

**SINCE 9/11 was proud to partner with the United States Embassy London in the development of these Educational Resources.**



**USA<sup>IN</sup>UK**



# Workshop Guidance Notes

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## Session Overview

This is a standalone workshop/lesson which is aimed at KS4 and KS5. It can be tailored for KS3. It should be delivered in one hour.

Students will be presented with information about a fictitious country which has suffered a major terrorist attack. Students play the role of the leaders of their country as they evaluate the possible responses to the attack. At the end of the session, students will learn key facts about 9/11 and the consequences around the world.

The workshop seeks to undermine black and white/grievance narratives extremists seek to spread about world affairs and governmental responses to terrorism. It is also SINCE 9/11's objective to encourage greater discussion of the threats of terrorism, extremism and radicalisation in an educational setting - this fosters greater critical analysis of the issue and exposes individuals to a variety of opposing viewpoints.

Early research conducted by SINCE 9/11 suggested that many young people were confused about the timeline of events surrounding 9/11, with many believing that the attacks were retribution for wars in Afghanistan and Iraq. Not only does this suggest a serious misreading and misunderstanding of extremely significant global events, it could also imply a vulnerability to the foreign policy grievances which Islamist extremists and Jihadists seek to spread.

The International Centre for the Study of Radicalisation (ICSR) at King's College London has long identified Grievance as a key driver in the radicalisation process. By undermining widely held grievance narratives pertaining to conflict, governmental responses to terrorism and foreign policy, we hope to build resilience to the grievance 'hooks' which extremists deploy.



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It is important that this workshop is delivered as a fast-paced and engaging session, with lots of opportunities for active learning and discussion. Facilitators must think carefully about the questions they will ask to ensure that the learning objectives are met. Facilitators must also ensure that they remain neutral. Resources must be ready to handout and can be collected and re-organised during the film clip or when students are completing the evaluation form, so that they are ready for the next session.

## Learning Objectives:-

- recognise and compare the factors that influence a country's response to terrorism
- critically evaluate different responses to terrorism
- justify choices about how a country responds to terrorism

## Teaching Controversial Issues

Where discussions lead onto discussions about radicalisation and extremism, teachers should ensure that they are familiar with the school's PREVENT strategy and Child Protection Policy. The external facilitator will highlight any concerns which they have, but the duty lies with the supervising teacher to follow up on, and report, concerns.

This topic is extremely sensitive, and the issues covered will need to be handled with care. It is important to be mindful that certain groups of students may have encountered hostility due to the media coverage on recent acts of terror. Please ensure that you are also aware of any students who might be refugees or asylum seekers from countries affected by terrorism. It is always possible that someone in the class may have suffered a loss of a family member or friend e.g. in the recent attacks in the UK, London 7/7, recent European attacks, the Syrian conflict or fighting in Iraq or Afghanistan. Schools have a responsibility to inform the facilitator if there are any students who may fall into the categories above.

Please see [Guidance for Teaching Sensitive and Controversial Issues](#) for more information.



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## Facilitator Guidance

SINCE 9/11 is committed to undermining grievance narratives where possible which help to fuel radicalisation and violent extremism. As such, SINCE 9/11 requests that where possible, facilitators challenge or provide balance to the following (we do not expect facilitators to agree or defend specific policies, merely to demonstrate that there are often more sides to an issue or a debate than may be immediately obvious):

- Conspiracy theories
- Anti-Americanism & Anti-Western sentiment
- Racist, anti-Semitic, anti-Muslim, homophobic or intolerant comments/views/sentiment

## Amplifying the Session

Facilitators should encourage schools to use social media channels to highlight the visit and work of SINCE 9/11 when workshops are delivered.

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## SESSION PLAN

### ACTIVATION

Time - 0- 5 minutes

Resources - Slides 1, 2

1) As students are seated, ask them to consider the question on the board - how might the leader of a country respond to a terrorist attack? Do not take feedback at this stage. Explain that "How the UK might respond to a terrorist incident will be based on factors that are important to us, how Germany/the USA/Saudi Arabia might respond will be based on factors important to them.

2) Briefly summarise the learning objectives.

3) Show Slide 2 - Set up a thought experiment: - You are the leader of a nation state, perhaps one of the very people on Slide 1. One morning, as you conduct a visit to a small primary school in the north of the country to learn about a new literacy programme, one of your security team pulls you to one side. They inform you that there has been a massive terrorist attack in the capital, with multiple sites hit and it is suspected that thousands of people are dead or injured. With a sharp intake of breath, you feel anger, sorrow and terror all at the same time. Your mind races thinking about all the possible groups who might be responsible and what your immediate response should be to make your country safe. You instruct your security team to fly you straight back to the capital and begin making plans for the immediate actions you must take.... It is now one week after the attack, and you are sat with your Top Advisors deciding how to respond to the attack. You receive a briefing pack from the Security Service and you must decide what action to take.

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## ACTIVITY 1

Time - 5-20 mins

Resources - Slides 3 & 4; Ground Rules already displayed on the board, Group Role cards in an envelope (1 envelope per group), Country Information handouts (1 country per group, 3 copies per group), A3 paper for students to write on, pens.

- 1) Choose a number between 1 and 6, use the information on Slide 3 to help you choose. You have 30 seconds to decide.
  
- 2) Now open the envelope on your desk and take the correct Group Role card. These cannot be traded or swapped. Read the information and make sure you understand your role.
  
- 3) Now read your A3 Country Fact Sheet- read this carefully. Explain that this is a fictional country.
  
- 4) Which 3 factors will be the most influential on your decision about how to respond to the terrorist attack? Why is each of these factors so important? Use the example of the board to support students in their analysis.
  
- 5) Circulate each group and support students in analysing and identifying key influential factors. Remind students that they are the leaders of the country in front of them, and their own personal views and opinions should not be at the forefront of the discussion.
  
- 6) Before students' feedback, draw their attention to the ground rules on the board (extra verbal explanation in brackets). These are in addition to;
  - **Respect each other's opinions**
  - **Be polite** (hands up, don't speak over one another)



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- **Use correct terminology** (try not to offend anyone)
- **Focus on stronger and weaker arguments, rather than right and wrong** (we are interested in justifications, evidence and examples)

7) Child Protection:- Briefly remind students that if anything is raised which might make you or the teachers in the room concerned that a student might be at risk, then it would be reported to the child protection officer following the school policy.

8) Invite each group to give feedback on the three factors they chose, with justifications. Ask the reporters to use the language on the board as a guide.

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## ACTIVITY 2

Time - 20-40 mins

Resources - Slide 5, Ground Rules already displayed on the board, Group Role cards in an envelope (1 envelope per group), Country Information handouts - TURNED OVER (1 country per group, 3 copies per group), A3 paper for students to write on, pens.

- 1) Ask students to turn over their Country Information sheets. This side of the sheet contains information about the actual attack, who is responsible and the possible responses.
- 2) Ask students to consider this new information (using their group roles) and decide which response their country should follow - remember, it should fit with the information about the country and the factors you have already identified - this is not a personal response. Students may wish to combine 2 or 3 responses.
- 3) Circulate each group and support students in analysing and identifying the best response for their country. Students should be reminded to focus on the factors their identified in the first activity as being influential on their decision.
- 4) Invite each group to give feedback on the responses they have chosen, with justifications. Ask the reporters to use the language on the board as a guide.

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## FACTS AND CONSEQUENCES

Time:- 40-55 mins

Resources:- Slide 6, CNN - Facts about 9/11 film clip

1) Display Slide 6 and summarise key facts and consequences about 9/11 – this is an example of a country who really did go through a horrific terrorist attack, and the country's leaders had to make the same decisions which you have just made. Refer to Factsheet about 9/11 to ensure facilitator understanding, and give a clear explanation about what happened on the day.

Some information which you may refer to:-

- September 11th 2001, al-Qaeda attacks the USA.
- Al-Qaeda terrorists hijack four commercial airliners and fly them into the World Trade Center twin towers in New York, the Pentagon (Department of Defense), and a fourth plane which was likely due to target the Capitol building in Washington D.C. crashes into a field near Shanksville, Pennsylvania, after passengers rise up against the hijackers upon learning of the fate of the other planes. 2,977 innocent people are killed on 9/11, a day which would change the entire world.
- Al-Qaeda are a religious fundamentalist terrorist organisation which had established a network of bases and training camps in Afghanistan, a country which was ruled by the religious fundamentalists of the Taliban.
- In the immediate aftermath of 9/11, US President George W. Bush gave the Taliban an ultimatum to hand over Osama Bin Laden, the leader and financier of al-Qaeda who had established safe haven in Afghanistan to direct terror attacks around the world. The Taliban refused the ultimatum, so preparations to destroy al-Qaeda and capture Bin Laden began. How many students chose this response?
- At first, the United States deployed Special Forces troops to support the Northern Alliance, a faction in Afghanistan which had been fighting against the Taliban for years. Before a full scale invasion was initiated supported by dozens of allies, including the United Kingdom, to remove the Taliban, destroy al-Qaeda's network and to kill or capture Osama Bin Laden.



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- In May 2011, almost 10 years after the events of the 9/11, Bin Laden was killed by US Navy Seals at his safehouse in Pakistan, the neighbouring country to Afghanistan – Do the students who chose this option think it would take 10 years? 17 years after the invasion, US troops are still in Afghanistan fighting a Taliban insurgency. Al-Qaeda's capabilities have been significantly weakened, as the number of al-Qaeda attacks around the world has declined. However, other Jihadist terrorist groups have since emerged, such as ISIS.
- Although 9/11 was tactically costly for al-Qaeda, as their networks and leadership have been systematically dismantled by the US and allies, the attacks successfully gave al-Qaeda's cause and ideology worldwide exposure. Today, almost every nation on earth is in some way impacted by an unprecedented global terror threat. In 2017, the UK was hit by 5 separate terrorist attacks.

2) Watch [CNN - Facts about 9/11](#) and summarise the key facts and consequences about 9/11. Summarise key facts about more recent terrorist attacks in the UK – 7/7, Manchester Arena, Westminster Bridge, London Bridge.

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**SINCE 9/11**  
ANSWERING THE  
QUESTIONS

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