



# Kent Academic Repository

Reeves, Jane and Sheriyar, Alamgir (2013) *Zak - exploring radicalisation an inter-professional training pack*. Manual. University of Kent, Kent

## Downloaded from

<https://kar.kent.ac.uk/47239/> The University of Kent's Academic Repository KAR

## The version of record is available from

<http://www.kent.ac.uk/sspsr/ccp/game/zakindex.html>

## This document version

UNSPECIFIED

## DOI for this version

## Licence for this version

UNSPECIFIED

## Additional information

## Versions of research works

### Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

### Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

### Enquiries

If you have questions about this document contact [ResearchSupport@kent.ac.uk](mailto:ResearchSupport@kent.ac.uk). Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).



# Training Pack

‘Zak’

## Exploring Radicalisation

A simulation for young people focusing on the radicalisation process

**WRITTEN BY:**

*THE UNIVERSITY OF KENT, CENTRE FOR CHILD PROTECTION AND KENT POLICE*

## Contents

Introduction .....	2
Messages from Research .....	3
The need for the product.....	3
The Concept .....	4
Types of content include: .....	4
How to play the game .....	4
Flexibility .....	4
Scoring.....	4
Learning objectives .....	5
Key elements of the game .....	5
Models for teaching and learning.....	5
Safeguarding young people in your organisation.....	5
Training sessions .....	5
Possible lesson content & issues for discussion .....	6
Content discussion by year group.....	6
Evidence – red flags .....	12
Evidence – yellow flags .....	16
Videos.....	20
Appendix A: Case Studies.....	21
Nicky Reilly .....	21
Isa Ibrahim .....	22
Zachary Adam Chesser.....	23
Anders Behring Breivik.....	24
Learning Points.....	25
Appendix B. ....	26
Ofsted - Why is this important?.....	26
Key features of good and outstanding practice.....	26
Research/References .....	27
Need to redress injustice and express grievance: .....	27
Need for identity, meaning, and belonging:.....	27
Need for excitement, comradeship and adventure: .....	28
Political/Moral motivation:.....	28
Transitional periods: .....	28
Socio - economic factors:.....	28

## Introduction

The Prevent strategy was launched in 2007 and seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy, CONTEST. In 2011 the agenda was re-launched by the Coalition Government following a lengthy consultation process.

The Prevent strategy seeks to:

- respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- work with wide range of sectors where there are risks of radicalisation which we need to address, including education, criminal justice, faith, charities, the internet and health <http://www.homeoffice.gov.uk/counter-terrorism/review-of-prevent-strategy/>

In Kent it has been "recognised the need to balance the delivery of visible community policing with effective services that tackle serious and organised crime and protect the public from harm. The activities of organised crime groups can cause serious harm to individuals and communities. Policing activity that is often invisible to the public ensures that these criminal groups are closed down and their assets seized. In their day to day work the police also deal with more than just crime. Of all incidents reported to the police last year, crime represented only 24% (January - December 2012). Dealing with missing persons, road traffic collisions and welfare concerns are critical services provided by the police that make our communities and roads safer".

To deliver this priority Kent Police and/or partners will need to:

- Disrupt and dismantle those serious and organised crime groups that have the potential to cause most harm to communities in Kent.
- Work together to prevent violent extremism and radicalisation in our communities through the PREVENT programme." [http://www.policeplan.annbarneskentpcc.co.uk/KentPolicePlan2013\\_for\\_download.pdf](http://www.policeplan.annbarneskentpcc.co.uk/KentPolicePlan2013_for_download.pdf)

As a response to this Kent Police have been working with the University of Kent and Kent County Council to develop a tool which will provide teachers and educators with an innovative focus in the classroom and can be used to facilitate discussion for example in **PSHE or Citizenship** on the topics of extremism, radicalisation and internet safety. These are all complex topics and in recognition of this the simulation "Zak" has been developed with this training pack with activities aimed at different age groups, and some short videos. Kent Police and the University of Kent will also be hosting training days for teachers and educators, held at key curriculum points throughout the year, which will highlight how the resources can be used and also where to signpost young people if you or they are concerned by any of the issues raised by playing "Zak". Internet safety is also a part of the Ofsted Inspection and reference to this is included in Appendix B. We have consequently highlighted points in 'Zak' where there are key learning points for young people in terms of internet safety

## Messages from Research

Research<sup>1</sup> tells us the following are factors that lead to an individual being radicalised;

- Faith/Ideology Issues
- **Social Mobility**
- Physical/Mental health issues
- Risk/Harm Factors
- Criminal Activity
- **Justice**
- Threats
- **Identity/belonging**
- **Excitement /Adventure**
- Status
- Dominate/Indoctrination
- **Political/ moral motivation**
- Opportunist involvement
- Family friend supporting extremism
- **Transitional period**
- Group influences

The bullet points in red indicate those which have been incorporated into the Zak scenario.

It is also important to understand that Zak covers just one aspect of grooming and that certain signs are relevant to other issues. Parents, Teachers, and all school staff, could pick up indicators, serious signs such as truancy, alcohol abuse, unexplained injuries, mood/behaviour changes, and these are indicative of other grooming issues such as child trafficking and abuse (including bullying).

<https://www.thinkuknow.co.uk/Teachers/>

## The need for the product

There are several recent case examples of students who have undergone the process of radicalisation for example Umar Farouq Abdulmutallab<sup>2</sup>, a former student at University College London, was radicalised under the influence of Anwar Alwalaki<sup>3</sup>, who himself was also believed to have been radicalised during his time in London.

The problem of radicalisation on University campuses is not new. Prior to Abdulmutallab's case, four former senior members of Islamic Societies had been found guilty of terrorism-related offences. Two of these were former ISOC<sup>4</sup> presidents: Yassin Nassari, jailed for having bomb and missile-making instructions and Waheed Zaman, one of the 12 found guilty of the 2006 liquid bomb airline plot. There are plenty of other examples of students who have studied at British university campuses that have gone on to be convicted for terrorism-related crimes. Of particular relevance here is Abdulla Ahmed Ali, who was also convicted for the liquid bomb plot, and was a student at City University, London, until 2002. Consequently, one of the overarching aims of "Zak" is to heighten awareness of young people BEFORE they go to University so that they can explore the possible signs and symptoms of a young person being groomed for radicalisation in a safe and measured way. Zak is set within this pre-university period and in a pre-criminalisation space.

---

<sup>1</sup> Please see references.

<sup>2</sup> The Detroit underpants bomber

<sup>3</sup> Yemeni-American *al-Qaida* propagandist and terrorist leader

<sup>4</sup> Islamic Society on Campus

## **The Concept**

Zak, a middle class 1st year male student of Chemical Engineering presents at a NHS hospital with chemical burns. You suspect he is involved with some form of terrorist activity.

In this simulation, students have the opportunity to look at the timeline of the student's social network; to interact with his friends and contacts, see the content of the messages he has been posting, see which web sites he's been visiting and hear the messages his friends are leaving for him - all in an immersive, interactive and modern way that the target audience of young people will recognise and immediately understand.

### **Types of content include:**

- Social media messages from friends
- Video content the student has watched
- Tagged Photographs
- Content Pages that have been viewed and 'Liked
- Private messages

Some of these content elements will feature geo-location, which may or may not be relevant to the investigation. The aim for the students is to spot influences, people and events that may have been key factors in the Zak's radicalisation leading up the hospitalisation and to make the connections between the disparate elements of his social life and online activity.

Some link to content which may appear innocent on its own, but may have more relevance when grouped together, or in the context of online conversations. Other content may at first appear to be suspicious, but in fact may be completely innocent, with no other evidence to support it. Players are free to roam around the timeline, investigating content at will, making their own assumptions.

Whilst the content matter is about extremism, Zak will spark discussion about online privacy, tracking and geo location.

### **How to play the game**

The game is designed to be played by a whole class, split into groups of 3 or 4 around a computer, run by a facilitator on an interactive whiteboard. Everything is clickable, to reveal more depth. By clicking on an event in the timeline, the class will be able to grade it - as a sign of influence, as a sign of evidence, as a red herring that is totally unrelated to radicalisation.

### **Flexibility**

As a non-linear game, the use of this content can be tailored to both short and long classroom sessions and to different age groups – year 7-10 or years 12/13.

It will be up to the facilitator to dictate the pace of the session. However, from trialling the resource a good model would be to introduce the concept of radicalisation and terror organisations in one lesson and then let the students use Zak and de-brief in another.

### **Scoring**

A traffic-light scoring mechanism will reward the class for the evidence they have collected, and prompt them to go back and look for more in certain areas - perhaps finding more evidence to support events that may have been overlooked. By prompting a reappraisal of the evidence instead of spoon-feeding 'right' or 'wrong' answers, we will reinforce the educational value from the game and prompt further, on-going debate. Once this scoring has been completed groups are able to review their scores and by clicking on the 'reveal all' tab they are able to reflect on all learning points.

Following this, all groups should be encouraged to watch the films of both endings, preferably as a class.

## Learning objectives

The package is being designed to:

- Increase the awareness of young people around the process of radicalisation of individuals, particularly those who are involved in the transition from home to University.
- Enable young people to identify and discuss factors/indicators of radicalisation in their peers.
- Encourage young people to consider aspects of internet safety
- Encourage self-reflection on their own & others behaviour.
- Facilitate understanding regarding where and to whom young people should report their concerns on radicalisation and internet safety
- Identify some of the procedures in place to support individuals in a pre-criminal space.

## Key elements of the game

- Zak can be facilitated in small groups of 3 or 4 around a computer, from a single whiteboard at the front of the class or possibly individually dependent upon class size, age or ability.
- Ensure there is discussion on each relevant post to the timeline – not just one person controlling the mouse or the discussion.
- It would be beneficial for the students to have a lesson on key elements and words associated with radicalisation the week prior to playing Zak
- The lesson needs to end with a de-brief of some of the key or critical moments in the game – i.e. why it was significant and what could have been done at this point



## Models for teaching and learning

- Different ages and stages
- Over more than one lesson and more than one week
- Writing an essay for older age group
- Planning your lesson



## Safeguarding young people in your organisation

- Main point of contact for pupils
- Main point of contact for staff
- External contact

## Training sessions

It has been acknowledged that this is a difficult topic to get right with young people. 'Zak' has been extensively trialled in different schools in Kent by the design team and a number of different issues have been raised inside and outside of the classroom. In order to raise awareness of this, and to promote the best possible use of the resources, training sessions are held so we can share with you possible issues which may come up and explore how they might be handled. Email [ccp@kent.ac.uk](mailto:ccp@kent.ac.uk) for dates and further details.

## Possible lesson content & issues for discussion

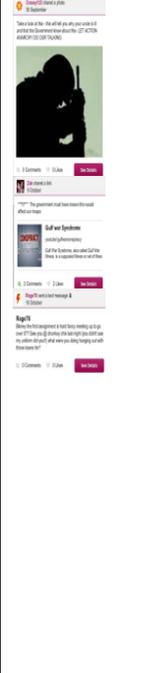
- There will be a need to set the tone for the lesson. This may be prompted by an open question regarding words that come to their thoughts when 'terrorism' is mentioned. If there is no mention of individuals they may need to be prompted and the fact highlighted that radicalisation is similar to all other grooming processes whereby individuals are manipulated to behave in a way that pleases others. However, as this is a process it provides the opportunity for positive interventions to safeguard vulnerable people from committing these acts. In terms of the teaching and learning associated with this resource a useful starting point with the young people is to ask them to imagine that Zak is a friend's social media page that they have just come across. You can then ask them to go through it and look at material they think is concerning in terms of radicalisation and rate them using the traffic light system.
- There will be an opportunity for group discussions after this session. Included below are the ratings given to posts by experts on the topic of radicalisation and a brief explanation.
- Zak will introduce himself in a short home video and give a brief overview of his life. Ask the students to comment on what Zak is telling them about his life.

## Content discussion by year group

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
 <p>Zak updated their status 9 days</p> <p>WhoAaU11 Dc1ry-uawd11 M1,fc1c framed</p> <p>1 Comment 1 Like</p>	From the pictures comment on Zak's family – what are your impressions of his life	How might Zak be feeling about the impending transition to University?	Typical behaviours one would associate with an individual in a family environment.	Dichotomy of wanting independence/ excitement/fear/reflection on family and sense of self and identity	
	What do you think is happening at the football match and why?	Which groups are aligned to football hooliganism and why might this be?	Emphasize inappropriate behaviour and safety in crowded places.	Groups like the English Defence League originate from the activity of football hooliganism	<a href="#"><u>English Defence League - Wikipedia, the free encyclopaedia</u></a>

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
	<p>What strikes you as significant about this post?</p>	<p>Evaluate the effects of British troops in Iraq.</p>	<p>How does Zak relate to; What his uncle does? Where he is? What is wrong with him?</p>	<p>Often the reasons behind certain foreign policy are exploited and manipulated to rationalise extremist behaviour. Nicky Reilly- citing the use of foreign troops in Iraq as the reason for his attack.</p>	<p>See case studies attached.</p> <p>In a suicide note Nicky Reilly wrote he hoped his attack would lead to the withdrawal of Western States and warned that their support of Israel would lead to the continued use of violence until "the wrongs have been righted". See research- Political/Moral motivation</p>
	<p>What is worrying about Zak's post here?</p>	<p>Is there a deeper effect to video games? Why are shooting games so popular?</p>	<p>Zak is trying normalising game play by wanting to put faces on his victim – why is this concerning?</p>	<p>Individuals in the past who have used video games extensively, paired with social isolation are not able to distinguish between game play and real life and in some instance de-sensitise themselves using video games (Andreas Breivik use Assassin Creed to normalize killing)</p>	<p><u><a href="#">THE CASE OF ANDERS BEHRING BREIVIK   Justice Studies   San ...</a></u></p> <p>Excessive use of games like Assassins Creed, paired with social isolation can normalise death and destruction to a point where some users are not able to differentiate between what is real and not real. Some games also create the sense that the user is a hero and research shows that those most vulnerable and isolated look to bring this sense of heroism into their everyday live to give themselves the sense of worth. See research- Need for excitement, comradeship and adventure</p>
	<p>How might Zak be feeling being so far from Campus? Do you think this type of placement is normal for a first year student going to University?</p>	<p>Identify the effects this may have on Zak and evaluate the consequences for him physically, socially and intellectually.</p>	<p>Moving away from home is an important transitional period.</p>	<p>Highlight the fact that isolation is a major factor in the increased susceptibility of an individual to radicalisation.</p>	<p>Who can post information about you – some sites enable others to 'tag' photos of you or share other information about you, like your location. Many sites enable you to restrict people's ability to do this</p> <p>See research- Transitional periods</p>

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
					
	How do you manage your profile on social media sites? How can people gain access to your social media pages- what are you allowing them to see about you and your life?	Zak is vulnerable- can you analyse the dangers of accepting 'strangers' as friends. When does a stranger become a friend? What characteristics are you looking for in a friend? Explore privacy settings on these sites.	There is a great deal of information on social networking sites that can help individuals create a profile of victims- allowing them to understand your interests, likes and dislikes which will help them be plausible in creating an emotional bond .		Who can search for you – this means that when people search your name on a site, your profile does not come up. Who sees what? This means that you can control the information you share, like your photos or 'wall' posts. You can usually restrict this to friends only, friends of friends, certain groups of friends, or everyone. We would recommend that for young people it is restricted to friends only.
	How do you think Zak is feeling at this moment in time?	How does this make Zak more vulnerable? How might you negate these vulnerabilities – for example what types of support could be built in?	Highlight the vulnerabilities and isolation of Zak	Understanding that the radicalisation process is similar to any other grooming process but also that it works with the same thread that allows an individual to be safeguarded.(trust, emotional bond, the feeling that the individual is understood)	See research- Need for identity, meaning, belonging
	What does K.I.A mean? Why is this post from Crasey worrying? Is Zak's reply appropriate?	Analyse Crasey's strategies for grooming Zak.	K.I.A- killed in action There is little emotion linked to the reply from Zak, this hints at the fact the Zak is now starting to desensitise himself from death.	Crasey is creating an emotional bond with Zak, giving him the sense that he can relate to Zak in a way that other cannot. As highlighted before once this is place this leaves Zak open to manipulation.	See research- Need for identity, meaning, belonging:

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
	<p>What is Gulf War Syndrome and why might Crasey be drawing this to Zak's attention? What do you think is Rage 76's motive?</p>	<p>What is Crasey's strategy here with Zak? Discuss whether this illness is credible. What is the significance of Action Anarchy? If Rage 76 has good intentions behind these messages, is there anything else she can do? Can she share her concerns? If so, with whom?</p>	<p>Crasey is starting to plant the fact that Zak's uncle may be the victim of a warped foreign policy and that the government was aware that the maybe these kinds of issues related to the forces going to Iraq. If Rage 76 has good intentions behind these messages is there anything else she can do? Can she share her concerns? If so, with whom?</p>	<p>Creating an emotional bond and answering the question that no-one else wants to for Zak, further creating the bond that will allow him to manipulate Zak There are studies that argue both for and against this argument –allows the point of corroborating information found on the internet to be highlighted. Action Anarchy may give Zak a sense of adventure/heroism that he is acting on his Uncle's behalf to bring change. Action indicates the use of violence to further this political cause. The message from Rage 76 will provide the opportunity to highlight each Educational Establishment's pre-existing safeguarding mechanism regarding reporting procedures.</p>	<p>Gulf War Syndrome is alleged to be linked to vaccinations that were believed to help against the exposure of the allied forces to chemicals.</p> <p><u><a href="#">Paper Links Nerve Agents in '91 Gulf War and Ailments - NYTimes</a></u></p> <p>...</p> <p>Also see research- Need for excitement, comradeship and adventure: Political/Moral motivation:</p>
	<p>What is worrying about this post?</p>	<p>What is worrying about this post?</p>	<p>The excitement of fireworks is normal but the mention of getting in the lab to make explosives is worrying.</p>	<p>Highlighting the excitement that explosives give him.</p>	<p>See research; Need for excitement, comradeship and adventure:</p>
	<p>Why is Zak's Mum concerned?</p>	<p>What is Crasey trying to do to Zak with his comments?</p>	<p>There is nothing wrong with peaceful protesting but when this turns into violence, which is being talked about, this is alarming</p>	<p>There is nothing wrong with peaceful protesting but when this turns into violence, which is being talked about, there are real concerns. Given Zak's need to belong, paired with his sense of adventure/heroism that is starting to build, are there concerns that these emotions will boil over, putting him and others at risk of harm??</p>	<p>See research- Need to redress injustice and express grievance</p> <p>Political/Moral motivation</p>

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
					
	<p>What does this cartoon represent?</p>	<p>Deconstruct all the aspects of this propaganda message.</p>	<p>The cartoon highlights some of the argument is society that the allied forces forced themselves upon Iraq as peacekeepers with an ulterior motive. This kind of propaganda is often used to assist in the radicalisation process</p>	<p>Understanding the message and the emotions it creates we can see how this kind of propaganda is created to manipulate those who are vulnerable in society and may have a grievance that can be exploited.</p>	<p>See research- Need to redress injustice and express grievance Political/Moral motivation:</p>
	<p>What might be Zak going through here?</p>	<p>What might be is going through Zak's mind here?</p>	<p>Push and pull factors in place here. Zak is being pushed by his isolation at University and being pulled by Crasey. This is affecting his relationship with his family as when he is at home he feels he does not belong there anymore.</p>	<p>Push and pull factors in place here. Zak is being pushed by his isolation at University and being pulled by Crasey. This is affecting his relationship with his family as when he is at home he feels he does not belong there anymore.</p>	<p>See research- Need for identity, meaning, belonging:</p>

Post	Year 7-11	Years 12+	Comments 9-11	Comments 12+	Further reading
	Why is Mum worried about this?	What is the significance of this tattoo?	Mum is concerned as to why he has a tattoo. Is she able to link the 'AA' symbol to 'action anarchy'?	The fact that Zak is willing to mark his body shows his commitment to the cause.	See research- Need for identity, meaning, belonging:
	Why is this important?	Analyse why this post is this important?	Highlights the manipulation of Zak, welcoming him to the 'family' is telling him that he is now being accepted into this group giving him a sense of belonging.	Highlights the manipulation of Zak, welcoming him to the 'family' is telling him that he is now being accepted into this group giving him a sense of belonging.	See research- Need for identity, meaning, belonging:
	Discuss the potential issues with putting up picture like this on a social media site	Analyse if there are any issues with putting up picture like this on a social media site?	Internet safety. Any images you put up are open for all to if your privacy settings are not in place. Once on the internet these pictures will remain there forever and on occasions images on the internet have been found and used to exploit individuals.	Understanding that images placed on the web will remain there and create a virtual footprint, social media site are now being looked at by potential employers to get a more holistic understanding of possible employees.	
	What might be the different motivations for the people in these posts? Highlight points where Zak is most vulnerable?	Can you identify over the whole site where Zak's could have been helped and by whom – you might like to consider family, friends, University tutors and systems			

## Evidence – red flags

 <p><b>Zak sent a message</b> 7 September</p> <p>I cant believe it, not on campus and really fed up NO MATES,NO CLUB</p> <p>your comments here...</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Going to University is a big transition in Zaks life. He is leaving his home, family and long established friends. He expected to be on campus and in student accommodation where he could make friends easily and be near all of the social activities on offer. This is the continuation of Zaks isolation and increases his vulnerability</p>
 <p><b>Crasey123 shared a photo</b> 30 September</p> <p>Take a look at this - this will tell you why your uncle is ill and that the Go</p> <p>your comments here...</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Start of the radicalisation process - and Crasey the front cover of a book introducing the idea that his uncle is the victim of a warped foreign policy</p>
 <p><b>Zak shared a link</b> 5 October</p> <p>***!!!!*** The government must have known this would affect our troops :-</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Zak is starting to get angry at what he now believes has caused his uncles illness. Crasey sees this as an opportunity to exploit his anger to further his own cause</p>
 <p><b>Crasey123 sent a message</b> 7 November</p> <p>Noticed you have not been to the meetings lately, be great to have yo</p> <p>your comments here...</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Crasey is talking of direct action to make people sit up and take note of what he stands for</p>
 <p><b>Zak sent a message</b> 14 November</p> <p>Glad I came to the meeting, looking forward to the rally.</p> <p>your comments here...</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Zak is getting manipulated into attending rallies, the fear is that his behaviour will escalate as a result of being part of this group.</p>
 <p><b>Zak was tagged in</b> 2 December</p> <p>Against the Crusade! what next?</p>	<p><b>Here is what you missed:</b> ❌</p> <p>Start of the radicalisation action process, there are no restrictions on peaceful protesting Zak is being pulled away from his family and stable support networks which will extenuate his vulnerability</p>



**Maisey** shared a photo  
27 December

Mean and moody over Christmas-  
you really did not like it this year :-(((

your comments here...



### Here is what you missed:



Zak has isolated himself from his family and is being consumed by his anger and sense of injustice. He has always been very close to Maisey and has always disclosed his inner feelings to her.



**Freya** shared a photo  
31 December

Was good to see over Christmas,  
just wish you weren't so distant :-{(

your comments here...



### Here is what you missed:



Even though Zak is at home with his family he is distracted by his sense of injustice with the illness of Uncle Mike. Is there more Freya could have done??



**Zak** shared a photo  
11 January

Look what I got myself for my  
birthday - can you work it out :-)))

your comments here...



### Here is what you missed:



After being distant from his family during his visit home Zak has decided to get a tattoo to confirm his allegiance to Crasey as he believes that he is the only one he can relate to and trusts him implicitly.



**Zak** shared a photo  
3 December

Still buzzing from yesterday. Do you  
think they took note????

your comments here...



### Here is what you missed:



Zak is looking for the approval of his friends at the rally to give him a sense of belonging



**Zak** shared a photo  
3 December

Me!

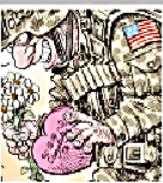
your comments here...



### Here is what you missed:



Zaks need to belong is being exploited by Crasey



**Zak** shared a photo  
20 December

Like this???? Not far from the  
truth!!!

your comments here...



### Here is what you missed:



Zak is now committed to the conspiracy theory around the gulf war



**Crasey123** sent a message  
12 January

Seen your tat!! Welcome to the family

your comments here...



### Here is what you missed:



Zak is now so committed to the cause he is willing to mark himself. Crasey has made him believe that by doing this he is part of his family and fulfilled his need to belong.



**Maisey** sent a message  
13 January

Hi bro - how are you - not sure about the tattoo - mum is in a rage!

your comments here...



### Here is what you missed:



Zak has posted an image of the tattoo he has had done, there is little support from his family on this, should they be asking what it stands for or trying to understand why he has had it done as opposed to commenting on how it looks?? This is providing Crasey an opportunity to re-enforce the notion that Zak is involved in a Jihad. What do you think of when Jihad is mentioned???



**Crasey123** sent a message  
5 February

Like the lab pics- what's in the bottles on the right??

your comments here...



### Here is what you missed:



Due to the images that were posted on Zaks page Crasey is able to see that he has access to chemicals and is now pressuring him to be involved in something sinister.

What can Zak do??



**Maisey** sent a message  
3 March

Mia is ill-don't you care about anything anymore??

your comments here...



### Here is what you missed:



Zak has isolated himself from his family



**Zak** sent a private message  
15 March

Got something I need to talk about. Something big that will make them u

your comments here...



### Here is what you missed:



Zak is having doubts about what he is involved in and is reaching out to talk to some one. Is Billy right to dismiss his text??



**Crasey123** sent a message  
17 March

You got the stuff yet?

your comments here...



### Here is what you missed:



Zak is being pressured into taking chemicals from the Lab at University. He was challenged by the lab assistant at Uni and managed to talk his way out of trouble. What could the lab assistant have done??



**Zak** sent a private message  
17 March

Seen the lab assistants rota, there is a change over period of ten minut

your comments here...



**Here is what you missed:** 

Crasey, while re-enforcing the ACTION ANARCHY plans is also making sure that there is a plan is place as not to be identified himself.



**Zak** sent a private message  
17 March

HAVING SECOND THOUGHTS, I DON'T WANT TO DO THIS

your comments here...



**Here is what you missed:** 

Crasey is reminding Zak of why he should be doing what they have planned and also exploiting the relationship he has manufactured with him as a result of his isolation. What could Zak do?



**Billy** sent a private message  
18 March

what's going on???? Where are you I am at you digs

your comments here...



**Here is what you missed:** 

Even at this stage, where Zak has ended up in hospital Billy and his family will be able to support him and safeguard him from the danger he has put himself in. This highlights the fact that radicalisation is a process and at any stage during that process a referral, from anyone into pre-existing safeguarding mechanism can lead to a positive intervention without an individual causing harm to themselves or other

Billy then makes contact with Zak's family stating that he is hospital and that he need every one. Zak has tried to take chemicals from the lab and has spilled some

## Evidence – yellow flags

 <p><b>Zak shared a photo</b> 8 July</p> <p>1:1 First time at the Euros!! Shame about the idiots..... shouting abuse,</p> <p>Write your comments here...</p>		<p><b>Here is what you missed:</b> </p> <p>This post is also important as Zak has been exposed to disorder at a football match which was prompted by individuals who may be associated to far right ideologies</p>
 <p><b>Zak shared a photo</b> 9 July</p> <p>These were pictures from the match in the papers this morning, do they</p> <p>Write your comments here...</p>		<p><b>Here is what you missed:</b> </p> <p>Zak is starting to show an interest in different narrative relating relating to politics</p>
 <p><b>UncleMike was tagged in</b> 10 July</p> <p>Thanks for your message Zak - congratulations on your exam result</p>		<p><b>Here is what you missed:</b> </p> <p>This event is important in Zaks life as his uncle is ill, away from home and largely out of contact. Zak misses him as he is an important role model in his life.</p>
 <p><b>Freya shared a photo</b> 2 August</p> <p>OMG!! At it again!!</p> <p>Write your comments here...</p>		<p><b>Here is what you missed:</b> </p> <p>Clearly there is nothing untoward about playing computer games but excessive use in isolation, normalising killing and then applying it real life can be an issue that needs to be considered</p>
 <p><b>Zak was tagged in</b> 6 September</p> <p>Mess up on the accommodation front - good start to University life. N</p> <p>Write your comments here...</p>		<p><b>Here is what you missed:</b> </p> <p>Zak is now living a considerable distance away from the University. This is going to affect him making new friends and socialising. This could potentially isolate him.</p>
 <p><b>Billy sent a private message</b> 10 September</p> <p>been thinking, send out a friends request on Isocialike</p>		<p><b>Here is what you missed:</b> </p>



Zak sent a friend request to  
13 September

Rage76

your comments here...



**Here is what you missed:**



Due to his loneliness Zak has sent out a friend request to several people including Rage 76- He has no idea who this person is. This can potentially leave them open to manipulation. Only people you know and have met should be added to your social media networks. Further information can be found on the CEOP website.



Zak sent a friend request to  
13 September

Zak

your comments here...



**Here is what you missed:**



Crasey 123- is a friend of a friend and has seen Zaks requests and sent him one of his own. Zak has no idea who this person is but has accepted his request. You SHOULD only add people you have met For further advice go to the CEOP website



Zak is now friends with  
14 September

Rage76



**Here is what you missed:**



Zak has added a friend to his Isocialike site who he knows nothing about. This is leaving him very vulnerable to exploitation.



Zak is now friends with  
14 September

Crasey123

your comments here...



**Here is what you missed:**



Zak is adding a person to his Isocialike page and does not know anything about him. This is very dangerous practice and leaves him open to being manipulated.



Crasey123 shared a photo  
15 September

Dude last night was insane!!!! Look at what you missed out on, shame y

your comments here...



**Here is what you missed:**



Zaks isolation and frustration is building as he feels he is missing out



Crasey123 shared a photo  
22 September

Great paintball session man - you are good! Sorry about your uncle -



**Here is what you missed:**



Unbeknown to Zak, Crasey has identified him as a target to be radicalised. Zak has accepted Crasey 123 as a friend and consequently has given his access to his time line exposing details of Zaks life exposing his vulnerabilities



**Rage76** sent a private message  
2 October

Saw you in the library but you seemed busy. BTW I thought you w

our comments here...

### Here is what you missed:



Rage has seen Zak looking at this material- what could she do to help him



**Billy** sent a message  
3 October

Hey are you ok? How's university going?

our comments here...

### Here is what you missed:



Zak is isolated from his peers and is reaching out to his family for support



**Rage76** sent a private message  
10 October

Blimey the first assignment is hard fancy meeting up to go over it?? Sa

your comments here...

### Here is what you missed:



Rage is reaching out to Zak as she is aware that the group are extreme in their view after overhearing some of their previous conversations since she has been working their. The group come in to meet their every week. At this point what could Rage do if she is worried??



**Maisey** shared a photo  
31 October

That will go well in your scary flat :-)

your comments here...

### Here is what you missed:



Zaks frustration at being in his flat is having a profound effect on him.



**Billy** shared a photo  
5 November

Bonfire night!! Remember the banger last year!!went off right next

your comments here...

### Here is what you missed:



Zak is expressing an interest in explosions and more so creating them.



**Freya** shared a photo  
1 December

Wish you were here, first snow of the year xxx

### Here is what you missed:



Could more be done at this stage to understand why Zak is attending this rally??



Zak shared a photo  
18 December

I really hate Christmas this year  
:-((((

... your comments here...



### Here is what you missed:



Comments from Mum adding to Zaks anger and frustration, who has in the past has always loved the festive period.



Rage76 shared a photo  
1 February

This course is pretty good and labs are really well stocked. Lab coats n

... your comments here...



### Here is what you missed:



Images placed within the virtual world will allow others to create a profile of Zak or any other individual.



Rage76 shared a photo  
4 February

Mad scientist at work :-)

...



### Here is what you missed:



Images once placed on social networking sites, are in the virtual world and can not be removed. This image of Zak allows others to see him working with substances that could put him at risk of being manipulated.

The images of Zak in the lab also inadvertently give Crasey an understanding of the chemicals that Zak has access to.

## Videos

At the end of the time lime and Zak's stay at hospital, there will be two further videos. Zak will speak about where his life went from this point. One will highlight the importance of positive interventions and the return of support structures whilst the other will show what can happen if those interventions and support mechanisms are not put in place. Ask the students to comment on the consequences of each ending for Zak and the wider community.



Students could write a brief essay on:

- 1) What the evidence from the 'Isociallike' page and the films tells us about how young people like Zak are groomed for extremism and what the consequences are for the individuals involved (Year 7-9)
- 2) Evaluate where in Zak's story he could have been supported and identify what individuals and agencies could have done to help him. (Year 12+)

## Appendix A: Case Studies

### Nicky Reilly

Nicky Reilly was born in 1986 and was raised in a single-parent family, as his father disappeared after his birth. He had been diagnosed aged 16 with Asperger's syndrome, which presented itself as a low IQ and social awkwardness. The area in which the family lived had high levels of deprivation, prostitution, drug use and dealing, and with very little sense of community. Home life was often difficult, with his mother suffering poor health, continual financial issues and domestic abuse and drug use by his mother's boyfriend.

In May 2002 he was admitted to hospital under the Mental Health act after stabbing himself, and later in August was admitted as a day patient after threatening to throw himself off a building. In October 2002 he met with a specialist doctor, and in January 2003 he stated that he was worried about murderers and terrorists- he was particularly upset about the events of 9/11. By June that year he was no longer depressed, having found Islam via the internet, and stopped taking medication. In July he stated his wish to become a 'jihadist'<sup>5</sup> changing his name to Mohammed Rashid Seed Alim by deed-poll in 2004.

The doctor reported his concerns in August 2003, and the police undertook initial enquiries, but determined he had no capability to undertake an attack at that point. A decision was undertaken to monitor his behaviour via the doctor- who in December 2003 reported further concerns. Other concerns were also raised that due to his imminent 18<sup>th</sup> birthday; there would be lack of support for him as an adult. A police assessment again determined that he had no capability to undertake an attack, however highlighted that he would be susceptible to influence by outside individuals and groups. In May 2004 police officers met with Saeed Alim at a local mosque, when it was apparent that contacts in the Muslim community were his main emotional supports. In July 2005 the weekly assessments undertaken by LDS reported that he appeared stable, and in June 2007 psychiatric support disengaged with him.

"He was on his computer non-stop - he never really went out. He once said he goes to 'secret meetings' when no one is allowed if they are not a Muslim.

In May 2008 he constructed bombs in his bedroom, having found instructions on assembly online. On 22<sup>nd</sup> May 2008 he entered a family restaurant in Exeter to attempt a suicide bombing. One of the devices exploded in a toilet cubicle where Saeed Alim was preparing the bombs for detonation in the restaurant, preventing him from carrying out his full attack. He was arrested and subsequently convicted of attempting a suicide bombing.

---

<sup>5</sup> "One who is involved in a religious war with those who are unbelievers in the mission of Mohammad ... enjoined especially for the purpose of advancing Islam and repelling evil from Muslims

## Isa Ibrahim

Isa was the second son of a consultant pathologist and an administrator at Bristol University's medical school. He moved from one fee-paying school to another as he struggled to fit in and make friends. He went to Queen Elizabeth Hospital independent boys' school as his parents didn't want him to be in the shadow of his academic elder brother Peter, who was at Colston's school, later attended Oxford University and is now about to qualify as a barrister.

At that school Isa got into quite a lot of trouble. At 12, he took cannabis and was hanging around with people in the years above him. He was suspended and asked to leave on the day before his 13th birthday. He then also went to Colston's school, where he had no friends, he was overweight and not sporty, and he did things to show off. Isa took cannabis and ecstasy mixing with people from outside the school, he said, for which he got into trouble and was suspended. After that, he went to Bristol Cathedral School and, though he was taking magic mushrooms, cocaine and ecstasy, he managed to obtain eight GCSEs, including an A grade in English Language. Ibrahim said that his parents split up when he was 16 and initially he blamed himself. He said he lived with his mother, an administrator at Bristol University's medical school, in a flat in Downend, where he would take ecstasy and the horse tranquilliser ketamine, but he moved out because of his drug use. After moving out of his mother's flat, Ibrahim first lived in a flat in Unity Street, Kingswood, and was taking heroin and crack cocaine several times a day.

He claimed that from the age of 12, he had bomb-making manual *The Anarchist's Cookbook* and he liked to read about "dodgy stuff". He self-radicalised over the internet, watching the 7/7 bombers suicide videos over and over again. His outward behaviour changed dramatically toward his peers at College, where he would repeat the propaganda of AQ publicly. He began to dress more traditionally as he withdrew from his everyday life, buying ingredients and material to build an explosive vest. He was seriously injured when mixing the chemicals and attended hospital but his injuries were not reported. A member of his local Muslim community reported their concerns and he was arrested. His suicide vest and chemical materials were all found in his flat.

Since his conviction and incarceration, he has worked with various agencies including the Police to help better understand why he made those decisions and supports the on-going work to prevent vulnerable people being radicalised.

## Zachary Adam Chesser

Zachary is the son of a US Government contractor and was born in Charlottesville, Virginia on December 22, 1989. In the summer of 2008, he converted to Islam while playing on a soccer team organized by member of Hizbut-Tahrir. (a political organization). By November of that year his writings first appeared on Anwar al-Aulaqi's <sup>6</sup> blog. He soon began to display significant changes in his work and personal life. Within a matter of weeks, he had quit his job at a Blockbuster video store because "he objected to working at a place that rented videos featuring naked women."

His parents described an increasingly hostile home environment in which Chesser would institute strict rules to enforce what he believed to be proper Islamic traditions. By August 2008, he had moved out of his mother's house in Virginia because, according to his father, "his Mum's relationship with her live-in partner . . . violated his Islamic beliefs." By November 2008, his girlfriend ended their relationship because he had become too extreme. By the late 2008, Chesser had become a full-fledged believer in the ideology of violent Islamist extremism and was searching for other like-minded individuals.

He gravitated towards the Internet to find them because, as Chesser explained later, "It is simply the most dynamic and convenient form of media there is." Before his arrest by Federal authorities in July 2010, Chesser was a member of, and prolific contributor to, at least six terrorist online forums; the creator of three YouTube terrorist propaganda channels; the holder of at least two Twitter accounts; the manager of an active Facebook profile; and the creator and author of two stand-alone online blogs advocating violent Islamist extremism. By December 2009, Chesser had committed to using his computer and communication skills to advance the violent Islamist cause online.

Chesser used his "above average" skills in a range of online locations, including YouTube, Twitter, Facebook, and other web sites to connect with influential Islamist extremist leaders in order to contribute to the efforts of global terrorist movements. Forums are also one of the most effective places to market videos and articles. "All you have to do is post it and it will get between 40 and 100 views pretty easily."

In the end, Chesser pleaded guilty to the charges against him and received a sentence of 25 years in a Federal prison. In court documents, he claimed that he regretted the decisions in his life. He also noted that he did not find a real-world audience for his violent beliefs. In discussing his attempt to receive religious approval of his actions from local imams, Chesser said, "I actually did ask local leaders but I disagreed with their responses."

In a separate letter, Chesser stated that there was a brief moment during the course of his radicalization in which he was nearly steered from the path that led to his incarceration. But ultimately, the influence of online sources of violent Islamist extremism proved stronger

---

<sup>6</sup> Al-Aulaqi provides a false sense of religious justification over the Internet for an act of terrorism. He was able to do this by presenting himself as being abler to understand the problems of the youth and being able to offer solutions. Al-Aulaqi regularly updated his blog with religious discussion, commentary on current events, and book reviews. His blog allowed users to post comments. Those comments covered the spectrum from religious questions concerning marriage to full-fledged support of terrorist organizations overseas. Those commenting became, in a sense, a community.

## Anders Behring Breivik

Breivik was born 13 February 1979) is the perpetrator of the 2011 Norway A In a sequential bombing and mass shooting on 22 July 2011, he bombed government buildings in, resulting in eight deaths, then carried out a mass shooting at a camp of the Workers Youth League of the Labour Party on the island of Utoya, where he killed 69 people, mostly teenagers. He was convicted of mass murder, causing a fatal explosion, and terrorism in August 2012

Breivik was born in Oslo on 13 February 1979, the son of Wenche Behring (1946–2013), a nurse, and Jens David Breivik (born 1935), a civil economist, who worked as a diplomat for the Norwegians Embassy in London and later Paris. He spent the first year of his life in London until his parents divorced when he was one year old. His father, who later married a diplomat, fought for his custody but failed. When Breivik was four, two reports were filed expressing concern about his mental health, concluding that Anders ought to be removed from parental care. One psychologist in one of the reports made a note of the boy's peculiar smile, suggesting it was not anchored in his emotions but was rather a deliberate response to his environment In another report by psychologists from Norway's centre for child and youth psychiatry (SSBU) concerns were raised about how his mother treated him: "She 'sexualised' the young Breivik, hit him, and frequently told him that she wished that he were dead." In the report Wenche Behring is described as "a woman with an extremely difficult upbringing, borderline personality structure and an all-encompassing if only partially visible depression" who "projects her primitive aggressive and sexual fantasies onto him [Breivik]". The psychologist who wrote the report was later forbidden from giving evidence in court by Ms Behring who herself was excused from testifying on health grounds. Breivik lived with his mother and his half-sister in the west end of Oslo and regularly visited his father and stepmother in France, until they divorced when he was 12. His mother also remarried, to a Norwegian Army officer.

Anders Breivik has criticised both of his parents for supporting the policies of the Norwegian Labour Party, and his mother for being, in his opinion, a moderate feminist. He wrote about his upbringing: "I do not approve of the super-liberal, matriarchal upbringing as it completely lacked discipline and has contributed to feminising me to a certain degree."

Breivik attended Smestad Grammar School, Ris Junior High, Hartvig Nissens and Oslo Commerce School. A former classmate has recalled that he was an intelligent student who often took care of people who were bullied Breivik chose to be confirmed into the Lutheran Church of Norway at the age of 15.

When he reached adolescence Breivik's behaviour was described as having become rebellious. In his early teen years he was a prolific graffiti artist, part of the hip hop community in Oslo West. He took his graffiti much more seriously than his comrades and was caught by the police on several occasions; however, Child Welfare Services were notified only once. He was also fined on two occasions. According to Breivik's mother, after he was caught spraying graffiti on walls in 1995, at the age of 16, and fined, his father stopped contact with him. They have not been in contact since then. The opposite view is claimed by Breivik's father, that it was his son who broke off contact with him and that he would always have welcomed Anders despite his destructive activities. At this age he also lost contact with his closest friends, when he was expelled from the gang

On 22 July 2011, Breivik bombed government buildings in Oslo, which resulted in eight deaths.

Within hours after the explosion he arrived at Utoya Island, the site of a Labour Party youth camp, posing as a police officer and then opened fire on the unarmed adolescents present, reportedly killing 69.

Breivik confessed and stated that the purpose of the attack was to save Norway and Western Europe from a Muslim takeover, and that the Labour Party had to "pay the price" for "letting down Norway and the Norwegian people"

When an armed police SWAT unit from Oslo arrived on the island and confronted him, he surrendered without resistance

## **Learning Points**

These cases highlight the following points

### **1. There is no single route into Islamic terrorism**

Offenders come from a number of different backgrounds and here no obvious pattern emerges: there was a split between high and low levels of education, wealth and political or theological understanding.

### **2. The main motive is anger over foreign policy**

The anger and scepticism regarding the West's role in the Middle East was obvious in the statements made to the police and media by each of the offenders.

### **3. Executing a successful terrorist attack is difficult**

A successful terrorist attack requires reliable and fully indoctrinated people, careful planning to avoid detection and the technical ability to execute an attack. During this period of indoctrination there are opportunities for agencies, including Education to make identify and intervene.

### **4. The internet is a crucial tool**

The case of Nicky Reilly highlights the special psychological factors associated with internet use: relationships formed and developed online can be very strong, while what people do online as a solitary activity can feed feelings of belonging to something bigger and better than themselves alone. Individuals are not always well enough equipped to challenge what they read online; this may be exacerbated in forums or chat rooms where users hold similar views and extreme views can go unchallenged.

## Appendix B.

### Ofsted - Why is this important?

Technology offers unimaginable opportunities and is constantly evolving. Access is currently becoming universal and increasingly more mobile and pupils are using technology at an ever earlier age.

For example:

- 91% of children aged 5-15 live in a household with internet access via a PC/laptop, up from 87% in 2010. Smartphone ownership in 2010 comprised 3% of children aged 5-7, 13% of children aged 8-11, and around 35% of children aged 12-15.
- 34% of children aged 8-12 have a profile on sites that require users to register as being 13 or over, up from 25% in 2009.
- Technology use and e-safety issues go hand in hand. Many incidents happen beyond the physical geography of the school and yet can impact on pupils or staff.
- 40% of Key Stage 3 and 4 students have witnessed a 'sexting' incident and in the same group, 40% didn't consider topless images inappropriate.
- 28% of Key Stage 3 and 4 students have been deliberately targeted, threatened or humiliated by an individual or group through the use of mobile phones or the internet.
- Issues are magnified for 'vulnerable' children (for example disabled pupils and those who have special educational needs, looked after children).
- Just because these environments are online make them no less susceptible to potential harm compared to the physical world. This makes it vitally important that pupils and staff are fully prepared and supported to use these technologies responsibly.

### Key features of good and outstanding practice

Whole school consistent approach	All teaching and non-teaching staff can recognise and are aware of e-safety issues. High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-Safety Mark). A high priority given to training in e-safety, extending expertise widely and building internal capacity. The contribution of pupils, parents and the wider school community is valued and integrated.
Robust and integrated reporting routines	School-based online reporting processes that are clearly understood by the whole school, allowing the pupils to report issues to nominated staff, for example SHARP. Report Abuse buttons, for example CEOP.
Staff	All teaching and non-teaching staff receives regular and up-to-date training. At least one staff member has accredited training, for example CEOP, EPICT.
Policies	Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors. The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying. The e-safety policy should incorporate an Acceptable Usage Policy that is signed by pupils and/or parents as well as all staff and respected by all.
Education	A progressive curriculum that is flexible, relevant and engages pupils interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others safety. Positive sanctions are used to reward positive and responsible use. Peer mentoring programmes.
Infrastructure	Recognised Internet Service Provider or RBC together with age related filtering that is actively monitored.
Monitoring and Evaluation	Risk assessment taken seriously and used to good effect in promoting e-safety. Using data effectively to assess the impact of e-safety practice and how this informs strategy.

## Research/References

### Need to redress injustice and express grievance:

- Hacker, F. (1976). *Crusader Criminals and Crazies: Terror and Terrorism in Our Time*. New York: W.W.Norton.
- Ross, J.I. (1993). Structural Causes of Oppositional Political Terrorism: Towards a Casual Model. *Journal of Peace Research*, 30, 3, 317-329.
- Schmid, A.P. & Jongman, A.J. (1988). *Political Terrorism: A New Guide to Actors, Authors, Concepts, Data bases, Theories and Literature*. New Brunswick, N.J.: Transaction Books.
- Stern, J. (2003). *Terror in the Name of God: Why Religious Militants Kill*. New York: Harper Collins.
- Borum, R. (2004). *Psychology of Terrorism*. Tampa: University of South Florida.
- Silke, A. (2008). Holy Warriors; Exploring the Psychological Processes of Jihadi Radicalisation. *European Journal of Criminology*, 5, 1, 99-123.
- Bartlett, J, Birdwell, J, King, M (2010). *The Edge of Violence. A radical approach to extremism*. Access at: [www.Bartlett et al \(2010\).co.uk](http://www.Bartlett et al (2010).co.uk).
- Eidelson, R & Eidelson, J (2003). Dangerous Ideas. *Five Beliefs That Propel Groups Toward Conflict*. *American Psychologist*, Vol. 58 No. 3, pp. 182-192.
- Stern, J. (2003). *Terror in the Name of God: Why Religious Militants Kill*. New York: Harper Collins.
- McClintock, C. (1998). *Revolutionary Movements in Latin America*. Washington, DC: United States Institute of Peace Press.
- Speckhart, A. (2005). Understanding Suicide Terrorism: Countering Human Bombs and Their Senders. In *Topics in Terrorism: Toward a Transatlantic Consensus on the Nature of Threat, (Volume 1) (Eds.) J.S. Purcell & J.D. Weintraub*. Atlantic Council.

### Need for identity, meaning, and belonging:

- Borum, R. (2004). *Psychology of Terrorism*. Tampa: University of South Florida.
- Crenshaw, M. (1986). The Psychology of Political Terrorism. In M.G. Hermann (Ed.) *Political psychology: Contemporary problems and issues (pp. 379-413)*. London: Josey-Bass.
- Della, Porta, D. (1992). *Political socialisation in left-wing underground organisations: Biographies of Italian and German militants*. In D. della Porta (Ed.), *Social movements and violence: Participation in underground organisations (pp. 29-42)*. Greenwich, CT: JAI Press.
- Johnson, P.W & Feldman, T;B. (1992). *Personality types and terrorism: Self-Psychology Perspectives*. *Forensic Reports*. 5, 4, 292-303.
- Luckabaugh, R. Furqa, E. Cangemi, J. & Kowalski, C. (1997). *Terrorist behaviour and foreign policy: who is the enemy?* Some psychological and political perspectives. *Psychology*, 34, 2, 1-15.
- Silke, A. (2008). Holy Warriors; Exploring the Psychological Processes of Jihadi Radicalisation. *European Journal of Criminology*, 5, 1, 99-123.
- Silber, M.D. & Bhatt, A. (2007). *Radicalisation in the West: The Homegrown Threat*. New York City Police Department: Intelligence Division.
- Van de Valk, I. & Wagenaar, W. (2010). *The Extreme Right: Entry and Exit. Racism and Extremism Monitor*. Anne Frank House.
- Wasmund, K. (1986). "The Political Socialisation of West German Terrorists." In *Political Violence and Terror (Ed.) Peter Merkl*, 191-228. Los Angeles: University of California Press.
- Sageman, M. (2004). *Understanding Terror Networks*. Philadelphia: University of Pennsylvania Press.
- Karmani, A (2009). *Reducing the Influences that Radicalise Prisoners*. London Probation, unpublished report.
- Perrin, A. (2002). "Tiger Country." *TIME*, September 16. [www.time.com/time/asia/magazine/article/0,13673,501020923-351287,00.html](http://www.time.com/time/asia/magazine/article/0,13673,501020923-351287,00.html).
- Collins, E. (1997). *Killing Rage*. Granta: London.
- Speckhart, A. (2007). *De-legitimising Terrorism: Creative Engagement and Understanding of the Psycho-Social and Political Processes Involved in Ideological Support for Terrorism*. *Connections*. Winter, 1.
- Stern, J. (2003). *Terror in the Name of God: Why Religious Militants Kill*. New York: Harper Collins.
- Schwartz, S.J., Dunkel, C.S. & Waterman, A.S. (2009). *Terrorism: An Identity Theory Perspective*. *Studies in Conflict & Terrorism*, 32, 537-559.
- Marcia, J.E. (1966). Development and Validation of Ego Identity Status. *Journal of Personality and Social Psychology*. 3, 551-558.
- Bjorgo, T & Horgan, J. (2009). *Leaving Terrorism Behind: Individuals and Collective Disengagement*. Oxtan: Routledge.
- Jacobsen, M. (2010). Terrorist Drop-outs: Learning from those who have left. *Policy Focus, 101*. Washington Institute for Near East Policy.

### **Need for excitement, comradeship and adventure:**

- Silke, A. (2008). Holy Warriors; Exploring the Psychological Processes of Jihadi Radicalisation. *European Journal of Criminology*, 5, 1, 99-123.
- Speckhart, A. (2005). *Understanding Suicide Terrorism: Countering Human Bombs and Their Senders*. In Topics in Terrorism: Toward a Transatlantic Consensus on the Nature of Threat, (Volume 1) (Eds.) J.S. Purcell & J.D. Weintraub. Atlantic Council.
- Speckhart, A. (2007). *De-legitimising Terrorism: Creative Engagement and Understanding of the Psycho-Social and Political Processes Involved in Ideological Support for Terrorism*. Connections. Winter, 1.
- Van de Valk, I. & Wagenaar, W. (2010). *The Extreme Right: Entry and Exit*. Racism and Extremism Monitor. Anne Frank House.
- Bartlett, J, Birdwell, J, King, M (2010). The Edge of Violence. A radical approach to extremism. Access at: [www.Bartlett et al \(2010\).co.uk](http://www.Bartlett et al (2010).co.uk).
- Collins, E. (1997). Killing Rage. Granta: London.
- De Cataldo Neuberger, L. & Velentini, T. (1996). *Women and Terrorism*. Hampshire: Macmillan.
- Macdonald, E. (1991). *Shoot the Women First*. New York: Random House.
- Jurgensmeyer, M. (2003). Terror in the Mind of God. 3rd Ed. Los Angeles: *University of California Press*.
- Karmani, A (2009). *Reducing the Influences that Radicalise Prisoners*. London Probation, unpublished report.
- Post, J. (2000). "Murder in a Political Context: Profile of an Abu Nidal Terrorist" *Bulletin of the Academy of Psychiatry and the Law*, Spring edition.
- Bjorgo, T & Horgan, J. (2009). *Leaving Terrorism Behind: Individuals and Collective Disengagement*. Oxton: Routledge.

### **Political/Moral motivation:**

- Hoffman, B. (2006). Inside Terrorism. NY: *Columbia University Press*.
- Silke, A. (2008). Holy Warriors; Exploring the Psychological Processes of Jihadi Radicalisation. *European Journal of Criminology*, 5, 1, 99-123.
- Speckhart, A. (2007). *De-legitimising Terrorism: Creative Engagement and Understanding of the Psycho-Social and Political Processes Involved in Ideological Support for Terrorism*. Connections. Winter, 1.
- Stern, J. (2003). *Terror in the Name of God: Why Religious Militants Kill*. New York: Harper Collins.
- Karmani, A (2009). *Reducing the Influences that Radicalise Prisoners*. London Probation, unpublished report.
- Post, J. (2000). "Murder in a Political Context: Profile of an Abu Nidal Terrorist" *Bulletin of the Academy of Psychiatry and the Law*, Spring edition.
- Horgan, J. (2009). *Walking Away from Terrorism*. Oxton: Routledge.
- Bjorgo, T & Horgan, J. (2009). *Leaving Terrorism Behind: Individuals and Collective Disengagement*. Oxton: Routledge.

### **Transitional periods:**

- Silke, A. (2008). Holy Warriors; Exploring the Psychological Processes of Jihadi Radicalisation. *European Journal of Criminology*, 5, 1, 99-123.
- Razzaque, R. (2008). *Human Being to a Human Bomb: Inside the Mind of a Terrorist*. London: Icon Books.

### **Socio - economic factors:**

- Mina Al Mina 2009; Studies of Radicalisation: *State of the Field Report Politics and International Relations Working Paper [www.rhul.ac.uk/politics-and-IR](http://www.rhul.ac.uk/politics-and-IR) No.11 January 2009*
- Ineke van der Valk and Willem Wagenaar 2010; *Racism & Extremism Monitor The extreme right: entry and exit*
- Dr Matthew Goodwin and Professor Jocelyn Evans 2012; *From voting to violence? Far right extremism in Britain*