives.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Reframe Rather Than Confront	#: 15

Content:

Text

Acknowledge concerns
Do not validate violence

Audio

The next principle is to reframe the issue and promote positive identities. "Reframe rather than confront" means creating narratives that acknowledge the concerns that might drive people's sympathy towards violent extremist groups but which do not validate the violent tactics that violent extremists advocate. This is a way of reframing the situation, rather than directly confronting a violent extremist narrative.

For instance, a YouTube video by an anti-extremist activist called "Five Considerations for a Muslim on Syria" takes the concerns of its potential audience very seriously. To some extent, the video validates those concerns and grievances, while admonishing those who may seek to solve those grievances using violent and other unlawful means.

Citations for Topic 2.c:

Abdullah X. "Abdullah X: 5 Aspekte zum Nachdenken für Muslime in Bezug auf Syrien (Five Considerations for a Muslim on Syria)." Online Video. *YouTube*, 8 Mar. 2014. https://www.youtube.com/watch?v=1PeqsxyvtZs.

Ahmed, Sameera, and Maha Ezzeddine. 2009. "Challenges and Opportunities Facing American Muslim Youth." *Journal of Muslim Mental Health*, *4*(2): 159-174.

Hudson, Laura. 2014. "First Look at the New Ms. Marvel, A 16-Year-Old Muslim Superhero." *Wired*, 7 Jan. http://www.wired.com/2014/01/ms-marvel-muslim-superheroine/#slideid-540391.

Kruglanski, Arie W. 2014. "Psychology, Not Theology: Overcoming ISIS' Secret Appeal." *E-International Relations*, October 28. http://www.e-ir.info/2014/10/28/psychology-not-theology-overcoming-isis-secret-appeal/.

Graphic Notes:

Alt tag:

	Kruglanski, A.W., Belanger, J., Gelfand, M.G., Gunaratna, R., Hetiarrachchi, M., Reinares, F. Orehek, E.A., Sasota, J. & Sharvit, K. (2013) "Terrorism—A (Self) Love Story: Redirecting the Significance-Quest Can End Violence." *American Psychologist, 68,* 559-575. http://dx.doi.org/10.1037/a0032615 Truitt, Brian. 2011. "'The 99' Aspires to Teach Muslim Principles." *USA Today*, 19 Sep. http://usatoday30.usatoday.com/life/comics/story/2011-09-19/the-99-muslim-inspired-superheroes/50471634/1.	
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Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Promote Positive Identities	#: 16
Content:	**Text** Appeal to individuals' desire to live a meaningful life Consider using well-known cultural touchstones **Audio** Another way to reframe the issue is to promote positive identities. Alternative narratives seek to supplant the "solutions" that extremist narratives offer to various communities' problems. Such narratives often appeal to individuals' desire to find meaning in life, and may use well-known cultural, historical, and religious references and touchstones. For instance, partly in response to the violent narratives put out by movements like Al-Qa'eda and ISIL, Muslim comic book authors in the United States and abroad have created superheroes who have strong religious identities based in mainstream Muslim values and discourse. In the United States, one version of Marvel Comics' "Ms. Marvel" character is a 16-year old Pakistani-American teenager named Kamala Khan. The character was created by G. Willow Wilson, a Muslim and comic book author. In the Middle East, Naif Al-Mutawa created the comic series "The 99" about a group of Muslim superheroes. The name of this superhero group is taken from the "99 attributes" of God mentioned in the Qur'an. It is important to point out that while these comics may have been created partly as a response to violent narratives, they still largely represent alternative narratives because their content contains little to no direct responses to violent narratives, but instead promote a different vision for how to be an empowered, significant Muslim.	**Graphic Notes:** **Alt tag:**
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Knowledge Check	#: 17
Content:	**Text** Multiple choice. Choose the correct answer. Which of the following statements best describes the CVE narrative development principle of "reframe rather than confront"? a.) Acknowledge concerns and validate advocacy of violence b.) Do not acknowledge concerns and do not validate advocacy of violence c.) Acknowledge concerns, but do not validate violence [Correct] d.) Do not acknowledge concerns and validate advocacy of violence	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Knowledge Check: Review	#: 18
Content:	**Text and Audio** The correct answer is (c). The statement that best describes the CVE narrative development principle of "reframe rather than confront" is: c.) Acknowledge concerns, but do not validate violence [Correct]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Bringing It All Together	#: 19
Content:	**Text** In this lesson, you learned about principles for developing narratives for CVE: • Use Emotions • Add Complexity • Reframe the Issue and Promote Positive Identities **Audio** In this lesson, you learned about several field principles for developing counter- and alternative narratives for CVE. One principle is to use emotionally compelling content. Appealing to people's emotions can help overcome people's tendency to reject new information. However, using fear-based messaging can have the opposite effect. That said, using messages with 'shock value' can be effective in some cases, but should not be used with youth audiences. Another principle is to add complexity, such as by humanizing the issue of terrorism and complicating the violent narrative. Lastly, rather than directly confronting and contradicting violent extremist messages, it can be useful to reframe the issue and promote positive identities. Focus on legitimate grievances without endorsing violent tactics, or provide positive role models and stories that will resonate with your audience. Ultimately it is up to you to decide which of these field principles, if any, work best for your intended audiences and goals. This lesson is not intended to suggest that specific principles will be suitable for specific situations. As you will learn in the next lesson, context matters when delivering narratives for CVE. This context will help you decide which principles to draw from when developing your narratives.	**Graphic Notes:** **Alt tag:**

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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Developing and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Developing Narratives for CVE	#: 2
Topic Name:	Reframe the Issue and Promote Positive Identities	#: 2.c
Screen Name:	Lesson Summary	#: 20
Content:	**Text** In this lesson, you learned about principles for developing narratives for CVE. You are now ready for lesson 3: Principles for Delivering Narratives for CVE. **Audio** In this lesson you learned about principles for developing narratives for CVE. In the next lesson, you will learn about principles for delivering the narratives you have developed.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

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Revision History

Version #	Implemented By	Revision Date	Reason
0.1	Meredith Collier-Murayama	11/14/2016	Initial Draft
0.2	Meredith Collier-Murayama	11/16/2016	Revised after SME review
1	Liberty Day	12/12/2016	Initial Draft created in conjunction with Meredith Collier-Murayama, Curriculum Developer at START; and with Alejandro Beutel, Researcher for CVE at START.

Module 4, Lesson 3: Principles for Delivering Narratives for CVE

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Goals	#: 3.a
Screen Name:	Title Screen	#: 1
Content:	**Text** Module Four: Lesson Three Principles for Delivering Narratives for CVE	**Graphic Notes:** FEMA cover design (top half: U.S. flag photo; bottom half: gray background) **Alt tag:** Flag of the United States of America
User Prompt:	Click the Next button to continue	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Goals	#: 3.a
Screen Name:	Lesson Objectives	#: 2
Content:	**Text** Welcome to Module 4, Lesson 3: Principles for Delivering Narratives for CVE In this lesson, you will learn about principles for Delivering narratives for CVE: 1. Know your audience and your goals 2. Use the right messengers 3. Diminish the 'say-do' gap 4. Strive for improvement **Audio** In the previous lesson, you learned several field principles for developing narratives for CVE. Now, in this lesson you will learn four field principles for delivering those narratives to your intended audiences. These field principles are taken from a growing body of theory, empirical evidence, and practical experience from across multiple disciplines. These field principles will surely change over time as CVE practitioners learn more about using narratives for CVE. But for now, these principles can assist policymakers and practitioners in delivering narratives to counter and displace extremist narratives. The principles you will learn about are: 1. Know your audience and your goals 2. Use the right messengers 3. Diminish the 'say-do' gap	**Graphic Notes:** Objectives Graphic **Alt tag:** The word objective displayed across the edge of a compass.

	4. Strive for improvement	
User Prompt:	Click the Next button to continue	
Programmer Notes:	Link to "Help" tab via text "Quick Help"	

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Goals	#: 3.a
Screen Name:	Know the Intended Audiences	#: 3
Content:	**Text** One field principle for delivering CVE narratives is: know your audience and your goals. What you know about your audience should drive both the development and delivery of your messaging. Consider, is your audience: • A specific community of people? • Late adolescents? • Parents? • Teachers? • Violent extremists? • Someone else? Citations for Topic 3.a: Beutel, A. et al., 2016. Guiding Principles for Countering and Displacing Extremist Narratives. Journal of Terrorism Research. 7(3), 35–49. DOI: http://doi.org/10.15664/jtr.1220 Brown, Rachael Hilary. 2016. *Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech*. Washington, DC: United States Holocaust Memorial Museum. https://www.ushmm.org/m/pdfs/20160229-Defusing-Hate-Guide.pdf Also see: Tuck, Henry and Tanya Silverman. 2016. *The Counter-Narrative Handbook*. London, UK: Institute for Strategic Dialogue. http://www.strategicdialogue.org/wp-content/uploads/2016/06/Counter-narrative-Handbook_1.pdf **Audio** To deliver an effective narrative for CVE, you must first know your audience. What you know about your audience should drive both the development and the delivery of your messaging. Consider, is your audience: • A specific community of people? • Late adolescents? • Parents?	**Graphic Notes:** **Shutterstock #365845241** **Alt tag:** Audience brainstorming

	• Teachers? • Violent extremists? • Someone else? There are many types of audiences you might wish to reach, so it is essential that you are clear with yourself and with others about who you want to communicate with.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
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Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Desired Outcomes	#: 3.a
Screen Name:	Know the Desired Outcomes	#: 4
Content:	**Text** Defining your desired outcomes is essential, and what you want to achieve should drive the development and delivery of your CVE narratives. Be clear with yourself and your partners about the specific, measurable goals you want to meet. - What change do you wish to see? - Do you want to change people's knowledge, their attitudes, their behaviors, or something else? **Audio** Just as important as knowing your audience is knowing your goals. Defining your desired outcomes is essential, and what you want to achieve should drive the development and delivery of your CVE narratives. Be clear with yourself and your partners about the specific, measurable goals you want to meet. What change do you wish to see? Do you want to change people's knowledge, their attitudes, their behaviors, or something else?	**Graphic Notes:** Shutterstock #323154044 **Alt tag:** Intended outcome green road sing with dramatic clouds and sky
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Goals	#: 3.a
Screen Name:	Knowledge Check	#: 5
Content:	**Text** True or false: It is recommended to produce counter-narrative and alternative narrative content without having defined your goals. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Know Your Audience and Your Goals	#: 3.a
Screen Name:	Knowledge Check: Review	#: 6
Content:	**Text and Audio** False. It not is recommended to produce counter-narrative and alternative narrative content without having defined your goals. Your intended audience and your desired outcomes—your goals—should drive the development and delivery of your narratives for CVE.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Use the Right Messengers	#: 3.b
Screen Name:	Choose the Right Communication Medium	#: 7
Content:	**Text** To choose the right medium of communication, consider the types of media your audiences often use. For example, the following audiences might be reached via the following channels: - Adolescents and young adults-> social media platforms - Parents and teachers -> school newsletters and school email listservs - An entire community -> television or radio Citations for Topic 3.b: Brown, Rachael Hilary. 2016. *Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech*. Washington, DC: United States Holocaust Memorial Museum. https://www.ushmm.org/m/pdfs/20160229-Defusing-Hate-Guide.pdf International Center for the Study of Violent Extremism. 2016. "The Glorious Cubs of the Caliphate." Online Video, *YouTube*, posted by ICSVE, Jul. 5. https://www.youtube.com/watch?v=tpwnWdpS2-o&list=PLqpy96DXqN-cgA3zDTdQiP4ragPjkq4zF www.lifeafterhate.org Silyan-Saba, Joumana and Alejandro Beutel. 2016. "CVE Field Principles for Local Government Agencies." National Consortium for the Study of Terrorism and Responses to Terrorism, Dec. 6. www.start.umd.edu/news/cve-field-principles-local-government-agencies Also see: Tuck, Henry and Tanya Silverman. 2016. *The Counter-Narrative Handbook*. London, UK: Institute for Strategic Dialogue. http://www.strategicdialogue.org/wp-content/uploads/2016/06/Counter-narrative-Handbook_1.pdf **Audio**	**Graphic Notes:** **Shutterstock #279116462** **Alt tag:** Abstract social media background with lines, connected circles, integrated flat icons. Growth flower concept with network, computer, technology, speech bubble icon.

	Another key principle for delivering narratives for CVE is to use the right medium of communication to deliver your message. To choose the right medium of communication, consider the types of media your audiences often use. For instance, adolescent and young adult audiences might be best reached via social media platforms, whereas a public service announcement aired on a television or radio channel may be better for reaching a whole community, including both older and younger demographic audiences. You might also choose to deliver your message through multiple media platforms. In this case, carefully consider what you need to change about how you are presenting your message so that it suited to the media being used.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Use the Right Messengers	#: 3.b
Screen Name:	Choose Credible Messengers	#: 8
Content:	**Text** The messenger matters. Choose messengers who will be viewed as trustworthy and legitimate by your audience. Examples: - Survivors of violent extremist attacks - Former violent extremists - Family members of violent extremists and would-be recruits **Audio** The other element of using the right messengers is choosing credible voices to deliver your CVE narratives. Narratives should be delivered by trusted and legitimate sources. As noted earlier, in the U.S., the primary messengers of alternative and counter-narratives for CVE should be non-government actors. Survivors of violent extremist attacks or former violent extremists may be some of the most effective and credible messengers because they speak with the unique moral authority of the survivor, witness, or former participant. For example, Life After Hate is a group of former Neo-Nazis dedicated to helping individuals exit the racist violent far-right in the United States and Canada. Another example is a video testimony by a former child soldier of ISIL speaking about the organization's brutality, including some of the violence he personally witnessed and how that stands in contrast to ISIL's messaging to potential recruits and to followers. Another group of credible messengers, often overlooked, are the parents, particularly mothers, of violent extremists and would-be recruits. For example, emotionally powerful messages of mothers are used by groups like Sisters Against Violent Extremism (SAVE) to great effect.	**Graphic Notes:** **Shutterstock #272325407** **Alt tag:** Interview of man in a suit with team of individuals behind him. Figure stands in front of hands with microphones.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	

Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Use the Right Messengers	#: 3.b
Screen Name:	When Government Officials Are Involved	#: 9
Content:	**Text** If government officials are involved: - Local officials may be seen as more credible - Federal officials may be seen as less credible Local officials may have direct personal relationships within the community, which federal officials may lack **Audio** If government officials are involved in the delivery of CVE narratives, research suggests local officials are more likely to be seen by audiences as credible messengers than federal officials. Local government actors, such as officials from social service and mental health agencies, often have direct personal relationships with communities and may be easier to trust. Community trust in county and municipal law enforcement often depends on local context and history. In some cases, local sheriffs are also more likely to be trusted because some violent militia extremists and some violent Sovereign Citizen extremists view county sheriffs as the highest-level legitimate elected officials in the United States.	**Graphic Notes:** **Shutterstock #143181193** **Alt tag:** Classic city hall with American flag.
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Use the Right Messengers	#: 3.b
Screen Name:	Knowledge Check	#: 10
Content:	**Text** Multiple choice. Choose the correct answer. Credible messengers for delivering CVE narratives can be: a.) Private Citizens b.) Local police c.) State and federal law enforcement d.) All of the above [Correct]	**Graphic Notes:** **Alt tag:**
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Programmer Notes:		

Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Use the Right Messengers	#: 3.b
Screen Name:	Knowledge Check: Review	#: 11
Content:	**Text** The correct answer is (d). Private citizens, civil society organizations, and local government agencies—including social service, mental health and in some cases local law enforcement—can all be credible messengers depending on who your audience is and what your goals are.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**

Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Diminish the 'Say-Do' Gap	#: 3.c
Screen Name:	Diminish the 'Say-Do' Gap	#: 12

Content:

Text

Narratives should reflect the realities of intended audiences.
When government actors are involved, policy and action should match rhetoric.

Example:
Alternative narratives that promote greater investment in the local community should be accompanied by government policy and actions supporting public-private partnerships. Otherwise, audiences are likely to dismiss such alternative as empty promises.

Citations for Topic 3.c:

Barzegar, Abbas, Shawn Powers, and Nagham El Karhili. 2016. "Civic Approaches to Confronting Violent Extremism: Sector Recommendations and Best Practices." *Georgia State University*. http://tcv.gsu.edu/files/2016/09/Civic-Approaches-Sept-8-2016-Digital-Release.pdf

Exit USA. 2015. "'No Judgment. Just Help.'" Online Video. *YouTube*, posted by Exit USA, Oct. 7 https://www.youtube.com/watch?v=JWqFS-sYSI4

Infante, D.A., et al. 1992. "Initiating and Reciprocating Verbal Aggression: Effects on Credibility and Credited Valid Arguments." *Communication Studies*, *43*(3): 182-190.

Infante, D.A., and C.J. Wigley. 1986. "Verbal Aggressiveness: An Interpersonal Model and Measure." *Communication Quarterly*, *53*(1): 61-69.

Also see: Beutel, Alejandro and Peter Weinberger. 2016. "Public-Private Partnerships to Counter Violent Extremism: Field Principles for Action." *National Consortium for the Study of Terrorism and Responses to Terrorism.* https://www.start.umd.edu/pubs/START_STate_PublicPrivatePartnershipstoCounterViolentExtremismFieldPrinciplesforAction_June2016.pdf

Audio

Another principle for CVE narrative delivery is to diminish the 'Say-Do' gap. That is: your messages should match your actions, and should also reflect a realistic understanding of

Graphic Notes:
Shutterstock #114439879

Alt tag:
Hand of business man drawing a diagram of good governance policy

	your audience's options for action. As noted earlier in this course, one of the most important reasons why narratives have a strong appeal is that they are often connected to real-world events that have occurred. This critical element is what helps a narrative feel more factual, as opposed to feeling out-of-touch with audiences' own experiences. Therefore, narratives should not be disconnected from the audience's reality, and should not be unrealistic about the actions and choices available to those audiences. Diminishing the 'Say-Do' gap also means, in the case of government actors, reducing any discrepancy between government rhetoric and their policies and actions. For example, alternative narratives that promote greater investment in the local community should be accompanied by government policy and actions supporting public-private partnerships. Otherwise, audiences are likely to dismiss such alternative as empty promises.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Diminish the 'Say-Do' Gap	#: 3.c
Screen Name:	Knowledge Check	#: 13
Content:	**Text** True or false. CVE narratives should not be disconnected from the audience's reality, and should not be unrealistic about the actions and choices available to those audiences.[True]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4

Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Diminish the 'Say-Do' Gap	#: 3.c
Screen Name:	Knowledge Check: Review	#: 14
Content:	**Text and Audio** True. CVE narratives should not be disconnected from the audience's reality, and should not be unrealistic about the actions and choices available to those audiences.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Strive for Improvement	#: 3.d
Screen Name:	Reflect and Evaluate	#: 15

Text

Strive for improvement by:

- Viewing CVE as always a work-in-progress
- Continuously reflecting on and evaluating your work (formally or informally)
- Learning more about your community's ongoing and emergent needs
- Sharing knowledge with other CVE practitioners across the nation and world

Evaluate how and why messages are impactful (or not)
Use qualitative and quantitative approaches

Citations for Topic 3.d:

Beutel, A. et al., 2016. Guiding Principles for Countering and Displacing Extremist Narratives. Journal of Terrorism Research. 7(3), 35–49. DOI: http://doi.org/10.15664/jtr.1220

Brown, Rachael Hilary. 2016. *Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech*. Washington, DC: United States Holocaust Memorial Museum. https://www.ushmm.org/m/pdfs/20160229-Defusing-Hate-Guide.pdf

Also see: Tuck, Henry and Tanya Silverman. 2016. *The Counter-Narrative Handbook*. London, UK: Institute for Strategic Dialogue. http://www.strategicdialogue.org/wp-content/uploads/2016/06/Counter-narrative-Handbook_1.pdf

Audio

Another principle for CVE narrative delivery is to strive for improvement. This means viewing your CVE work as something that is always a work-in progress, and that will not ever be a perfect, finished product. Because CVE relies on local context and works by engaging individuals and communities at a very personal level, CVE within your own community will take many forms. Striving for improvement means continuously reflecting on and evaluating your work, as well as trying to learn more about your community's ongoing and emergent needs. Reflection and evaluation might involve a very informal process of reviewing your work and reflecting on lessons-learned from your experiences; or it might be a more formal process of program evaluation, involving both qualitative and quantitative approaches to evaluation should be used, including polls, focus groups, sentiment tracking, and social

Graphic Notes:

Shutterstock #275565581

Alt tag:

Continuous improvement color cycle concept over white background.

	media influence metrics. Your own definition of what it means to 'strive for improvement' will depend on your resources, your goals, and your local context. Although many local CVE initiatives may lack the resources to conduct formal evaluations, one way to improve your own work is to communicate actively with other CVE practitioners, and where appropriate, target audiences. These relationships might be informal person-to-person relationships, or might evolve into formal partnerships between your organizations. Regardless, your participation in—and creation of—a wide community of CVE practitioners who can share each other's knowledge and experiences will be incredibly valuable for ensuring the long-term success of CVE as an approach to addressing violent extremism.	
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Strive for Improvement	#: 3.d
Screen Name:	Knowledge Check	#: 16
Content:	**Text** True or false. Evaluating CVE initiatives requires both qualitative and quantitative approaches to evaluation, including polls, focus groups, sentiment tracking, and social media influence metrics. [False]	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4

Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Strive for Improvement	#: 3.d
Screen Name:	Knowledge Check: Review	#: 17
Content:	**Text and Audio** This statement is false. Although using formal qualitative and quantitative approaches to evaluation of CVE initiatives is incredibly valuable to the overall advancement of CVE as a field of research and practice, CVE practitioners may not always have the resources to conduct such formal evaluations. But this lack of resources to conduct formal evaluations should not be a barrier to participation in CVE as a field. CVE is in this sense a very pragmatic and practical discipline: do what you can, when you can, where you can. This usually means working at the local level for CVE, but ideally you will seek out opportunities to share your experiences with the broader CVE community nationally and globally.	**Graphic Notes:** **Alt tag:**
User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Strive for Improvement	#: 3.d
Screen Name:	Bringing It All Together	#: 18
Content:	**Text** In this lesson, you learned about principles for delivering narratives for CVE: • Know your audience and your goals • Use the right messengers • Diminish the 'say-do' gap • Strive for improvement **Audio** In this lesson, you learned about several field principles for delivering counter- and alternative narratives for CVE. One key principle is to know your audience and your goals. Being clear about the specific audience you wish to reach and the specific outcomes you wish to see will drive the overall development and delivery of your messaging. Another principle is that the messenger matters. Choose credible messengers, and tailor your messages to best suit whichever communication medium you are using. Remember to keep your narratives realistic, and to match your actions and your rhetoric. Lastly, contribute to the development of principles and best practices for CVE by continuously striving to improve your own practices, whether through formal or informal evaluation. By participating in this course, you have joined a growing community of practitioners across the United States who want to understand how narratives can be used to counter violent extremism. We hope this course and this community of learners will provide valuable tools for you in your own CVE efforts.	**Graphic Notes:** **Alt tag:**

User Prompt:	Click "next" arrow to continue to next slide Click "back" arrow to go to previous slide	
Programmer Notes:		

Version #:	1.0	**Date: December 12, 2016**
Module Name:	Delivering and Delivering Narratives for CVE	#: 4
Lesson Name:	Principles for Delivering Narratives for CVE	#: 3
Topic Name:	Strive for Improvement	#: 3.c
Screen Name:	Lesson Summary	#: 19
Content:	**Text** In this lesson, you learned about principles for delivering narratives for CVE. You are now ready for lesson 4: Module Summary. **Audio** In this lesson you learned about principles for delivering narratives for CVE. You are now ready for lesson 4: Module Summary.	**Graphic Notes:** **Alt tag:**
User Prompt:	Please click "Next" located on the bottom right of your screen in ELMS to proceed. Click "back" arrow to go to previous slide	
Programmer Notes:		

Countering Violent Extremist Narratives

December, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

Countering Violent Extremist Narratives

December, 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.
2	Meredith Collier-Murayama	12/14/2016	Revision after all storyboard drafts complete.

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 violent 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 violent extremist narratives across violent extremist movement typologies; and an overview of field principles for developing and delivering counter-narratives and alternative narratives for countering violent extremism.

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 whole community approach to countering violent extremism.

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 the role of narratives in violent extremism and in countering violent extremism. The importance of respect for civil rights and civil liberties, such as freedom of speech, in countering violent extremism is also introduced in this module. In the third module, learners will explore the relationships between narratives and

violent extremism and countering violent extremism by examining violent narratives associated with Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists within the United States. 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 for Countering Violent Extremism*, exposes learners to field principles for developing and delivering counter-narratives and alternative narratives for countering violent extremism.

This course, in total, includes approximately 4.5 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 that all videos include closed captioning, transcripts are available, alt tags are 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 (geographic-, interest-, or identity-based) community 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 who often live in the communities they protect and serve.

Prerequisites

There is no prerequisite for this course other than knowledge of and experience with community engagement in any of its forms. For law enforcement personnel, including Community Policing Coordinators, Youth Relations Specialists, and Community Liaison Officers, relevant knowledge and experience could be gained community policing. For non-law enforcement local government actors and for non-government community actors, relevant knowledge and experience could be gained by participating in community engagement efforts, including those related to building resilience, prevent violence, and/or counter violent extremism.

Prior 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.

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 17 multiple choice or true/false questions, 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 accurately identify the three levels of narratives that play a role in violent extremism ("individual", "local", and "master") as defined in this course.
3. Learners will be able to accurately identify activities used in "countering violent extremism" as used in this course.
4. Learners will identify the peaceful expression of beliefs as a legally-protected activity under the U.S. Constitution.
5. Learners will be able to accurately identify the role of counter-narratives for CVE in the "marketplace of ideas".
6. Learners will be able to accurately identify the appropriate definition of the term "Homegrown Violent Extremist" as used in this course.
7. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Homegrown Violent Extremists.
8. Learners will be able to accurately identify the appropriate definition to the term "Violent White Supremacist Extremist" as used in this course.
9. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent White Supremacists Extremists.

10. Learners will be able to accurately identify the appropriate definition to the term "Violent Militia Extremist" as used in this course.
11. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Militia Extremists.
12. Learners will be able to accurately identify the appropriate definition to the term "Violent Sovereign Citizen Extremists" as used in this course.
13. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Sovereign Citizen Extremists.
14. Learners will be able to accurately identify the appropriate definition to the term "Violent Anti-Abortion Extremists" as used in this course.
15. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Anti-Abortion Extremists
16. Learners will be able to identify 2 principles for delivering narratives for CVE as used in this course.
17. Learners will be able to identify 3 principles for delivering narratives for CVE as used in this course.

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 17 multiple choice or true/false questions, with 1 question targeting each of the following learning objectives:

18. Learners will be able to recognize the definition of the term "violent extremism", as used in this course.
19. Learners will be able to accurately identify the three levels of narratives that play a role in violent extremism ("individual", "local", and "master") as defined in this course.
20. Learners will be able to accurately identify activities used in "countering violent extremism" as used in this course.
21. Learners will identify the peaceful expression of beliefs as a legally-protected activity under the U.S. Constitution.
22. Learners will be able to accurately identify the role of counter-narratives for CVE in the "marketplace of ideas".
23. Learners will be able to accurately identify the appropriate definition of the term "Homegrown Violent Extremist" as used in this course.

24. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Homegrown Violent Extremists.
25. Learners will be able to accurately identify the appropriate definition to the term "Violent White Supremacist Extremist" as used in this course.
26. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent White Supremacists Extremists.
27. Learners will be able to accurately identify the appropriate definition to the term "Violent Militia Extremist" as used in this course.
28. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Militia Extremists.
29. Learners will be able to accurately identify the appropriate definition to the term "Violent Sovereign Citizen Extremists" as used in this course.
30. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Sovereign Citizen Extremists.
31. Learners will be able to accurately identify the appropriate definition to the term "Violent Anti-Abortion Extremists" as used in this course.
32. Learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Anti-Abortion Extremists
33. Learners will be able to identify 2 principles for delivering narratives for CVE as used in this course.
34. Learners will be able to identify 3 principles for delivering narratives for CVE as used in this course.

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.

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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.

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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

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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 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: How to Navigate the Modules

- Topic 1.a: Using the Learning Delivery Platform
- Topic 1.b: Accessing Assistance

Lesson 2: Introduction to the Course "Countering Violent Extremist Narratives"

- Topic 2.a: Overview of START
- Topic 2.b: Course Description Overview

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: Narratives and Why They Matter in Violent Extremism
- 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: Narratives Relevant 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 Extremists

- 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 Supremacist Extremists

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

Lesson 4: Narratives and Countering Violent Militia Extremists

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

Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists

- Lesson Introduction
- Topic 5.a: Who are Violent Sovereign Citizen Extremists?
- Topic 5.b: Violent Narratives and Violent 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 Violent Anti-Abortion Extremists?
- Topic 6.b: Violent Narratives and Violent Anti-Abortion Extremists
- Topic 6.c: Countering and Replacing Violent 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: Principles for Developing Narratives for CVE

- Lesson Introduction
- Topic 2.a: Use Emotions but Avoid Fear
- Topic 2.b: Add Complexity
- Topic 2.c: Reframe the Issue and Promote Positive Identities
- Lesson Summary

Lesson 3: Principles of Delivering Narratives for CVE

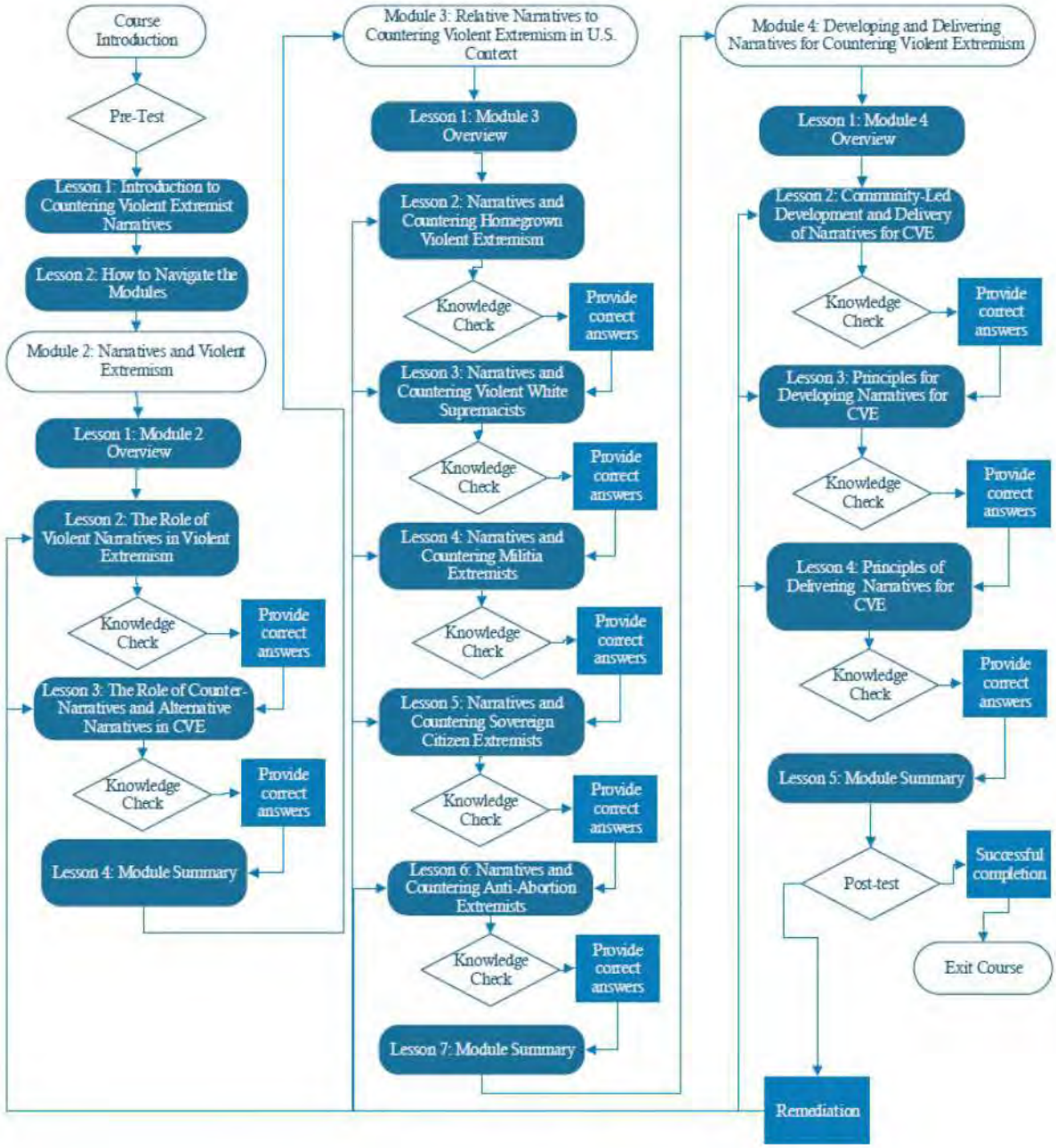
- Lesson Introduction
- Topic 3.a: Know Your Audience and Your Goals
- Topic 3.b: Use the Right Messengers
- Topic 3.c: Diminish the 'Say-Do' Gap
- Topic 3.d: Strive for Improvement
- Lesson Summary

Lesson 4: Module Summary

- 4.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 *Countering Violent Extremist Narratives* course including the program's goals, modules, and navigation.
Terminal Learning Objectives:	• Learners will be able to identify *Countering Violent Extremist Narratives* course goals and module content. • Learners will be able to identify *Countering Violent Extremist Narratives* module content.

Module 1, Lesson 2: How to Navigate the Modules			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Using the Learning Delivery Platform	Learners will be able to navigate *Countering Violent Extremist Narratives* Learning Delivery Platform.	II	Text, Audio, and Video presentation; FAQs
1.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, Lesson 2: Introduction to the Course *"Countering Violent Extremist Narratives"*			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Course History	Learners will be able to recall the history of the course.	I	Text
2.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 2: Narratives and Violent Extremism	
Scope Statement:	*Narratives and Violent Extremism* first provides an overview of violent extremism and countering violent extremism, and then provides an overview of the role of narratives in violent extremism and countering violent extremism.
Terminal Learning Objectives:	Learners will be able to: • Describe violent extremism and countering violent extremism • Explain the role of narratives in violent extremism and 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 a true/false question, 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: Narratives and Why They Matter in Violent Extremism	Given several options from which to choose, learners will be able to accurately identify the three levels of narratives that play a role in violent extremism ("individual", "local", and "master") as defined in this course 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 2 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 a true/false question, learners will be able to accurately identify activities used in "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 a true/false question, learners will identify the peaceful expression of beliefs as a legally-protected activity under the U.S. Constitution 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 a true/false question, learners will be able to accurately identify the role of counter-narratives for CVE in the "marketplace of ideas" 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 3 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: Narratives Relevant to Countering Violent Extremism in the U.S. Context	
Scope Statement:	*Narratives Relevant to Countering Violent Extremism in the U.S. Context* first provides an overview of five typologies of violent extremism and associated violent narratives, and then introduces learners to associated counter-/alternative narratives for countering these five typologies of violent extremism.
Terminal Learning Objectives:	Learners will be able to: • Identify key violent narratives associated with Homegrown Violent Extremists, Violent White Supremacist Extremists, Violent Militia Extremists, Violent Sovereign Citizen Extremists, and Violent Anti-Abortion Extremists. • Identify counter-/alternative narratives for countering Homegrown Violent Extremists, Violent White Supremacist Extremists, 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 Extremists			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Who are Homegrown Violent Extremists?	Given a true/false question, learners will be able to accurately identify the appropriate definition of 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Homegrown Violent Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.c: Countering and Replacing Homegrown Violent Extremist Narratives	Given a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 consisting of up to 3 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 3, Lesson 3: Narratives and Countering Violent White Supremacist Extremists			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Who are Violent White Supremacist Extremists?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term "Violent White Supremacist Extremist" as used in this course, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.b: Violent Narratives and Violent White Supremacist Extremists	Given a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent White Supremacists Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
3.c: Countering and Replacing Violent White Supremacist Extremist Narratives	Given a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent White Supremacists Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 3 multiple choice or 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 3, Lesson 4: Narratives and Countering Violent Militia Extremists			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Who are Violent Militia Extremists?	Given several options from which to choose, learners will be able to accurately identify the appropriate definition to the term "Violent Militia Extremist" 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and a violent narrative associated with Violent Militia Extremists, with 100% accuracy.	II	Text and audio; animation, Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 3 multiple choice or 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 3, Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: Who are Violent Sovereign Citizen Extremista?	Given a true/false question, 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 consisting of up to 3 multiple choice or 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 3, Lesson 6: Narratives and Countering Violent Anti-Abortion Extremists			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Who are Violent Anti-Abortion Extremista?	Given a true/false question, 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 a true/false question, learners will be able to identify the relationship between counter-/alternative narratives and 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 consisting of up to 3 multiple choice or 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 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:	*Developing and Delivering Narratives for Countering Violent Extremism* explores research-based field 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: • Identify and understand field principles for developing and delivering 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: Principles for Developing Narratives for CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Use Emotions but Avoid Fear	Given several options from which to choose, learners will be able to identify the definition of "Use Emotions but Avoid Fear" as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
2.b: Complicate the Narrative	Given several options from which to choose, learners will be able to identify the definition of "Complicate the Narrative" as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
2.c: Reframe the Issue and Promote Positive Identities	Given several options from which to choose, learners will be able to identify the definition of "Reframe the Issue 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 3: Principles of Delivering Narratives for CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Know Your Audience and Your Goals	Learners will be able identify the definition of "Know Your Audience and Your Goals" as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.b: Use the Right Messenger	Learners will be able identify the definition of "Use the Right Messenger" as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.c: Diminish the 'Say-Do' Gap	Learners will be able identify the definition of "Diminish the 'Say-Do' Gap" as used in this course, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.d: Strive for Improvement	Learners will be able identify the definition of "Strive for Improvement" 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 question for the lesson.		

Module 4, 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
Assessment Strategy:	An ungraded, brief knowledge check multiple choice question will be incorporated into the lesson.		

Estimated Contact Time

Countering Violent Extremist Narratives (266 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 (14 minutes)

Lesson 1: How to Navigate the Modules

- **Video Tutorial (8 min.)**
- **Total Screens/Minutes:** 8 minutes

Lesson 2: Introduction Countering Violent Narratives

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (5 min.):** 8 screens at approximately 1 minute or less each
- **Total Screens/Minutes:** 9 screens/ 6 minutes

Module 2: Narratives and Violent Extremism (62 mins)

Lesson 1: Module 2 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (4 min.):** 6 screens at 1 minute or less
- **Total Screens/Minutes:** 7 screens/5 minutes

Lesson 2: The Role of Violent Narratives in Violent Extremism

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (26 min.):** 17 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** Approximately 2 screens
- **Total Screens/Minutes:** 21 screens/29 minutes

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

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (18 min.):** 12 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (3 min.):** Approximately 3 screens
- **Total Screens/Minutes:** 17 screens/22 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: Narratives Relevant to Countering Violent Extremism in the U.S. Context (109 mins)

Lesson 1: Module 3 Overview

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (4 min.):** 5 screens at 1 minute or less each
- **Total Screens/Minutes:** 6 screens/5 minutes

Lesson 2: Narratives and Countering Homegrown Violent Extremism

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (18 min.):** 12 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** 2 screens
- **Total Screens/Minutes:** 16 screens/21 minutes

Lesson 3: Narratives and Countering Violent White Supremacist Extremists

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (17 min.):** 11 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** 2 screens
- **Total Screens/Minutes:** 15 screens/20 minutes

Lesson 4: Narratives and Countering Violent Militia Extremists

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (18 min.):** 12 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** 2 screens
- **Total Screens/Minutes:** 16 screens/21 minutes

Lesson 5: Narratives and Countering Violent Sovereign Citizen Extremists

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (15 min.):** 10 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** 2 screens
- **Total Screens/Minutes:** 14 screens/18 minutes

Lesson 6: Narratives and Countering Violent Anti-Abortion Extremists

- **Objective Screens (1 min.):** 2 screens

- **Content Screens (15 min.):** 10 screens averaging 90 seconds each
- **Knowledge Check (KC) Screens (2 min.):** 2 screens
- **Total Screens/Minutes:** 14 screens/18 minutes

Lesson 7: 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 (41 min)

Lesson 1: Module 4 Overview
- **Objective Screens (1 min.):** 2 screen
- **Content Screens (3 min.):** 4 screens at 1 minute or less each
- **Total Screens/Minutes:** 5 screens/4 minutes

Lesson 2: Principles for Developing Narratives for CVE
- **Objective Screens (1 min.):** 2 screen
- **Content Screens (12 min.):** 15 screens at approximately 45 seconds each
- **Knowledge Check (KC) Screens (3 min.):** Approximately 3 screens
- **Total Screens/Minutes:** 20 screens/16 minutes

Lesson 3: Principles for Delivering Narratives for CVE
- **Objective Screens (1 min.):** 2 screens
- **Content Screens (10 min.):** 13 screens at approximately 45 seconds each
- **Knowledge Check (KC) Screens (4 min.):** Approximately 4 screens
- **Total Screens/Minutes:** 19 screens/15 minutes

Lesson 4: Module Summary
- **Objective Screens (0 min.):** No objective screens
- **Content Screens (6 min.):** 4 screens
- **Total Screens/Minutes:** 4 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

Coalition-Building for CVE and Community Resilience

January 2018

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

Revision History

Version #	Implemented By	Revision Date	Reason
1.0	Liberty Day	08/01/16	Initial Draft
2.0	Liberty Day	9/23/16	To comply with ISD feedback
3.0	Liberty Day	6/15/17	Updated based on internal review
4.0	Liberty Day	9/25/2017	Updated based on pilot iteration feedback
5.0	Liberty Day	10/19/2017	Updated based on second pilot iteration feedback
6.0	Liberty Day	1/11/2018	Updated based on third pilot iteration and external SME review

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 *Coalition-Building for CVE and Community Resilience* course to provide community-focused, multi-disciplinary, and rigorously-researched instruction on countering violent extremism. Countering Violent Extremism (CVE) consists of various prevention and intervention approaches to increase the resilience of communities to violent extremist recruitment narratives, provide non-violent avenues for expressing grievances, educate communities about the threat of online recruitment and radicalization to violence, and other innovative community-based approaches (DHS). This course will examine best practices for community partnership approaches to countering violent extremism.

Core Capabilities

START will draw upon cutting-edge, original research to develop course content aimed at enhancing participants' core capabilities in the Mitigation Mission Areas of the National Preparedness Goal. Specifically, *Coalition-Building for CVE and Community Resilience* will address the Community Resilience and Long-term Vulnerability Reduction Capabilities of the Mitigation Mission Area.

Scope

The course promotes the notion that prevention and intervention efforts to address violent extremism can best be undertaken through a community partnership approach that makes use of existing local capacities to handle and prevent violence. In this regard, this course draws on expertise in fields such as mental health and education—with the idea being that professionals with these backgrounds can build on their current skill sets to design and implement multidisciplinary, prevention and intervention programs to address violent extremism. The guiding themes for the course relate to: community resilience, prevention, community-based participatory research, and community problem solving. The course is also informed by the practices of: counseling, gang prevention, family therapy, and mentoring.

The course *Coalition-Building for CVE and Community Resilience* provides instruction on how diverse community stakeholders may develop partnerships and multidisciplinary coalitions to collaboratively address the multidimensional needs of individuals and communities contending with violent extremism. This course is comprised of four modules on Countering Violent Extremism based on multiple completed and ongoing START research projects conducted over the past ten years.

After an introductory module in which learners receive a course overview and are asked to articulate their goals for the course, the second module, "Violent Extremism and Countering Violent Extremism," provides context for CVE efforts within the current U.S. threat environment, and explores the relationship between CVE and community resilience. The third module, "Whole

Community Coalition-Building for CVE" explores the characteristics of successful coalition-building efforts, including outreach efforts that make use of active and compassionate listening approaches tailored to learners' own communities' needs and resources. The fourth and final module, "Designing Your Plan of Action for CVE" guides learners through designing a work plan for a multi-member CVE coalition, and prepares learners for implementing CVE efforts.

These four modules include approximately 2 days of instruction that will enable the learner to understand successful components of and identify relevant local partners for whole community CVE approaches in their communities.

START makes every effort to accommodate the needs of learners requesting accommodations, and strives to create training content that is usable by people with all abilities and disabilities. To this end, START will make requests for accommodations a standard component of all registration processes.

Target Audience

With the explicit understanding that it is necessary to build community partnerships that are CVE-relevant but not necessarily CVE-specific, START's *Coalition-Building for CVE and Community Resilience* course is intended for diverse groups of learners who have the potential to contribute across the spectrum of CVE activities including engagement, prevention, intervention and rehabilitation and reintegration. Learners may include members from non-governmental organizations and civil society including professionals in the faith-based organizations, social work, mental health and the education fields as well as law enforcement agency personnel with responsibility for community policing and community engagement.

Prerequisites

Learners completing this course are encouraged to have previously completed at least one of the following: *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming*; *Countering Violent Extremist Narratives*; or *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism*. In addition, completion of the *Community Action for Resilience to Violent Extremism* course is strongly encouraged.

Required Materials

The course will require locations that will comfortably accommodate up to 35 participants and 2 course instructors per iteration. Each location will need AV equipment including access to a projector. All participants will be provided with a course guide.

Testing/Certification

The assessment strategy for the course will consist of three parts: an ungraded pre-test; ungraded appraisal of learner performance during practical exercises; a graded post-test; and a

graded final Practical Exercise, the completion of the logic model, to be turned in by each group at the conclusion of the training.

Pre-Test

The brief, ungraded pre-test for the course will be administered at the beginning of the course.

Ungraded Practical Exercises: Modules 1, 2, 3, and 4

Modules 1, 2, 3, and 4 will incorporate ungraded practical exercises, consisting of instructor observation and appraisal of learners' articulation of a personal goal for the course (Module 1); participation in both small group and large group discussion activities (Module 2); demonstration of active listening and compassionate listening skills for CVE coalition-building (Module 3); and development and articulation of a CVE action plan (logic model) tailored to their own community's needs and resources (Module 4). The primary purposes of these ungraded practical exercises are to focus the learners' attention on the most pertinent points of each module, to provide structured opportunities for practicing skills and applying knowledge, and to improve learner engagement with the material.

Post-Test

The brief, graded post-test for the course will be administered at the end of the course.

Graded Practical Exercise: Module 4

Module 4 includes an assessed practical exercise, in which learners, working with their small groups, develop and articulate a CVE action plan (logic model) tailored to their own community's needs and resources (Module 4). Each group will submit their final logic model at the end of the course to be graded by the instructors based on a grading rubric.

Course Completion

Successful completion of the course will depend on each learner's completion of the post-test and small group logic model with a combined score of at least 70% (post-test and logic model will be weighed equally and each account for 50% of the total grade).

Assessment will take place with two weeks of the course. Instructors will provide scores, written comment, and certificates of completion to each individual via email within two weeks of the conclusion of the training. Learners failing to make a passing grade will be given up to 2 additional opportunities to re-complete the assessment in an online format. Course instructors will address on a case-by-case basis situations in which a learner is unable to pass the assessment after these 2 additional attempts.

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Evaluation Strategy

START will conduct a three-stage evaluation of *Coalition-Building for CVE and Community Resilience*, 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 the course. 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

START will conduct a learning outcomes assessment of the course through examination of data from the course's pre-tests and post-tests. In addition, there will be an assessed practical exercise, a completed logic model, to determine learning gains for the course. In this module in particular, assessment of learning will be conducted by observation of the learners' participation in both small group and large group discussion in addition to the completion of a series of practical exercises including the development of a logic model for CVE.

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

Course Structure/Content Outline

Coalition-Building for CVE and Community Resilience

Pre-Test

Module 1: Course Introduction

- Topic 1: Course Description Overview
- Topic 2: Small Group Assignments

Module 2: Violent Extremism and Countering Violent Extremism

- Topic 1: Violent Extremism and CVE in the United States
- Topic 2: Countering Violent Extremism in the United States

Module 3: Whole Community Coalition-Building for CVE

- Topic 1: A Whole Community Approach
- Topic 2: Considerations in Your Community
- Topic 3: Outreach Strategies and Skills

Module 4: Designing Your Plan of Action for CVE

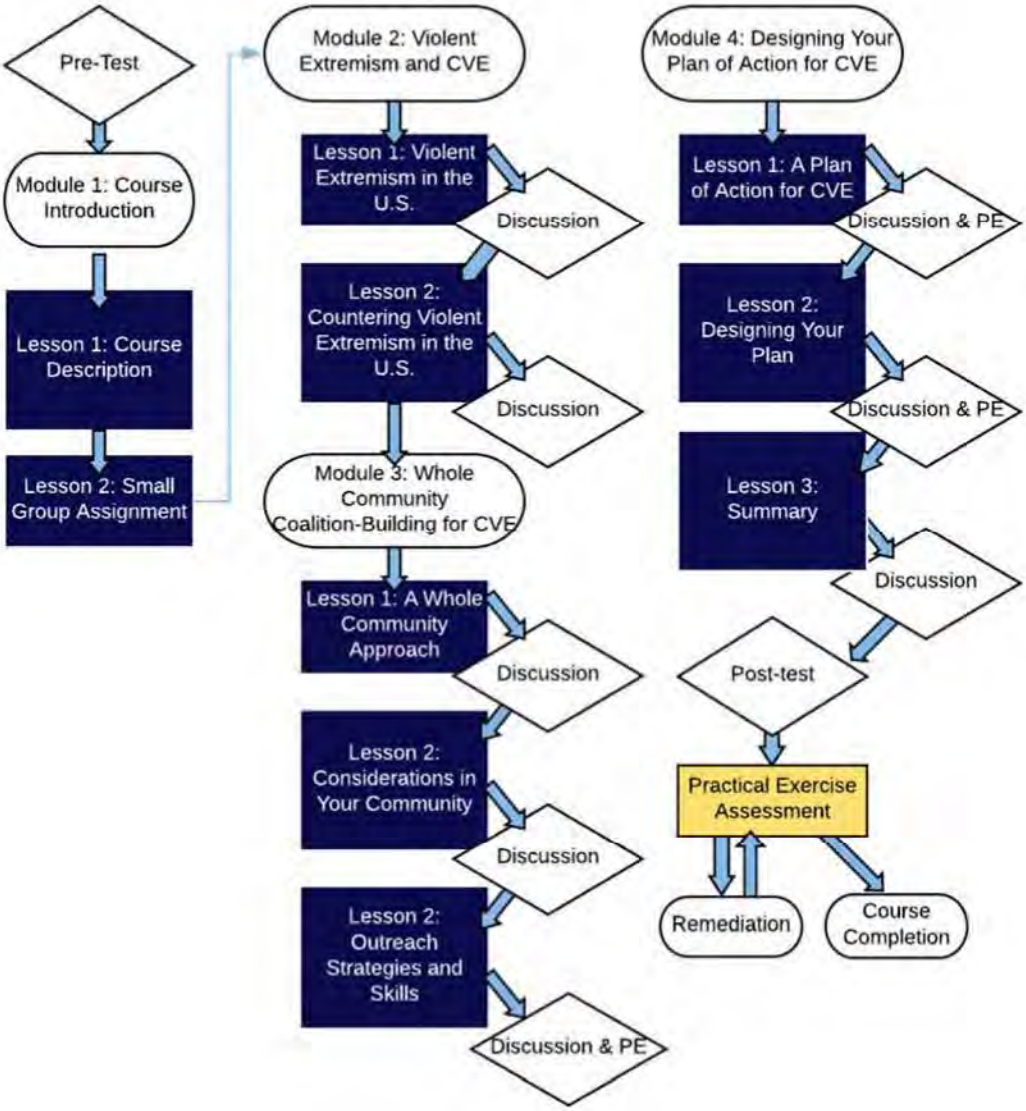
- Topic 1: A Plan of Action for CVE
- Topic 2: Designing Your Plan
- Topic 3: Summary

Post-Test

Satisfaction Survey

Assessed Practical Exercise

Course Progression



Course Design Matrix

Module 1: Course Introduction	
Scope Statement:	This introduction will provide an overview of the Coalition-Building for CVE and Community Resilience course including the program's goals, structure, schedule, evaluation methods, and certificate of completion.
Terminal Learning Objectives:	• After becoming familiar with the scope of the course content, learners will establish rapport with their small group members.

Topic Number and Title	Enabling Learning Objective	Instructional Strategy
1: Course description overview	Learners will be able to recognize the course goals, structure, schedule, evaluation methods and method of certificate issuance.	Lecture and slide film
2: Small Group Assignment	Learners will form the small groups in which they will work for the duration of the course.	Experience-sharing discussion
Assessment Strategy:	Learners will be observed participating in small group introductions.	

Module 2: Violent Extremism and Countering Violent Extremism	
Scope Statement:	*Violent Extremism and Countering Violent Extremism* provides an overview of Countering Violent Extremism in the United States, emphasizing the relationship between CVE and community resilience.
Terminal Learning Objectives:	• Learners will be able to define the terms violent extremism and countering violent extremism and their relationship with community resilience

Topic Number and Title	Enabling Learning Objective	Instructional Strategy
1: Violent Extremism in the United States	Learners will be able to recognize the definition of term *violent extremism* as used in this course and the characteristics of violent extremism in the United States	Lecture and guided discussion
2: Countering Violent Extremism (CVE) in the United States	Learners will be able to recognize the definition of countering violent extremism (CVE) as used in this course, and the characteristics of CVE in the United States	Lecture and guided discussion
Assessment Strategy:	Observation of small group activities and instructor-led debriefs.	

Module 3: Whole Community Coalition-Building for CVE	
Scope Statement:	*Coalition-Building for CVE* explores fundamentals of building collaborations, including considerations for outreach and coalition-building for whole community approaches to CVE.
Terminal Learning Objectives:	• Learners will be able to explain the importance of a whole community approach to addressing the threat of violent extremism and describe the requirements, resources and engagement strategies pertinent to building a community coalition for CVE.

Topic Number and Title	Enabling Learning Objective	Instructional Strategy
1: A Whole Community Approach to CVE	Learners will be able to describe existing whole community approaches to CVE, with an emphasis on prevention and intervention approaches involving the mental health and education fields, and their implications for CVE.	Lecture and guided discussion
2: Considerations in Your Community	Learners will be able to describe key considerations—such as existing needs and resources—for coalition-building and pursuing whole community approaches to CVE in their own communities.	Lecture and guided discussion
3: Outreach Strategies and Skills	Learners will be able to describe outreach strategies for CVE and demonstrate active listening skills for building whole community CVE coalitions.	Lecture and Practical Exercise: demonstration, role playing, and coaching

Assessment Strategy:	Observation of role play completion, small group activities and instructor-led debriefs: Learners will articulate existing needs and resources in their own communities, and will role play using active listening and compassionate listening for CVE coalition-building to address those needs and leverage those resources (and to further identify needs and resources).

Module 4: Designing Your Plan of Action for CVE	
Scope Statement:	*Designing Your Plan of Action for CVE* provides learners with knowledge and skills for strengthening community resilience through designing and articulating a plan for CVE.
Terminal Learning Objectives:	• Learners will design a logic model for a community-led CVE initiative.

Topic Number and Title	Enabling Learning Objective	Instructional Strategy
1: A Plan of Action for CVE	Learners will be able to apply a public health framework to the topic of CVE for the purpose of developing a CVE plan of action.	Lecture and guided discussion, Practical Exercise
2: Designing Your Plan of Action for CVE	Learners will create a Theory of Change and an accompanying logic model in order to help develop a CVE program and initiative.	Lecture and guided discussion, Practical Exercise
3: Summary	Learners will be able to summarize the five main points provided in this module.	Lecture and guided discussion
Assessment Strategy:	Observation of role play completion, small group activities and instructor-led debriefs. Graded scoring of a Logic Model for CVE completed by small groups and graded post-test.	

Course Agenda

DAY ONE

Modules 1-3

Arrival Sign-in	
9:15-9:30am	Registration Form and Pre-Test
9:30-9:55am	Module 1: Course Introduction
9:55-10:45am	Module 2: Violent Extremism and Countering Violent Extremism, Topic 1
10:45-10:55am	Break
10:55-11:40n	Module 2: Violent Extremism and Countering Violent Extremism, Topic 2
11:40-12:40pm	Lunch
12:40-1:25pm	Module 3: Whole Community Coalition-Building for CVE, Topic 1
1:25-2:35pm	Module 3: Whole Community Coalition-Building for CVE, Topic 2
2:35-2:45pm	Break
2:45-3:40pm	Module 3: Whole Community Coalition-Building for CVE, Topic 3
3:40-4:40pm	Module 4: A Plan of Action for CVE?
4:40-4:45pm	Wrap-up, Q&A

DAY TWO

Module 4: Designing Your Plan of Action for CVE

9:30-10:30am	Designing Your Plan of Action for CVE, Introducing a Logic Model
10:30-11:50am	Part A: Identify prevention tier and sample program in which to build a logic model
11:50-12:50pm	Lunch
12:50-1:15pm	Part B: Identify your outcomes
1:15-1:35pm	Part C: Identify your outputs
1:35-1:45pm	Break
1:45-2:10pm	Part D: Identify your process and interventions
2:10-2:30pm	Part E: Identify your inputs
2:30-3:10pm	Part F: Report outs
3:10-3:35pm	Large Group Debrief
3:35-3:40pm	Module Key Point Review
3:40-4:00pm	Post-test and Reaction Survey

Countering Violent Extremism and Community Policing Online Training for Command Staff

Course Design Document – WBT

February 2016

FEMA

Course Description

Overview

This training will raise awareness and understanding of violent extremism; identify the differences between Constitutionally-protected cultural, societal, and religious behavior versus indicators of criminal behavior; promote and support community policing, community engagement, and strengthening partnerships to promote information-driven, community-based solutions to prevent violent extremism; address the gaps identified, and be guided by, the five priority areas identified in the *Strategic Implementation Plan For Empowering Local Partners to Prevent Violent Extremism in the United States* (SIP); prioritizes civil rights and civil liberties; and adheres to the Department of Homeland Security (DHS) CVE Training Guidelines.

Scope

This training will include online courses that provide law enforcement command and executive staff with information and tools about different types of violent extremists, a definition and examples of radicalization, how to assess threats and potential targets, the implications on officer safety, the importance of building partnerships with community organizations, understanding different cultures and people, the importance of community policing, and how to engage community members in preventing acts of terrorism and violent extremism

Target Audience

The training is intended for Chief Executives/Command Officers.

Prerequisites

None.

Required Materials

Must have access to a computer, laptop, or tablet and have Internet access.

Testing/Certification

IACP will use multiple performance-based evaluation methods. The IACP will require every individual to register prior to receiving access. The registration will include name, title/rank, agency, city, state, and contact information. Information will be gathered about the number of people that successfully complete each module and course through pre- and post- module questionnaires. These questionnaires will be analyzed to determine the effectiveness of the modules. The number of registrants for each track and the number of times a specific module is taken will also be used to identify areas of interest. This will inform the production of additional roll call releases and regular social media updates that complement the information already provided. Combined, this data will be analyzed regularly to verify that a cohesive and comprehensive education is provided.

Reference List

HSIN portal, news articles, online trainings, related websites.

Evaluation Strategy

Pre and post tests will be given for each module.

Technical Requirements

Must have access to a computer, laptop, or tablet and Internet access.

Course Structure/Content Outline

Training Format:

Chief Executive/Command Officers Track

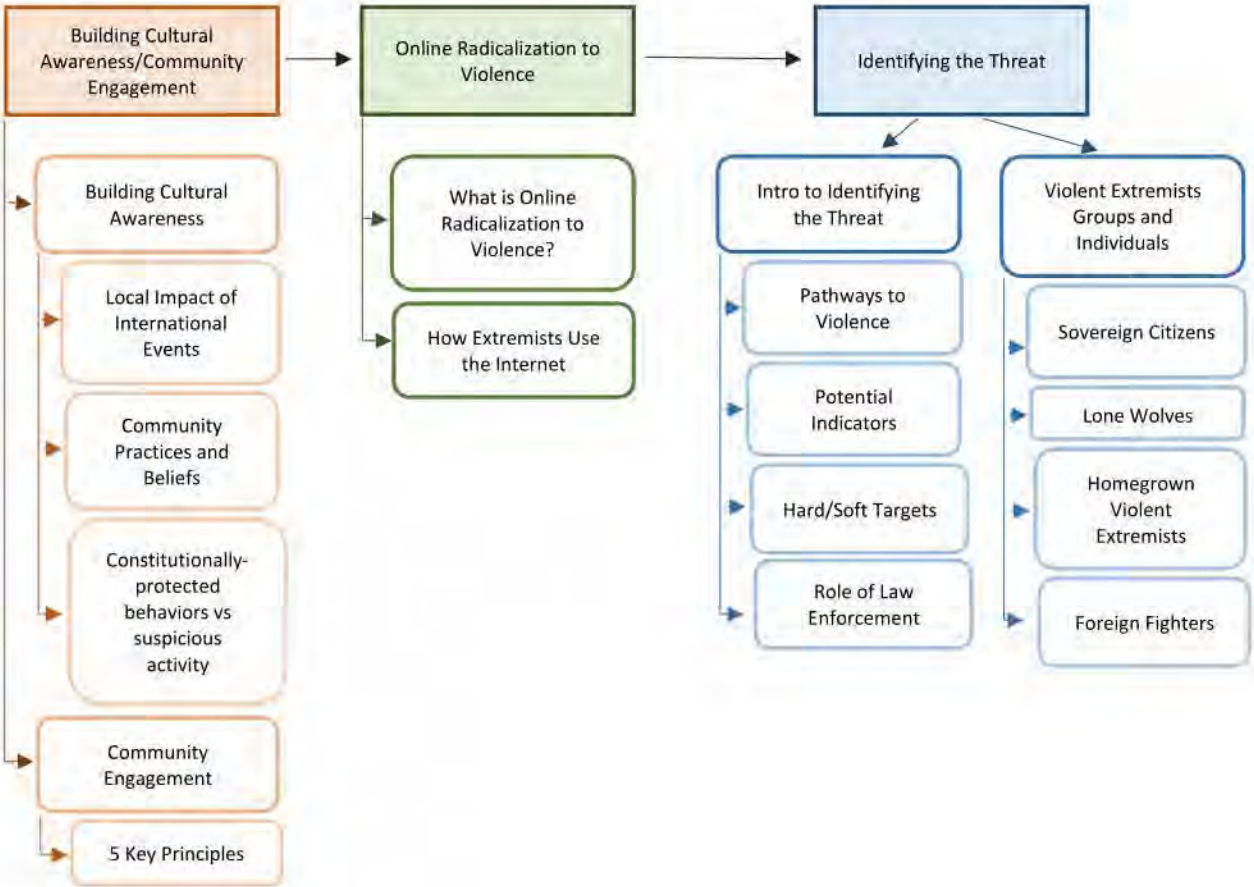
Modules:

- Building Cultural Awareness and Community Engagements
  - Building Cultural Awareness
    - International Events have Local Repercussions/Real World Implications
    - Practices and beliefs of various sects of the community
    - Constitutionally-protected behaviors vs. suspicious activities
  - Community Engagement
    - Five Key Principles
- Online Radicalization
  - What is online radicalization to violence?
  - How different extremist individuals/groups use the Internet and what sites they use.
- Identifying the Threat
  - Introduction to Identifying the Threat
    - Pathways to Violence
    - Potential Indicators
    - Hard/Soft Targets
    - The Role of Law Enforcement
  - Violent Extremist Groups and Individuals
    - Sovereign Citizens
    - Lone Wolves
    - Homegrown Violent Extremists
    - Foreign Fighters

Course Progression

Modules flow from one to the next. After learning about Community Engagement, the next module will cover cultural intelligence. In turn, we will help learners understand how to identify the threat via violent extremist groups, as well as online radicalization, and soft targets in their communities.

Each track builds on the next and we will follow a consistent format in each. The only difference will be the depth of information shared, depending on the person taking the course. Obviously, a command officer will require very different information than an Academy Director.



Course Design Matrix

Community Engagement

- **Scope Statement:** This module will cover the five key principles of Community Policing and Countering Violent Extremism for Law Enforcement.
- **Terminal Learning Objective (TLO):** Identify the five key principles of community policing/engagement and countering violent extremism.
- **Enabling Learning Objectives (ELO):** Learners will understand how to foster and enhance trusting partnerships in the community, how to engage all residents to address public safety matters, how to leverage public and private stakeholders, how to utilize all partnerships to counter violent extremism, and how to train all members of a department.
- **Lesson Topics:** Five Key Principles
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests.

Building Cultural Awareness

- **Scope Statement:** This module will discuss building cultural awareness within law enforcement departments and communities.
- **Terminal Learning Objective (TLO):** Learners will understand that international events have local repercussions/real world implications and vice versa.
- **Enabling Learning Objectives (ELO):** Learners will be attuned to the practices and beliefs of various sects of the community. Learners will also understand the differences between Constitutionally-protected behaviors vs. suspicious activities.
- **Lesson Topics:** International Events have local repercussions and vice versa. Constitutionally protected behaviors.
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests.

Identifying the Threat

- **Scope Statement:** This module will cover such topics as violent extremist groups and individuals, online radicalization, and soft targets in communities.
- **Terminal Learning Objective (TLO):** Identify and define violent extremist groups and their characteristics. Define online radicalization to violence. Assess how different extremist individuals/groups use the Internet and identify which sites they use. Identify and define what a soft target is.
- **Enabling Learning Objectives (ELO):** Learners will have working knowledge of al Qaeda and affiliates; sovereign citizens; homegrown violent extremists; foreign fighters; and love wolves. Learners will have working knowledge of online radicalization and why it matters to law enforcement. Learners will have takeaways on how popular social media sites are used to radicalize individuals and which sites are used. Learners will be able to define what a soft target is, why it is important, and name at least two examples of events involving soft targets.

- **Lesson Topics:** Violent Extremist Groups and Individuals; Online Radicalization; Soft Targets in the Community.
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests

Estimated Contact Time

Each module is designed to allow students to read at their own pace but on average, it will take each student approximately 1-2 minutes per content screen with the exception of those screens that include videos. Knowledge check questions are contained throughout each module and student response time will vary, although as with the content screens, should take approximately 1-2 minutes to respond.

Modules

- Building Cultural Awareness and Community Engagements – 45 minutes
  - Building Cultural Awareness
    - International Events have Local Repercussions/Real World Implications
    - Practices and beliefs of various sects of the community
    - Constitutionally-protected behaviors vs. suspicious activities
  - Community Engagement
    - Five Key Principles
- Online Radicalization – 45 minutes
  - What is online radicalization to violence?
  - How different extremist individuals/groups use the Internet and what sites they use.
- Identifying the Threat – 3 hours
  - Introduction to Identifying the Threat
  - Violent Extremist Groups and Individuals
    - Sovereign Citizens
    - Homegrown Violent Extremists
    - Foreign Fighters
    - Lone Wolves

Countering Violent Extremism and Community Policing Online Training for Line Officers

Course Design Document – WBT

February 2016

FEMA

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Overview

This training will raise awareness and understanding of violent extremism; identify the differences between Constitutionally-protected cultural, societal, and religious behavior versus indicators of criminal behavior; promote and support community policing, community engagement, and strengthening partnerships to promote information-driven, community-based solutions to prevent violent extremism; address the gaps identified, and be guided by, the five priority areas identified in the *Strategic Implementation Plan For Empowering Local Partners to Prevent Violent Extremism in the United States* (SIP); prioritizes civil rights and civil liberties; and adheres to the Department of Homeland Security (DHS) CVE Training Guidelines.

Scope

This training will include online courses that provide line officers with information and tools about different types of violent extremists, a definition and examples of radicalization, how to assess threats and potential targets, the implications on officer safety, the importance of building partnerships with community organizations, understanding different cultures and people, the importance of community policing, and how to engage community members in preventing acts of terrorism and violent extremism

Target Audience

The training is intended for line officers.

Prerequisites

None.

Required Materials

Must have access to a computer, laptop, or tablet and have Internet access.

Testing/Certification

IACP will use multiple performance-based evaluation methods. The IACP will require every individual to register prior to receiving access. The registration will include name, title/rank, agency, city, state, and contact information. Information will be gathered about the number of people that successfully complete each module and course through pre- and post- module questionnaires. These questionnaires will be analyzed to determine the effectiveness of the modules. The number of registrants for each track and the number of times a specific module is taken will also be used to identify areas of interest. This will inform the production of additional roll call releases and regular social media updates that complement the information already provided. Combined, this data will be analyzed regularly to verify that a cohesive and comprehensive education is provided.

Reference List

HSIN portal, news articles, online trainings, related websites.

Evaluation Strategy

Pre and post tests will be given for each module.

Technical Requirements

Must have access to a computer, laptop, or tablet and Internet access.

Course Structure/Content Outline

Training Format:

Frontline Officers Track

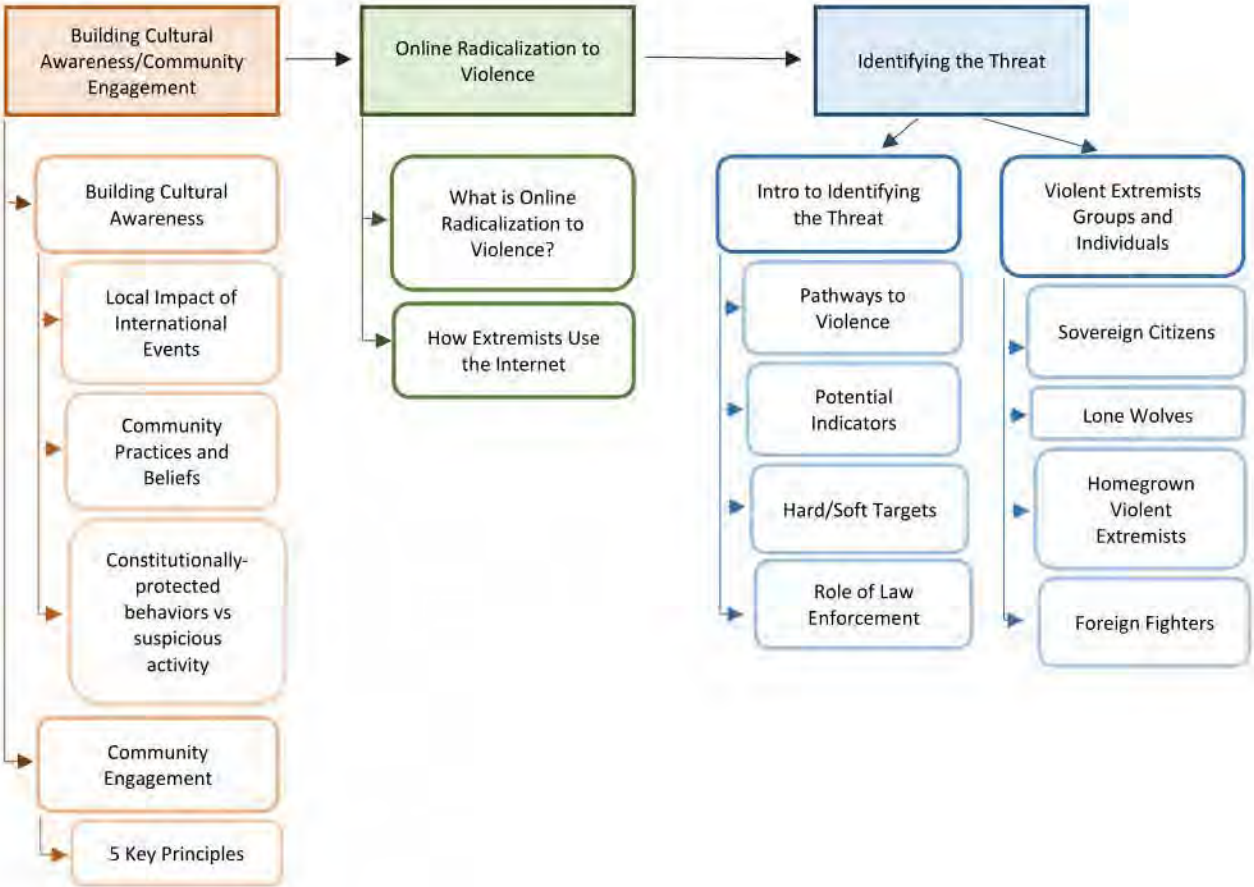
Modules:

- Building Cultural Awareness and Community Engagements
  - Building Cultural Awareness
    - International Events have Local Repercussions/Real World Implications
    - Practices and beliefs of various sects of the community
    - Constitutionally-protected behaviors vs. suspicious activities
  - Community Engagement
    - Five Key Principles
- Online Radicalization
  - What is online radicalization to violence?
  - How different extremist individuals/groups use the Internet and what sites they use.
- Identifying the Threat
  - Introduction to Identifying the Threat
    - Pathways to Violence
    - Potential Indicators
    - Hard/Soft Targets
    - The Role of Law Enforcement
  - Violent Extremist Groups and Individuals
    - Sovereign Citizens
    - Lone Wolves
    - Homegrown Violent Extremists
    - Foreign Fighters

Course Progression

Modules flow from one to the next. After learning about Community Engagement, the next module will cover cultural intelligence. In turn, we will help learners understand how to identify the threat via violent extremist groups, as well as online radicalization, and soft targets in their communities.

Each track builds on the next and we will follow a consistent format in each. The only difference will be the depth of information shared, depending on the person taking the course. Obviously, a line officer will require very different information than an Academy Director.



Course Design Matrix

Community Engagement

- **Scope Statement:** This module will cover the five key principles of Community Policing and Countering Violent Extremism for Law Enforcement.
- **Terminal Learning Objective (TLO):** Identify the five key principles of community policing/engagement and countering violent extremism.
- **Enabling Learning Objectives (ELO):** Learners will understand how to foster and enhance trusting partnerships in the community, how to engage all residents to address public safety matters, how to leverage public and private stakeholders, how to utilize all partnerships to counter violent extremism, and how to train all members of a department.
- **Lesson Topics:** Five Key Principles
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests.

Building Cultural Awareness

- **Scope Statement:** This module will discuss building cultural awareness within law enforcement departments and communities.
- **Terminal Learning Objective (TLO):** Learners will understand that international events have local repercussions/real world implications and vice versa.
- **Enabling Learning Objectives (ELO):** Learners will be attuned to the practices and beliefs of various sects of the community. Learners will also understand the differences between Constitutionally-protected behaviors vs. suspicious activities.
- **Lesson Topics:** International Events have local repercussions and vice versa. Constitutionally protected behaviors.
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests.

Identifying the Threat

- **Scope Statement:** This module will cover such topics as violent extremist groups and individuals, online radicalization, and soft targets in communities.
- **Terminal Learning Objective (TLO):** Identify and define violent extremist groups and their characteristics. Define online radicalization to violence. Assess how different extremist individuals/groups use the Internet and identify which sites they use. Identify and define what a soft target is.
- **Enabling Learning Objectives (ELO):** Learners will have working knowledge of al Qaeda and affiliates; sovereign citizens; homegrown violent extremists; foreign fighters; and love wolves. Learners will have working knowledge of online radicalization and why it matters to law enforcement. Learners will have takeaways on how popular social media sites are used to radicalize individuals and which sites are used. Learners will be able to define what a soft target is, why it is important, and name at least two examples of events involving soft targets.

- **Lesson Topics:** Violent Extremist Groups and Individuals; Online Radicalization; Soft Targets in the Community.
- **Instructional Strategy:** Instructional strategy will include interactive tutorial, case studies, and success stories.
- **Assessment Strategy:** Pre- and post-tests

Estimated Contact Time

Each module is designed to allow students to read at their own pace but on average, it will take each student approximately 1-2 minutes per content screen with the exception of those screens that include videos. Knowledge check questions are contained throughout each module and student response time will vary, although as with the content screens, should take approximately 1-2 minutes to respond.

Modules

- Building Cultural Awareness and Community Engagements – 45 minutes
  - Building Cultural Awareness
    - International Events have Local Repercussions/Real World Implications
    - Practices and beliefs of various sects of the community
    - Constitutionally-protected behaviors vs. suspicious activities
  - Community Engagement
    - Five Key Principles
- Online Radicalization – 45 minutes
  - What is online radicalization to violence?
  - How different extremist individuals/groups use the Internet and what sites they use.
- Identifying the Threat – 3 hours
  - Introduction to Identifying the Threat
  - Violent Extremist Groups and Individuals
    - Sovereign Citizens
    - Homegrown Violent Extremists
    - Foreign Fighters
    - Lone Wolves

Integrating Mental Health and Education Approaches into Countering Violent Extremism

February 2018

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

Revision History

Version #	Implemented By	Revision Date	Reason
1.0	Liberty Day	4/27/2016	Initial Draft created in conjunction with Meredith Collier, Stevan Weine and Chloe Polutnik, Countering Violent Extremism SME.
2.0	Liberty Day	12/19/2016	Revised draft created in conjunction with Meredith Collier, Stevan Weine and Chloe Polutnik, Countering Violent Extremism SME after feedback from FEMA.
3.0	Meredith Collier-Murayama	03/10/2017	Revised after storyboard revisions
4.0	Liberty Day	09/13/2017	Revised after internal pilot
5.0	Liberty Day	02/05/2018	Revised after external SME review

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 *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* course to provide community-focused, multi-disciplinary, and rigorously-researched instruction on countering violent extremism. Countering Violent Extremism (CVE) consists of various prevention and intervention approaches to increase the resilience of communities to violent extremist recruitment narratives, provide non-violent avenues for expressing grievances, educate communities about the threat of online recruitment and radicalization to violence, and other innovative community-based approaches (DHS). This course will examine current practices from the mental health and education fields that could contribute to whole community approaches to countering violent extremism, and will also suggest how mental health and education practitioners can get involved in current efforts to counter violent extremism.

Core Capabilities

START will draw upon cutting-edge, original research to develop course content aimed at enhancing participants' core capabilities in the Prevention Mission. Specifically, *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* will address the Planning Core Capability of the Prevention Mission Area in order to help participants conduct a systematic process for engaging the whole community regarding countering violence extremism.

Scope

As Countering Violent Extremism practice has developed, experts and communities have called for a multidisciplinary approach to Countering Violent Extremism prevention, intervention and rehabilitation programming, drawing on expertise in related fields such as mental health and education. Within the mental health field, this will draw upon areas such as violence risk assessment, threat assessment, suicide screening and prevention, community-based participatory research, community mobilization and strengthening, preventive research and interventions, multilevel and structural interventions, resilience, human development, cult research, interventions for sexual predators, school-based mental health interventions, faith-based mental health interventions, screening for mental health/trauma, school bullying assessment and intervention, school shooters assessment and intervention, gang prevention, and internet safety programs. In the field of education, this will include areas such as multicultural and immigrant education, asset-based approaches, family and community engagement with school, cultural proficiency teacher training, student engagement and youth identity development.

The course *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* provides instruction on how mental health and education professionals may collaboratively address the multidimensional needs of individuals and communities

contending with violent extremism. This course is comprised of three modules on Countering Violent Extremism based on multiple completed and ongoing START research projects conducted over the past ten years.

After a first introductory module, the second module, "Roles for Mental Health and Education Professionals in Countering Violent Extremism," focuses on the roles that mental health and education professionals already play or could play in Countering Violent Extremism and how they can get involved in Countering Violent Extremism prevention and intervention initiatives. The third module, "Connecting Countering Violent Extremism with Mental Health and Education," examines the needs in the Countering Violent Extremism field that could be met by approaches from the fields of mental health and education, and also identifies important lessons learned for Countering Violent Extremism from mental health and education fields.

These three modules include approximately 2.75 hours of instruction in total that draw on the experience and capabilities present in the mental health and education fields and identifies areas of multidisciplinary collaboration and/or knowledge transfer within Countering Violent Extremism practices and programs.

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 *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* is intended primarily for mental health professionals and education professionals; however other CVE practitioners and policymakers may also benefit from the course. Mental health professionals can include health care practitioners and service providers who offer services to improve a person's mental health; this can include persons in the private, non-profit, or state sector, including psychiatrists, psychologists, counselors, and social workers. Education professionals can include school administrators and teachers across all education levels in public and private schools, school counselors, and representatives from college and university campus communities. In addition, this class will help CVE practitioners outside of the mental health and education fields understand the capabilities and limitations of mental health and education approaches to countering violent extremism.

Prerequisites

There is no prerequisite for this course other than knowledge and experience gained in a professional mental health and education setting. Prior completion of the course *Community-Led Action for Resilience to Violent Extremism* is strongly encouraged.

Required Materials

Please see the Technical Requirements section for more information.

Testing/Certification

The assessment strategy for the course 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 and 3

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 START will capture performance data to assist in its evaluation strategy, described in more detail below.

- Module 2 pre-test questions: The pre-test will consist of 6 multiple choice or true/false questions, with 1 question targeting each of the following learning objectives:
  1. Learners will be able to define the terms *violent extremism* and *countering violent extremism* used in this course.
  2. Learners will be able to identify 2 ways in which community-based efforts for Countering Violent Extremism can address the threat of violent extremism.
  3. Learners will be able to recognize 2 ways in which this course seeks to connect the fields of mental health and education with Countering Violent Extremism.
  4. Learners will be able to describe information about Countering Violent Extremism in the United States of which mental health and education professionals should be aware.
  5. Learners will be able to identify some of the ways in which mental health and education professionals can be team members for Countering Violent Extremism.
  6. Learners will be able to identify some of the ways in which mental health and education professionals can be leaders for Countering Violent Extremism.

- Module 3 pre-test questions: The pre-test will consist of 8 multiple choice or true/false questions, with 1 question targeting each of the following learning objectives:
  1. Learners will be able to define the term *prevention* used in this course.
  2. Learners will be able to define the term *intervention* used in this course.
  3. Learners will be able to identify possible consequences of failing to engage and empower communities in a Countering Violent Extremism context.
  4. Learners will be able to recognize 2 possible benefits of using multi-disciplinary teams in a Countering Violent Extremism context.
  5. Learners will be able to recognize the value of creating strength-based programs in a Countering Violent Extremism context.
  6. Learners will be able to identify 3 possible examples of building program sustainability in a Countering Violent Extremism context.
  7. Learners will be able to describe one strategy for making informed, ethical decisions about responding to a possible threat to public safety.
  8. Learners will be able to describe one strategy for preventing violence in schools.

Post-tests

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 START 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.

- Module 2 pre-test questions: The pre-test will consist of 7 multiple choice or true/false questions, with 1 question targeting each of the following learning objectives:
  1. Learners will be able to define the terms *violent extremism* and *countering violent extremism* used in this course.
  2. Learners will be able to identify 2 ways in which community-based efforts for Countering Violent Extremism can address the threat of violent extremism.
  3. Learners will be able to recognize 2 ways in which this course seeks to connect the fields of mental health and education with Countering Violent Extremism.
  4. Learners will be able to describe information about Countering Violent Extremism in the United States of which mental health and education professionals should be aware.
  5. Learners will be able to identify some of the ways in which mental health and education professionals can be team members for Countering Violent Extremism.
  6. Learners will be able to identify some of the ways in which mental health and education professionals can be leaders for Countering Violent Extremism.

- Module 3 pre-test questions: The pre-test will consist of 8 multiple choice or true/false questions, with 1 question targeting each of the following learning objectives:
  1. Learners will be able to define the term *prevention* used in this course.
  2. Learners will be able to define the term *intervention* used in this course.
  3. Learners will be able to identify possible consequences of failing to engage and empower communities in a Countering Violent Extremism context.
  4. Learners will be able to recognize 2 possible benefits of using multi-disciplinary teams in a Countering Violent Extremism context.
  5. Learners will be able to recognize the value of creating strength-based programs in a Countering Violent Extremism context.
  6. Learners will be able to identify 3 possible examples of building program sustainability in a Countering Violent Extremism context.
  7. Learners will be able to describe one strategy for making informed, ethical decisions about responding to a possible threat to public safety.
  8. Learners will be able to describe one strategy for preventing violence in schools.

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Evaluation Strategy

START will conduct a two-stage evaluation of *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* 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 each module. 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 each module through examination of data from the module's pre-tests and post-tests. We will compare pre- and post-test data for each student to determine their learning gains over the course of the module.

[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 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

Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming

Pre-Test

Module 1: Course Introduction

Lesson 1: How to Navigate the Modules

- Topic 1.a: Using the Learning Delivery Platform
- Topic 1.b: Accessing Assistance

Lesson 2: Introduction to Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming

- Topic 2.a: Course History
- Topic 2.b: Course Description

Module 2: Roles for Mental Health and Education Professionals in Countering Violent Extremism

Lesson 1: Module 2 Overview

- Topic 1.a: Module Overview

Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions

- Topic 2.a: Violent Extremism
- Topic 2.b: Countering Violent Extremism
  Topic 2.c: Connecting CVE with the Fields of Mental Health and Education

Lesson 3: Tiers of CVE Involvement for Mental Health and Education Professionals

- Topic 3.a: Be Informed
- Topic 3.b: Be a Team Member
- Topic 3.c: Be a Leader

Lesson 4: Module Summary

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

Module 3: Connecting Countering Violent Extremism with Mental Health and Education Practices

Lesson 1: Module 3 Overview

- Topic 1.a: Module Overview

Lesson 2: Prevention and Intervention for CVE: Approaches from Mental Health and Education

- Topic 2.a: Prevention
- Topic 2.b: Intervention

Lesson 3: The Whole Community Approach: Lessons Learned from Mental Health and Education

- Topic 3 a: Engaging and Empowering Communities
- Topic 3.b: Using Multi-level, Multi-disciplinary Programs
- Topic 3.c: Creating Strengths-Based Programs
- Topic 3.d: Building Sustainable Programs

Lesson 4: Considerations for CVE Involvement by Mental Health and Education Professionals: Lessons Learned from School Violence Prevention Programs

- Topic 4.a: Preventing Violence in Schools: Ethical and Legal Considerations
- Topic 4.b: Strategies for Preventing Violence in Schools

Lesson 5: Module Summary

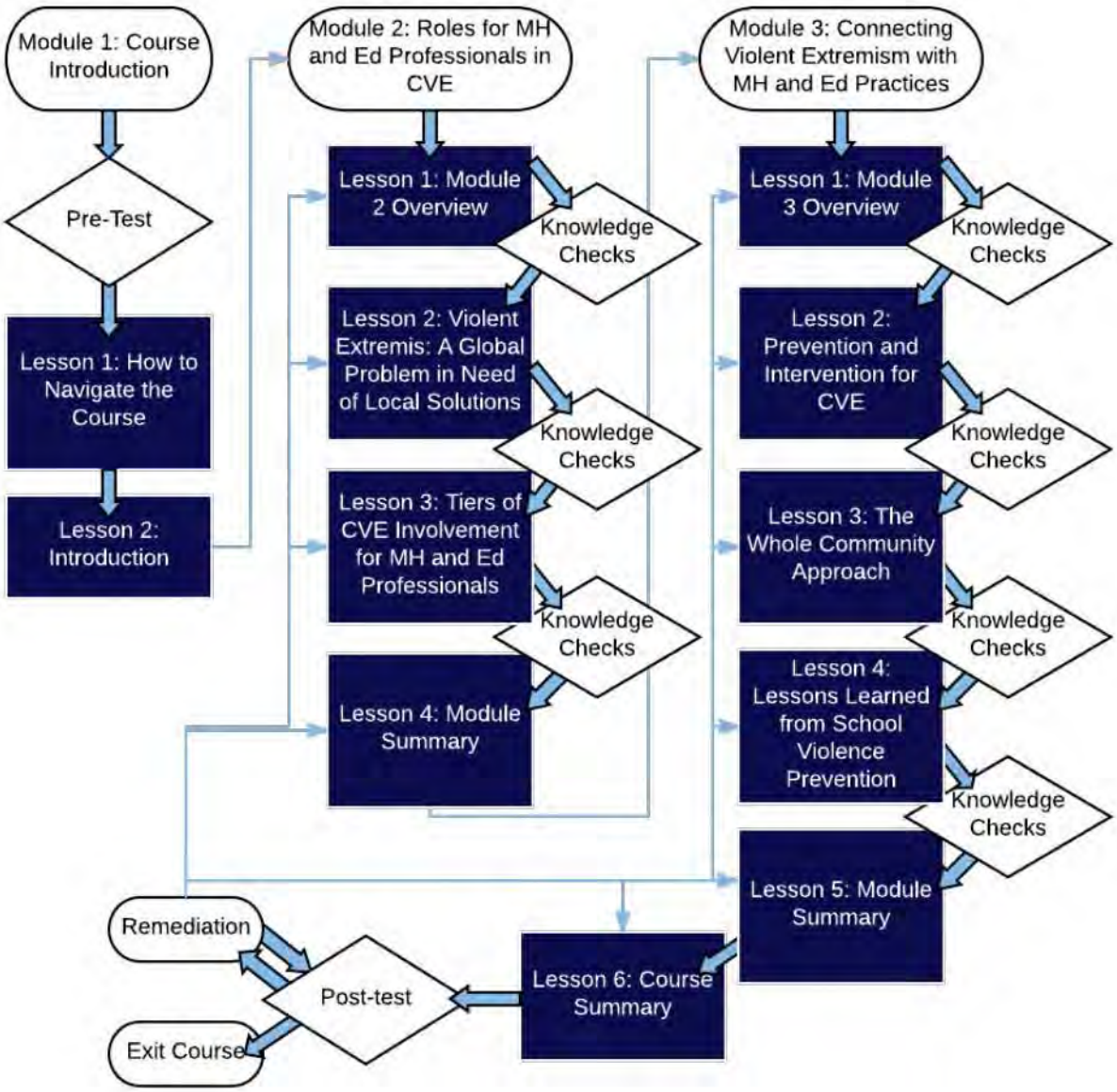
- 5.a: Summary of Module 3
- 5.b: What's Next?

Lesson 6: Course Summary

- 6.a: Summary of Course
- 6.b: Activity

Post-Test

Course Progression



Course Design Matrix

Module 1: Course Introduction	
Scope Statement:	This introduction will provide an overview of the Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming course including the program's goals, modules, and navigation.
Terminal Learning Objectives:	• Learners will be able to identify *Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming* course goals and module content.

Introduction Module, Lesson 1: How to Navigate the Modules			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Using the Learning Delivery Platform	Learners will be able to navigate *Integrating Mental Health and Education Approaches into CVE* Learning Delivery Platform.	I	Text, Audio, and Video presentation; Tutorial
1.b: Accessing Assistance	Learners will be able to locate instructions for communicating with course facilitators.	I	Text, Audio and Video presentation; FAQs; Private communication
Assessment Strategy:	A pre-test will be administered prior to initiating the course.		

Module 1, Lesson 2: Introduction to Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Course History	Learners will be able to recognize START's organizational description and mission.	I	Text, Audio, and Video presentation
2.b: Course description overview	Learners will be able to recognize the course goals, structure, schedule, evaluation methods, and method of certificate issuance.	I	Text, Audio, and Video presentation
Assessment Strategy:	A pre-test will be administered prior to initiating the course.		

Module 2: Roles for Mental Health and Education Professionals in Countering Violent Extremism	
Scope Statement:	*Roles for Mental Health and Education Professionals in Countering Violent Extremism* first provides an overview of the field of Countering Violent Extremism, then examines the needs for contributions from the fields of mental health and education to Countering Violent Extremism. Then, the module explores roles that mental health and education professionals could play in Countering Violent Extremism.
Terminal Learning Objectives:	• Participants will be able to identify tiers of involvement for mental health and education professionals in community-based efforts to counter violent extremism.

Module 2, Lesson 1: Module 2Overview			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Purpose of Module 2	Learners will view Module 2's terminal learning objective and lesson topics.	I	Text and Audio
Assessment Strategy:	A final post-test will be completed at the end of the course with 1 item matching each of the Module 2 learning objectives.		

Module 2, Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Violent Extremism	Learners will define the definition of the term *violent extremism* used in this course, by selecting the correct option with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations;
2.b: Countering Violent Extremism	Learners will be able to identify 2 ways in which community-based efforts to counter violent extremism can address the threat of violent extremism with 100% accuracy.	II	Text and Audio; Tests and examinations;
2.c: Connecting CVE with the Fields of Mental Health and Education	Learners will be able to recognize 2 ways in which this course seeks to connect the fields of mental health and education with CVE with 100% accuracy.	II	Text and Audio; Role play scenario; Tests and examinations;
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 3 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: Tiers of CVE Involvement for Mental Health and Education Professionals			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Be Informed	Learners will be able to recognize information about CVE in the United States of which mental health and education professionals should be aware, with 100% accuracy.	II	Text and Audio; Case study; Role play scenario; Tests and examinations;
3.b: Be a Team Member	Learners will be able to identify some of the ways in which mental health and education professionals can be team members for CVE, with 100% accuracy.	II	Text and Audio; Case study; Role play scenario; Tests and examinations;
3.c: Be a Leader	Learners will be able to identify some of the ways in which mental health and education professionals can be leaders for CVE, with 100% accuracy.	II	Text and Audio; Case study; Role play scenario; Tests and examinations;
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 3 true/false or multiple choice questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 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: Summary of Module 2	Learners will be able to identify major points described in all of the module's lesson objectives.	I	Text and Audio
4.b: Module 3 Preview	Learners will view of the general purpose of Module 3.	I	Text and Audio
Assessment Strategy:	A final post-test will be completed at the end of the course with 1 item matching each of the Module 2 learning objectives.		

Module 3: Connecting Countering Violent Extremism with Mental Health and Education Practices	
Scope Statement:	*Connecting Countering Violent Extremism with Mental Health and Education Practices* identifies practices and lessons learned from the fields of mental health and education with implications for Countering Violent Extremism.
Terminal Learning Objectives:	• Learners will be able to identify existing practices and lessons-learned from the fields of mental health and education that may have implications for CVE, as well as recognizing considerations for mental health and education professionals involved in CVE.

Module 3, Lesson 1: Module 3 Overview			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Purpose of Module 3	Learners will view Module 3's terminal learning objective and lesson topics.	I	Text and Audio
Assessment Strategy:	A final post-test will be completed at the end of the course with 1 item matching each of the Module 3 learning objectives.		

Module 3, Lesson 2: Prevention and Intervention in Countering Violent Extremism			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Prevention	Learners will be able to define the term *prevention* used in this course, by selecting the correct option with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
2.b: Intervention	Learners will be able to define the term *intervention* used in this course, by selecting the correct option with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 2 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 1 item matching each of the above learning objectives.		

Module 3, Lesson 3: The Whole Community Approach: Lessons Learned from Mental Health and Education			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Engaging and empowering communities	Learners will be able to identify possible consequences of failing to engage and empower communities in a CVE context, with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
3.b: Using multi-level, multi-disciplinary programs	Learners will be able to recognize 2 possible benefits of using multi-disciplinary teams in a CVE context, with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
3.c: Creating strengths-based programs	Learners will be able to recognize the value of creating strength-based programs in a CVE context, with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
5.b: Building sustainable programs	Learners will be able to identify 3 possible examples of building program sustainability in a CVE context, with 100% accuracy.	II	Text and Audio; Case study; Tests and examinations
Assessment Strategy:	Ungraded, brief knowledge check questions 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 1 item matching each of the above learning objectives.		

Module 3, Lesson 4: Considerations for CVE Involvement by Mental Health and Education Professionals: Lessons Learned from School Violence Prevention Programs			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Preventing violence in schools: Ethical and legal considerations	Learners will be able to describe one strategy for making informed, ethical decisions about responding to possible threats to public safety, with 100% accuracy.	II	Text and Audio; Tests and examinations;
4.b: Strategies for preventing violence in schools	Learners will be able to describe one strategy for preventing school violence, with 100% accuracy.	II	Text and Audio; Tests and examinations;
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 2 true/false questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 3, Lesson 5: Module Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
5.a: Summary of Module 3	Learners will be able to identify major points described in all of the module's lesson objectives.	II	Text and Audio; Tests and examinations
5.b: What's Next?	Learners will be view of the general purpose of Module 3, Lesson 6: Course Summary.		
Assessment Strategy:	A final post-test will be completed at the end of the course with 1 item matching each of the Module 3 learning objectives.		

Module 3, Lesson 6: Course Summary			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
6.a: Summary of Course	Learners will be able to identify major points described in all of the course's lesson objectives.	I	Text and Audio
6.b: What's Next?	Learners will be asked to determine how their learning in this course would inform their response to a fictional CVE-related scenario, and how it will inform their actions after the course.	II	Text and Audio; Role play scenario
Assessment Strategy:	A final post-test will be completed at the end of the course with 1 item matching each of the Module 3 learning objectives.		

Estimated Contact Time

Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming (162 minutes)

Pre-test (10 minutes)

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Pre-test (15 min.):** Approximately 15 questions
- **Total Screens/Minutes:** 0 screens/1- minutes

Module 1: Course Introduction (15 minutes)

Lesson 1: How to Navigate the Modules

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (8 min.):** 6 screens at approximately 1-2 minutes
- **Knowledge Check (KC) (1 min.):** 1 screen
- **Total Screens/Minutes:** 8 screens/10 minutes

Lesson 2: Introduction to Integrating Mental Health and Education Approaches into Countering Violent Extremism Programming

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (4 min.):** 6 screens at approximately 1 minute or less each
- **Total Screens/Minutes:** 8 screens/ 5 minutes

Module 2: Making the Connections Between Countering Violent Extremism and Mental Health and Education (52 minutes)

Lesson 1: Module 2 Overview

- **Objective Screens (1 min.):** 2 objective screens
- **Content Screens (2 min.):** 3 content screens
- **Knowledge Check (KC) (0 min.):** 0 screens
- **Total Screens/Minutes:** 5 screens/ 3 minutes

Lesson 2: Violent Extremism: A Global Problem in Need of Local Solutions

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (25 min.):** 12 screens at 1-2 minutes each
- **Knowledge Check (KC) (3 min.):** 6 screens

- **Total Screens/Minutes:** 26 screens/ 29 minutes

Lesson 3: Tiers of CVE Involvement for Mental Health and Education Professionals

- **Objective Screens (1 min.):** 2 screens
- **Content Screens (12 min.):** 10 screens at 1-2 minutes per screen
- **Knowledge Check (KC) screens (3 min.):** 6 screens
- **Total Screens/Minutes:** 23 screens/ 19 minutes

Lesson 4: Module summary

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (3 min.):** 3 slides at 2 minutes per screen
- **Total Screens/Minutes:** 5 slides / 4 minutes

Module 3: Connecting Countering Violent Extremism with Mental Health and Education Practices (65 minutes)

Lesson 1: Module 3 Overview

- **Objective Screens (1 min.):** 2 objective screens
- **Content Screens (1 min.):** 3 content screens
- **Knowledge Check (KC) (0 min.):** 0 screens
- **Total Screens/Minutes:** 5 screen/ 2 minutes

Lesson 2: Prevention and Intervention in Countering Violent Extremism

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (15min.):** 11 slides at 1-2 minutes each
- **Knowledge Check (KC) screen (2 min.):** 4 slides
- **Total Screens/Minutes:** 17 slides/18 minutes

Lesson 3: A Whole Community Approach: Lessons Learned from Mental Health and Education

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (18 min.):** 19 slides at 1-2 minutes each
- **Knowledge Check (KC) screens (4 min.):** 8 screens
- **Total Screens/Minutes:** 29 slides/ 23 minutes

Lesson 4: Considerations for CVE Involvement by Mental Health and Education Professionals: Lessons Learned from School Violence Prevention Programs

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (10 min.):** 7 slides at 1-2 minutes each

- **Knowledge Check (KC) Screens (2 min.):** 4 slide
- **Total Screens/Minutes:** 15 slides/13 minutes

Lesson 5: Module Summary

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (2 min.):** 3 slides
- **Total Screens/Minutes:** 5 slides /3 minutes

Lesson 6: Course Summary

- **Objective Screens (1 min.):** 2 slides
- **Content Screens (5 min.):** 5 slides at 1-2 minutes each
- **Knowledge Check (KC) Screens (0 min.):** 0 slides
- **Total Screens/Minutes:** 8 slides/ 6 minutes

Post-test (10 minutes)

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Post-test (15 min.):** Approximately 15 questions
- **Total Screens/Minutes:** 0 screens/15 minutes

Reaction Survey (10 minutes)

Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism

June, 2016

National Consortium for the Study of Terrorism and Responses to Terrorism

FEMA

Revision History

Version #	Implemented By	Revision Date	Reason
1	Liberty Day	6/21/2016	First Draft
2	Liberty Day	8/29/16	Content revised during prototype development

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 *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism* course to provide community-focused, multi-disciplinary, and rigorously-researched instruction on countering violent extremism. Countering Violent Extremism (CVE) consists of various prevention and intervention approaches to increase the resilience of communities to violent extremist recruitment narratives, provide non-violent avenues for expressing grievances, educate communities about the threat of online recruitment and radicalization to violence, and other innovative community-based approaches (DHS). This course will examine best practices for whole community, Trauma-Informed approaches to developing and implementing rehabilitation and reintegration programs for countering violent extremism.

Core Capabilities

START will draw upon cutting-edge, original research to develop course content aimed at enhancing participants' core capabilities in the Mitigation Mission Areas of the National Preparedness Goal. Specifically, *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism* will address the Community Resilience and Long-term Vulnerability Reduction Capabilities of the Mitigation Mission Area.

Scope

As Countering Violent Extremism (CVE) practice has evolved, experts and communities have called for recommendations on how to create rehabilitation and reintegration programs, or tailored programs to guide violent extremist offenders who want to change their ways and rejoin their home communities. The course operates on the notion that rehabilitation and reintegration for CVE can best be undertaken through a community partnership approach that makes use of existing local capacities to address and prevent violence. In this regard, this course draws on expertise in fields such as: counseling/mental health, education, and mediation. Professionals with these backgrounds can build on their existing skill sets to design and implement rehabilitation and reintegration programs. The guiding principles for the course relate to: community-based participatory research, screening for trauma, identifying community values to address wrongdoings, and promoting resilience. The practical steps for the course build on and connect: counseling, gang prevention, family and community engagement, and mentoring/youth outreach.

The course *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism* provides instruction on how public health professionals, education professionals, law enforcement, and other community members may collaboratively address the multidimensional needs of individuals and communities contending with violent extremism. This course is comprised of three modules on countering violent extremism based on multiple completed and ongoing START research projects conducted over the past ten years.

After a first introductory module, the second module, "A Trauma-Informed, Whole Community Approach to Rehabilitation and Reintegration for Countering Violent Extremism", explores the importance of Trauma-Informed approaches to healing for countering violent extremism, and the value of community partnerships and framing efforts for Trauma-Informed approaches to countering violent extremism. The third module, "Monitoring and Follow-Up Initiatives for CVE", details existing models and common scenarios in which monitoring and follow-up takes place.

These three modules include approximately 2.5 hours of instruction in total that will enable the learner to understand the successful components of, as well as how to identify relevant local partners for, rehabilitation and reintegration initiatives for countering violent extremism in their communities.

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 upon request, alt tags are included for all images, and keyboard control navigation is enabled.

Target Audience

With the explicit understanding that it is necessary to build partnerships within and across communities for CVE rehabilitation and reintegration efforts, START's *Designing Effective Rehabilitation and Reintegration Programs to Counter Violent* is intended for diverse groups of learners, especially: educators, mentors and peer leaders, counselors and mental health professionals, parole officers, school resource professionals, faith leaders, and community activists. Law enforcement and legal professionals will benefit from the course, although they are not the primary intended audience.

Prerequisites

There is no prerequisite for this course other than knowledge and experience gained in a professional mental health and education setting. Completion of the *Community Action for Resilience to Violent Extremism* course is strongly encouraged.

Required Materials

Please see the Technical Requirements section for more information.

Testing/Certification

The assessment strategy for the course 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 and 3

Each Lesson in Module 2 and 3 will incorporate knowledge check questions in each lesson. Each knowledge check will have a built-in feedback feature. There is no required score to pass the knowledge checks. The primary purposes of the knowledge check questions is to focus the 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 START will capture performance data to assist in its evaluation strategy, described in more detail below.

Module 2 pre-test questions: The pre-test will consist of 9 multiple choice or matching question, with 1 question targeting each of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of term *violent extremism* as used in this course, by selecting the correct option with 100% accuracy.
2. Given several options from which to choose, learners will be able to recognize the definition of term *radicalization to violence* as used in this course, by selecting the correct option with 100% accuracy.
3. Given several options from which to choose, learners will be able to recognize the definition of term *countering violent extremism (CVE)* and its distinctions from *counterterrorism (CT)* as used in this course, by selecting the correct option with 100% accuracy.
4. Given a true or false statement, learners will be able to correctly identify that, although many violent extremists may have experienced trauma, trauma itself does not cause a person to commit violent extremist crimes, with 100% accuracy.
5. Given several options from which to choose, learners will be able to identify the goals of "whole community" approaches to CVE, with 100% accuracy.
6. Given an authentic community scenario, learners will be able to identify engagement, education, connection between resources, and a trauma-informed framework as components of a whole community, trauma-informed approaches to CVE, with 100% accuracy.
7. Given several options from which to choose, learners will be able to identify 2 considerations for making use of existing community resources for a Trauma-Informed approach to CVE, with 100% accuracy.
8. Given several options form which to choose, learners will be able to identify 2 considerations for facilitating partnerships for a Trauma-Informed approach to CVE, with 100% accuracy.
9. Given several options form which to choose, learners will be able to identify 2 considerations for drawing on local context for developing and delivering resonant messaging for a Trauma-Informed approach to CVE, with 100% accuracy.

Module 3 pre-test questions: The pre-test will consist of 6 multiple choice or matching questions, each targeting one of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of the terms *re-entry* and *aftercare* used in this course, by selecting the correct option with 100% accuracy.
2. Given several options from which to choose, learners will be able to recognize 2 roles of rehabilitated individuals and 2 roles of the host community in facilitating re-entry and aftercare for CVE, by selecting the correct option with 100% accuracy.
3. Given an authentic community scenario, learners will be able to identify 2 indicators of success of CVE re-entry and aftercare initiatives over both the short- and long-terms, with 100% accuracy.
4. Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with well-developed capacity, with 100% accuracy.
5. Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with gaps in capacity, with 100% accuracy.
6. Given several options from which to choose, learners will be able to match each of the three CVE pilot cities' to their community-specific CVE efforts, with 100% accuracy.

Post-tests

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 START 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.

All Brief Constructed Responses will be graded by trained personnel using a grading rubric developed by the Director of Education and the Curriculum Developer.

The Module 2 post-test questions:

Module 2 post-test questions: The post-test will consist of 9 multiple choice or matching question, with 1 question targeting each of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of term *violent extremism* as used in this course, by selecting the correct option with 100% accuracy.
2. Given several options from which to choose, learners will be able to recognize the definition of term *radicalization to violence* as used in this course, by selecting the correct option with 100% accuracy.

3. Given several options from which to choose, learners will be able to recognize the definition of term *countering violent extremism (CVE)* and its distinctions from *counterterrorism (CT)* as used in this course, by selecting the correct option with 100% accuracy.
4. Given a true or false statement, learners will be able to correctly identify that, although many violent extremists may have experienced trauma, trauma itself does not cause a person to commit violent extremist crimes, with 100% accuracy.
5. Given several options from which to choose, learners will be able to identify the goals of "whole community" approaches to CVE, with 100% accuracy.
6. Given an authentic community scenario, learners will be able to identify engagement, education, connection between resources, and a trauma-informed framework as components of a whole community, trauma-informed approaches to CVE, with 100% accuracy.
7. Given several options from which to choose, learners will be able to identify 2 considerations for making use of existing community resources for a Trauma-Informed approach to CVE, with 100% accuracy.
8. Given several options form which to choose, learners will be able to identify 2 considerations for facilitating partnerships for a Trauma-Informed approach to CVE, with 100% accuracy.
9. Given several options form which to choose, learners will be able to identify 2 considerations for drawing on local context for developing and delivering resonant messaging for a Trauma-Informed approach to CVE, with 100% accuracy.

7. The Module 2 post-test will also include 1 Brief Constructed Response prompt, and participants must perform to the standard noted in the objective to pass the test:
    a. Given a Brief Constructed Response prompt, learners will be able to review a case study of a Countering Violent Extremism rehabilitation and reintegration program and identify 3 ways in which the program is designed as a whole community, Trauma-Informed approach to CVE, with a score of 3 out of 3 on a scoring rule.

The Module 3 post-test will include 6 multiple choice or matching question, each targeting one of the following learning objectives:

1. Given several options from which to choose, learners will be able to recognize the definition of the terms *re-entry* and *aftercare* used in this course, by selecting the correct option with 100% accuracy.
2. Given several options from which to choose, learners will be able to recognize 2 roles of rehabilitated individuals and 2 roles of the host community in facilitating re-entry and aftercare for CVE, , by selecting the correct option with 100% accuracy.
3. Given an authentic community scenario, learners will be able to identify 2 indicators of success of CVE re-entry and aftercare initiatives over both the short- and long-terms, with 100% accuracy.
4. Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with well-developed capacity, with 100% accuracy.

5. Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with gaps in capacity, with 100% accuracy.
6. Given several options from which to choose, learners will be able to match each of the three CVE pilot cities' to their community-specific CVE efforts, with 100% accuracy.
7. The Module 3 post-test will also include 1 Brief Constructed Essay prompt, and participants must perform to the standard noted in the objective to pass the test:
    a. Given a Brief Constructed Response prompt, learners will be able to review an authentic community scenario and identify and explain 3 considerations for implementing a monitoring and follow-up initiative for CVE, with a score of 3 out of 3 on a scoring rule.

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Evaluation Strategy

START will conduct a two-stage evaluation of *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism*, 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 each module. 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 each module through examination of data from the module's pre-tests and post-tests. We will compare pre- and post-test data for each student to determine their learning gains over the course of the module.

[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 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

Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism

Pre-Test

Module 1: Course Introduction

Lesson 1: How to Navigate the Modules

- Topic 1.a: Using the Learning Delivery Platform
- Topic 1.b: Accessing Assistance

Lesson 2: Introduction to Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism

- Topic 2.a: Overview of START
- Topic 2.b: Course Description Overview

Module 2: A Trauma-Informed, Whole Community Approach to Rehabilitation and Reintegration for CVE

Lesson 1: Module 2 Overview

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

Lesson 2: Overview of Violent Extremism and Community-Based Efforts for Countering Violent Extremism in the U.S.

- Lesson Introduction
- Topic 2.a: Violent Extremism in the U.S.
- Topic 2.b: Radicalization to Violence in the U.S.
- Topic 2.c: Community-Based Efforts for Countering Violent Extremism
- Lesson Summary

Lesson 3: Introduction to Traumatic Stress and Its Relevance for CVE Rehabilitation and Reintegration

- Lesson Introduction
- Topic 3.a: Trauma and Violent Extremism
- Topic 3.b: A Trauma-Informed, Whole Community Approach to CVE
- Topic 3.c: Case Study: The BRAVE Model

Lesson 4: Considerations for Implementing a Trauma-Based Approach to CVE

- Lesson Introduction
- Topic 4.a: Community Capacity and Resources
- Topic 4.b: Community Partnerships
- Topic 4.c: Community Messaging
- Lesson Summary

Lesson 5: Module Summary
- 5.a: Summary of Module 2
- 5.b: Module 3 Preview

Module 3: Monitoring and Follow-Up Initiatives for CVE

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

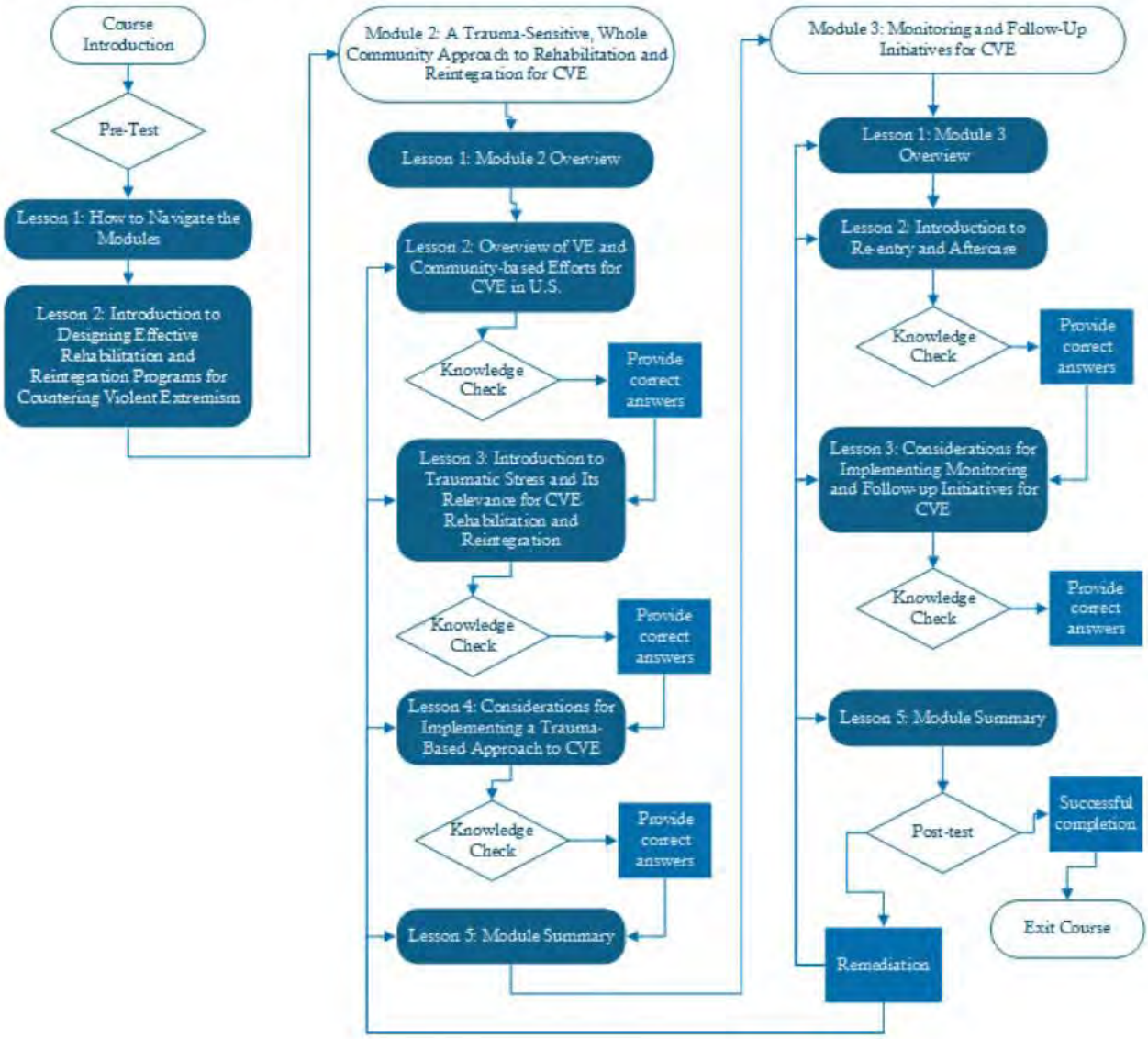
Lesson 2: Introduction to Re-Entry and Aftercare
- Lesson Introduction
- Topic 2.a: Preparing Rehabilitated Individuals to Return to the Community
- Topic 2.b: Managing Obstacles and Challenges Along the Way
- Topic 2.c: Personal Interview: former extremist Brad Galloway
- Lesson Summary

Lesson 3: Considerations for Implementing Monitoring and Follow-Up Initiatives for CVE
- Lesson Introduction
- Topics 3.a: Considerations for Communities with Well-Developed Capacity
- Topics 3.b: Considerations for Communities with Gaps in Capacity
- Topics 3.c: Case Studies: The Boston, Minneapolis, and Los Angeles Pilot CVE Programs
- Lesson Summary

Lesson 4: Module Summary
- 4.a: Summary of Module 3

Post-Test

Course Progression



Course Design Matrix

Module 1: Course Introduction	
Scope Statement:	This introduction will provide an overview of the Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism course including the program's goals, modules, and navigation.
Terminal Learning Objectives:	• Learners will be able to identify *Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism* course goals and module content.

Module 1, Lesson 1: How to Navigate the Modules			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
1.a: Using the Learning Delivery Platform	Learners will be able to navigate the course's Learning Delivery Platform.	II	Text, Audio, and Video presentation; FAQs
1.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 multiple choice question will be incorporated into the lesson.		

Module 1, Lesson 1: Introduction to Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism			
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 2: A Trauma-Informed, Whole Community Approach to Rehabilitation and Reintegration for CVE	
Scope Statement:	*A Trauma-Informed, Whole Community Approach to Rehabilitation and Reintegration for CVE* first provides an overview of the field of Countering Violent Extremism, then examines the importance of Trauma-Informed approaches to healing for CVE, and the value of community partnerships and framing efforts for CVE.
Terminal Learning Objectives:	• Learners will be able to describe and explain the importance of Trauma-Informed approaches to healing for CVE. • Learners will understand considerations for community partnerships and framing efforts for CVE.

Module 2, Lesson 1: Pre-test and 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: Overview of Violent Extremism and Community-Based Efforts for Countering Violent Extremism in the U.S.			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Violent Extremism in the U.S.	Given several options from which to choose, learners will be able to recognize the definition of term *violent extremism* as used in this course, by selecting the correct option with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations;
2.b: Radicalization to Violence in the U.S.	Given several options from which to choose, learners will be able to recognize the definition of term *radicalization to violence* as used in this course, by selecting the correct option with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations;
2.c: Community-Based Efforts for Countering Violent Extremism	Given several options from which to choose, learners will be able to recognize the definition of term *countering violent extremism (CVE)* and its distinctions from *counterterrorism (CT)* as used in this course, by selecting the correct option with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations;
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 5 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: Introduction to Traumatic Stress and Its Relevance for CVE Rehabilitation and Reintegration			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Trauma and Violent Extremism	Given a true or false statement, learners will be able to correctly identify that, although many violent extremists may have experienced trauma, trauma itself does not cause a person to commit violent extremist crimes, with 100% accuracy.	II	Text and Audio; Tests and examinations;
3.b: A Trauma-Informed, Whole Community Approach to CVE	Given several options from which to choose, learners will be able to identify the goals of "whole community" approaches to CVE, with 100% accuracy.	II	Text and Audio; Tests and examinations
3.c: Case Study: The BRAVE Model	Given an authentic community scenario, learners will be able to identify engagement, education, connection between resources, and a trauma-informed framework as components of a whole community, trauma-informed approaches to CVE, with 100% accuracy.	II	Text, Video and Audio; 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 1 item matching each of the above learning objectives.		

Module 2, Lesson 4: Considerations for Implementing a Trauma-Based Approach to CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
4.a: Community Capacity and Resources	Given several options from which to choose, learners will be able to identify 2 considerations for making use of existing community resources for a Trauma-Informed approach to CVE, with 100% accuracy.	II	Text and Audio; Tests and examinations; FAQs
4.b: Community Partnerships	Given several options form which to choose, learners will be able to identify 2 considerations for facilitating partnerships for a Trauma-Informed approach to CVE, with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations; FAQs
4.c: Community Messaging	Given several options form which to choose, learners will be able to identify 2 considerations for drawing on local context for developing and delivering resonant messaging for a Trauma-Informed approach to CVE, with 100% accuracy.	II	Text, Audio, and Video presentation; Tests and examinations; FAQs
Assessment Strategy:	Ungraded, brief knowledge check questions consisting of up to 4 multiple choice and matching questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 2, Lesson 5: 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
5.b: Module 3 Preview	Learners will be able to recognize the outline of Module 3's lessons.	I	Text and Audio
Assessment Strategy:	A post-test will be completed with 1 item matching each of the above learning objectives. A final post-test will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 3:	Monitoring and Follow-Up Initiatives for CVE
Scope Statement:	*Monitoring and Follow-Up Initiatives for CVE* explores the components and considerations for monitoring and follow-up initiatives for CVE, and illustrates these components and considerations through detailing extant models and typical scenarios.
Terminal Learning Objectives:	• Learners will be able to explain the components within monitoring and follow-up initiatives for CVE. • Learners will become familiar with existing models and scenarios in which monitoring and follow-up takes place.

Module 3, Lesson 1: Module 3 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: Introduction to Re-Entry and Aftercare			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
2.a: Preparing Rehabilitated Individuals to Return to the Community	Given several options from which to choose, learners will be able to recognize the definition of the terms *re-entry* and *aftercare* used in this course, by selecting the correct option with 100% accuracy.	II	Text, Audio, and Video presentation; Case study; Tests and examinations
2.b: Managing Obstacles and Challenges Along the Way	Given several options from which to choose, learners will be able to recognize 2 roles of rehabilitated individuals and 2 roles of the host community in facilitating re-entry and aftercare for CVE, by selecting the correct option with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations; FAQs
2.c: Case Study	Given an authentic community scenario, learners will be able to identify 2 indicators of success of CVE re-entry and aftercare initiatives over both the short- and long-terms, with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations; FAQs
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 2 multiple choice and 2 drag and drop questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 3, Lesson 3: Considerations for Implementing Monitoring and Follow-Up Initiatives for CVE			
Lesson Number and Topic Title	**Enabling Learning Objective**	**Interactivity Level**	**Instructional Strategy**
3.a: Considerations for Communities with Well-Developed Capacity	Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with well-developed capacity, with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations;
3.b: Considerations for Communities with Gaps in Capacity	Given several options from which to choose, learners will be able to identify 2 considerations for implementing monitoring and follow-up initiatives in communities with gaps in capacity, with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations;
3.c: Case Studies: The Boston, Minneapolis, and Los Angeles Pilot CVE Programs	Given several options from which to choose, learners will be able to match each of the three CVE pilot cities' to their community-specific CVE efforts, with 100% accuracy.	II	Text, Audio and Video presentation; Tests and examinations;
Assessment Strategy:	Ungraded, brief knowledge check consisting of up to 2 multiple choice and 2 drag and drop questions will be incorporated into the lesson. A final post-test will be completed at the end of the course with 1 item matching each of the above learning objectives.		

Module 3, 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
Assessment Strategy:	A post-test will be completed with 1 item matching each of the above learning objectives. Participants will complete a satisfaction survey.		

Estimated Contact Time

Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism (140 minutes)

Pre-test (20 minutes)

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Pre-test (20 min.):** Approximately 15 questions
- **Total Screens/Minutes:** 0 screens/20 minutes

Module 1: Course Introduction (10 minutes)

Lesson 1: How to Navigate the Modules

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (8 min.):** 5 screens at approximately 45 seconds
- **Knowledge Check (KC) (1 min.):** 1 screen
- **Total Screens/Minutes:** 7 screens/ 5 minutes

Lesson 2: Introduction to Designing Effective Rehabilitation and Reintegration Programs for Countering Violent Extremism

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (5 min.):** 5 screens at approximately 30 seconds or less each
- **Total Screens/Minutes:** 6 screens/ 5 minutes

Module 2: A Trauma-Informed, Whole Community Approach to Rehabilitation and Reintegration for CVE (50 minutes)

Lesson 1: Module 2 Overview

- **Objective Screens (1 min.):** 1 objective screen
- **Content Screens (3 min.):** 3 content screens
- **Knowledge Check (KC) (1 min.):** 1 screen
- **Total Screens/Minutes:** 5 screen/ 4 minutes

Lesson 2: Overview of Violent Extremism and Community-Based Efforts for Countering Violent Extremism in the U.S.

- **Objective Screens (1 min.):** 1 screen

- **Content Screens (18 min.):** 6 screens at 90 seconds each
- **Knowledge Check (KC) (3 min.):** 3 screens
- **Total Screens/Minutes:** 10 screens/12 minutes

Lesson 3: Introduction to Traumatic Stress and Its Relevance for CVE Rehabilitation and Reintegration

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (12 min.):** 6 screens at 90 seconds per screen
- **Knowledge Check (KC) screens (3 min.):** 3 screens
- **Total Screens/Minutes:** 10 screens/ 12 minutes

Lesson 4: Considerations for Implementing a Trauma-Based Approach to CVE

- **Objective Screens (1 min.):** 1 screen
- **Content Screens (18 min.):** 9 screens at 90 seconds per screen
- **Knowledge Check (KC) screens (3 min.):** 3 screens
- **Total Screens/Minutes:** 13 screens/ 17 minutes

Lesson 5: Module summary

- **Objective Screens (1 min.):** 1 slides
- **Content Screens (8 min.):** 8 slides
- **Total Screens/Minutes:** 9 slides /5 minutes

Module 3: Monitoring and Follow-Up Initiatives for CVE (40 minutes)

Lesson 1: Module 3 overview

- **Objective Screens (1 min.):** 1 objective screen
- **Content Screens (3 min.):** 3 content screens
- **Knowledge Check (KC) (1 min.):** 1 screen
- **Total Screens/Minutes:** 5 screen/ 4 minutes

Lesson 2: Introduction to Re-Entry and Aftercare

- **Objective Screens (1 min.):** 1 slide
- **Content Screens (12min.):** 7 slides at 90 seconds each
- **Knowledge Check (KC) screen (3 min.):** 3 slides
- **Total Screens/Minutes:** 11 slides/15 minutes

Lesson 3: Considerations for Implementing Monitoring and Follow-Up Initiatives for CVE

- **Objective Screens (1 min.):** 1 slides

- **Content Screens (18 min.):** 9 slides at 90 seconds each
- **Knowledge Check (KC) screens (3 min.):** 3 screens
- **Total Screens/Minutes:** 13 slides/ 17 minutes

Lesson 4: Module summary

- **Objective Screens (1 min.):** 1 slides
- **Content Screens (2 min.):** 2 slides
- **Total Screens/Minutes:** 3 slides /4 minutes

Post-test (20 minutes)

- **Objective Screens (0 min.):** No objectives
- **Content Screens (0 min.):** No content screens
- **Post-test (20 min.):** Approximately 15 questions
- **Total Screens/Minutes:** 0 screens/20 minutes