



## Outline Draft Scenario

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**Note: This is a hypothetical scenario derived from a series of actual cases involving known homegrown violent extremists' actions prior to arrest.<sup>1</sup> By combining facts from a variety of cases the scenario permits more dynamic interactions between workshop participants while still ensuring that scenario is representative of real world events.**

*Setting: Chicago, IL area*

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<sup>1</sup> This scenario is based upon several leading cases involving home grown extremists including, but not limited to: (b) (6)

[REDACTED]

[REDACTED]

[REDACTED]

## STAGE ONE

### Scene 1: Community Perspective

Majid just turned 18 and lives at home with his parents and his 16-yr old brother Karim.<sup>2</sup> Majid is a senior in high school in Bridgeview. He's a good student and a very talented member of his high school soccer team.<sup>3</sup> He has always been a pretty well-behaved kid with lots of friends, and intends to go to college next year.<sup>4</sup> Majid looks up to and trusts John, his soccer team's coach. John has helped Majid improve his soccer game so Majid might one day play on a college team.<sup>5</sup> John has seen much less of Majid lately, and last week, Majid told him he was thinking of quitting the soccer team.<sup>6</sup> When John asked why, Majid would not give a clear reason.<sup>7</sup>

Majid did mention to John that his grades have been slipping.<sup>8</sup> John noticed that Majid has pulled away from his friends on the team.<sup>9</sup> Majid recently complained to the coach that Muslims are treated unfairly in America—for instance, his little brother has been harassed in school and called “terrorist” and other hurtful names, and his Muslim friends have been profiled by the police. Majid said he does not think anyone cares enough about this maltreatment and these injustices are inspiring him to make some changes in life.<sup>10</sup> When John encouraged Majid to report the bullying to the school, Majid said that it wouldn't do any good. When the coach encouraged Majid to be active in college on these issues, Majid said he is rethinking the value of college for his future and that he might take a “greater path,” but would not tell the coach what that meant. Majid has not told his parents yet about his plans to not attend college.<sup>11</sup>

Majid's parents call John early one morning in distress. Majid did not come home after last night's soccer practice and they wonder if John knows where he might be. Majid said he would be studying with friends, but when his parents called the friends' house, they learned the friend had been at home and had not seen Majid. His parents are worried and say Majid has increasingly been staying out late, telling them he is studying at the library, and frequently coming home after midnight. He has never failed to come home before. They are worried about whether to call the police to report him as a missing person.<sup>12</sup> They ask John what they should do.

<sup>2</sup> “Special Report: a vow is confirmed; a jihad grows – Jane's Jihad,” Reuters Online, (Dec. 8, 2012) (Khalid lived with his parents, older brother, and two younger sisters in Ellicott City, MD).

<sup>3</sup> Andrea Elliott, “The Jihadist Next Door,” *The New York Times*, (Jan. 27, 2010) (Hammami was very popular in high school, a good student, planned to go to college, and was an athlete – including soccer); see also, Special Report: a vow is confirmed; a jihad grows – Jane's Jihad,” Reuters Online (Dec. 8, 2012) (Khalid excelled in high school and was active in school activities, including the high school track team); U.S. Senate Homeland Security and Government Affairs Committee, “Zachary Chesser: A Case Study in Online Islamist Radicalization and Its Meaning for the Threat of Homegrown Terrorism” (February 2012) Chesser while playing on soccer team becomes an adherent to al-Qa'ida inspired ideology and quickly progresses to being an adherent of violent extremism and propagandist).

<sup>4</sup> “Maryland teen Mohammad Hassan Khalid pleads guilty in ‘Jihad Jane’ terror case, faces 15 years” Associated Press, (May 4, 2012) (Prior to his arrest, Khalid was given a full scholarship to John Hopkins).

<sup>5</sup> “The Jihadist Next Door,” *supra*. (Hammami had a teacher who he trusted and considered a “kindred soul”); HSAC, “Zachary Chesser: A Case Study,” *supra*. (Chesser played on a soccer team organized by a member of Hizb ut-Tahrir).

<sup>6</sup> Many of the individuals who became radicalized quit their usual activities. See, e.g., HSAC, “Zachary Chesser: A Case Study,” *supra*. (Chesser quickly made changes to his work and personal life, including quitting his job and girlfriend broke up with him); “The Jihadist Next Door,” *supra*. (Hammami refused to pose for a family photograph and stopped listening to music).

<sup>7</sup> “a vow is confirmed” *supra*. (When questioned by his parents about what he was up to Khalid refused to explain).

<sup>8</sup> “The Jihadist Next Door,” *supra*. (Hammami was suspended from high school).

<sup>9</sup> HSAC, “Zachary Chesser: A Case Study,” *supra*. (Chesser's stepmother noted in court records that her stepson had changed his appearance to what he deemed to be more religious); “a vow is confirmed,” *supra*. (Khalid's parents began to notice subtle changes as Khalid became withdrawn and spent a lot of time alone in his room with his laptop. They thought he might be watching porn on the internet).

<sup>10</sup> “The Jihadist Next Door,” *supra*. (Hammami made many complaints regarding the treatment of Muslims).

<sup>11</sup> HSAC, “Zachary Chesser: A Case Study,” *supra*. (Chesser dropped out of college in the first semester); “The Jihadist Next Door,” *supra*. (Hammami moved out of his parents' house).

<sup>12</sup> Jerry Markon, “Pakistan arrests 5 Virginia men at house with jihadist ties,” *Washington Post* (Dec. 10, 2009) (Parents call police when their sons go missing).

## Scene 2: Law Enforcement Perspective

In a few days, the Department of Defense is hosting a major convention at McCormick Place, just minutes from downtown Chicago, and has asked local law enforcement to be on alert for possible security concerns.

Around 12:30 am, a local police officer notices and reports a “young, dark-skinned male walking near McCormick Place and peeking in the windows.” The male individual was observed walking near the convention center and appeared to be furiously typing something into his phone and taking pictures of the convention center. When the officer stops to question the individual, he answers that he had been waiting for a friend to take the El train home because he didn’t want to ride alone at night. He refused to give the friend’s name, address, or any further information, and accused the officer of deliberately targeting him because he was Muslim. The officer thought the individual was acting belligerent and hostile in response to his questioning and something just “did not seem right.” The officer took the individual to the police station with the intent of asking him more questions.

At the station he is searched<sup>13</sup> and a leaflet in Arabic is found in his pocket. When questioned, the individual said someone handed it to him that day on the street, but he doesn’t know who the person was. He said he doesn’t know what the leaflet is about; he doesn’t know any Arabic. When asked why he didn’t just throw it away, he responded that it looks like it has an ayat (verse) of the Qur’an on it, and it is forbidden therefore to put it in a trash can, so he was taking it home to give to his father who would know how to deal with it properly without disrespecting the Qur’an.

The officer also takes the suspect’s cell phone and inspects it.<sup>14</sup> The officer sees a contact listed with the name ‘Shafiq Khan.’ The officer decides to run a name check. That name does not come up but a “Shafeek Khan” appears as a hit on a US Government watch list.<sup>15</sup>

Eventually the police let him go as they don’t have grounds to hold him. He is given his phone and the leaflet and leaves the station. He does not have enough money to take a taxi so he waits for the train.

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<sup>13</sup> (b) (6)  
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<sup>15</sup> Alternative spellings of names frequent on watch lists. See, e.g., Lisa Kim Bach, “Mistaken Identity: Garcia stuck on watch list,” [Review Journal.com](#) (Jan. 3, 2005) (people with similar names stopped at airport security); Deborah Ball and Cassell Bryan-Low, “Arabic names spell trouble for banks,” [Wall Street Journal](#) (Apr. 19, 2011) (myriad ways to transliterate Arabic names creates confusion regarding identification of individuals).

Scene One: Community Perspective	Scene Two: Law Enforcement Perspective
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Surface current perspectives and assessments of young people’s behavior (these perceptions will differ, so help to understand <i>others’</i> perceptions)</li> <li>• Use the experience and knowledge of other participants to gain a richer, preferably broadly shared, understanding</li> <li>• Identify different courses of action available to parents and other responsible persons</li> <li>• Surface differing reactions to the likely outcomes and risks attached to those actions</li> <li>• Select a course of action or ‘decision’ for John</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn points about current law and police procedure</li> <li>• Uncover differing expectations about ‘reasonable’ reactions and actions by law enforcement</li> <li>• Surface current anxieties about law enforcement actions</li> <li>• Probe alternative reactions and their risks or likely outcomes</li> <li>• Identify whether there is any further action or ‘decision’ for the police officer to take</li> </ul>
<p><b>Guiding the Discussion</b></p> <ol style="list-style-type: none"> <li>1. Discussion questions (below)</li> <li>2. Testing, probing those responses</li> <li>3. Identifying a decision or action for John</li> </ol>	<p><b>Guiding the Discussion</b></p> <ol style="list-style-type: none"> <li>1. Discussion questions (below)</li> <li>2. Testing, probing those responses</li> <li>3. Identifying a decision or action for the law enforcement officer if appropriate</li> </ol>
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What is “normal”? In other words, what would ring alarm bells about your child, friend, young person you have a responsibility for? Different kinds of concerns: schoolwork, health, relationships, drugs, changes in behavior, other vulnerabilities, vulnerability to radicalization or recruitment.</li> <li>• Reasons why Majid might have pulled away from friends and soccer, why his grades are failing—what are signs of risk and vulnerability?</li> <li>• Community and family reactions to children becoming more independent and averse to parental control</li> <li>• Reasons why parents might be anxious about contacting the police and involving them in their child’s case</li> </ul>	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Uses and abuses of the curfew laws; what is “usual” behavior of law-abiding citizens; what responses, reactions, or behavior would cross the line and lead to arrest; etc.?</li> <li>• Are there community perceptions Asian-/Arab-/African-Americans or Muslim Americans are treated differently by the police?</li> <li>• Various reasons the young man might not want to show ID or doesn’t want to name his friend?<sup>16</sup> Is that suspicious?</li> <li>• Procedures about what the police can do about searching, confiscating, returning property</li> <li>• Reactions to Muslim names by authorities; different possibilities of “different person, common name” or “same person, different transliteration”</li> <li>• Reactions to people who appear “different”; reactions to Islamic dress; different community perspectives on proper dress for different genders</li> <li>• Process and procedural issues about the name check.</li> <li>• Decisions about holding/releasing Majid. What if police “get it wrong” (either way)?</li> <li>• Reporting the incident to the FBI: what is the threshold for interpreting this as potential (or actual) terrorist case? Potential for conflict, differing opinions between police/FBI</li> </ul>

<sup>16</sup> For example, the friend could be female, therefore family/cultural/community issues about mixing with other gender, honor, protecting her name; or he could be studying or socializing and totally innocent but resentful of the intrusion and suspicion of police; could be involved in ‘ordinary’ misdemeanor e.g. gangs, drugs; or could be an extremist friend or group, etc.)

## STAGE TWO

### Scene 3: Community Perspective

Karim, Majid's younger brother, visits John after school that afternoon.<sup>17</sup> He has been shaken by what happened to Majid. He says he wants to tell John something but John has to promise not to tell anyone. After John gave his assurance, Karim tells him that Majid has been looking at "weird websites" with "violent images and videos."<sup>18</sup> He also tells him that Majid recently applied for a passport and speaks about traveling to Yemen. Finally, he says Majid has a friend who also seems interested in Yemen and will be meeting with Majid.

Later in the day Majid also comes to see John. He says he is in big trouble with his parents, but even more, he is seriously upset by what has happened to him. He insists he hasn't done anything wrong; he was just with a friend. He won't answer questions about the friend (including if it was a boy or girl), saying he is 18 now and an adult, and he has a right to lead his own life and not be treated like a child and answer all these questions.<sup>19</sup>

He says the police inspected his phone and leaflet, but gave them back when he was released. He tells John he is worried the police might have tampered with his phone and bugged it. He also tells the coach he's worried about the internet history on the phone. John offers to look at it and Majid puts it on the table but seems reluctant to hand it over. The second item is a leaflet in Arabic. Majid says someone gave it to him and he doesn't know what it was about as he can't read Arabic. He says he was going to give it to his dad but doesn't want to now because his dad might get angrier if he sees something bad on it. He asks John to take it because he doesn't know what to do with it.

When Majid is gone, John takes the leaflet to a friend who speaks Arabic and translates it: "Washington's imperialism is intolerable. What they have done to the Muslim lands is unacceptable. Our fellow Muslims must follow a righteous path. We are all going to be held accountable for what we do in this life. We need to be strong. Islam is not passive. It's not just about words or beliefs. It's about action. Give victory to Allah and humiliate the kuffar. Allah did not make his religion weak. *"Those who believe fight in the way of God; and those who do not, only fight for the powers of evil; so you should fight the allies of Satan."*<sup>2021</sup>

Majid calls John from his brother Karim's phone to say he left behind his own phone by mistake and wants to come and get it. When John picks up the phone he sees a text message

<sup>17</sup> "The Jihadist Next Door," *supra*. (Hammami was close with his older sister and she would look out for him, help him out of trouble behind parent's back and he also followed her lead on activities).

<sup>18</sup> (b) (6)

<sup>19</sup> HSAC, "Zachary Chesser: A Case Study," *supra*. (Chesser moved out of his mother's house and then his father's house after arguments about his extremism).

<sup>20</sup> "Samir Khan: Proud to be an American Traitor," CNN Online (Sept. 30, 2011) (The first part of these words are from an article Khan wrote for *Inspire*); William R. Levesque and John Martin, "Convert to Islam rejects ties to terror suspect in Tampa," *Tampa Bay Times*, (Jan. 15, 2012) (Second half of words are from a video individual made with Sami Osmakac). See also Markon, "Pakistan arrests 5 Virginia men," *supra*. (One of the five had created a video with Koranic verses and citing conflicts between Western and Muslim nations).

<sup>21</sup> Perhaps An-Nisa 4:76: "Those who believe fight in the way of God; and those who do not, only fight for the powers of evil; so you should fight the allies of Satan." Reasons: (1) this particular ayat is frequently used (abused) by militant writers justifying violence (2) it fits the leaflet well: not only appears to "justify" violence by the believer, but alludes to the fighting of the "unbeliever" (US military action?)

from someone named Shafiq.<sup>22</sup> “Same hassle, I hate how America treats Muslims. Coming home 4 big event tomorrow and lighting of cake, landing @ 2:30 2day, can u pick me up?”<sup>23</sup> When Majid arrives, John asks about Shafiq, whom he’s never heard of, and this big event. Majid replies that Shafiq is a new friend and the big event is his cousin’s birthday.<sup>24</sup> <sup>25</sup> When John asks about the leaflet Majid again insists he doesn’t know anything about the contents and refuses to take it back.

John phones Majid’s father and asks about Shafiq; his father does not know him either. The father asks Karim, who also does not know of Shafiq. Nervous now about his brother, Karim tells his father about the websites. His father checks the internet history on the computer and clicks on them, discovering that they are extremist websites.<sup>26</sup> He calls the imam at the mosque to ask more about the legitimacy of these sites and to ask about counseling for his son.<sup>27</sup> He asks whether the imam would report his son to the police. The imam is unsure about what is right, as he has no current relationship with law enforcement and does not know the consequences.<sup>28</sup> He knows another imam at a nearby mosque who encountered a young person wanting to travel to Yemen and recently convinced him not to.

#### Scene 4: Law Enforcement Perspective

Information comes through to the Chicago Police Department from the FBI. The Department of Defense will be having a convention the next day at the McCormick Place Convention Center with high level officials coming from around the world. Credible intelligence has been received of a serious threat to the conference from both overseas and homegrown violent extremists.<sup>29</sup> The reporting raises concerns about a potential explosive device in a car.

There is also information about an incoming person of concern. ‘Shafiq Khan’ is on a Chicago-bound flight manifest. ‘Shafeek Khan’ is on a no-fly list.<sup>30</sup> Passenger Shafiq Khan was thoroughly investigated two weeks ago when he checked in to fly to Pakistan. It was concluded that he was not the same person and he was allowed to board. The same happened

<sup>22</sup> “a vow is confirmed,” *supra*. (Khalid launched a blog with links to videos of al-Qaeda sermons and violent attacks. He inadvertently linked his “about me” section of the martyrdom blog to the page for his high school track team.)

<sup>23</sup> HSAC, “Zachary Chesser: A Case Study,” *supra*. (Chesser writings to Congressional staff notes numerous instances of airport concerns).

<sup>24</sup> (b) (6)

<sup>25</sup> Adel Daoud, 19, of Chicago, IL was arrested for allegedly attempting to ignite what he believed to be a car bomb outside a Chicago bar. The car bomb was a fake and part of a sting operation. Since his arrest, Daoud has also been charged with soliciting an FBI agent’s murder while behind bars: “Feds: Terror Suspect Sought Agent’s Murder,” *Associated Press* (August 30, 2013).

<sup>26</sup> “a vow is confirmed,” *supra*. (Khalid’s parents become concerned about his internet use and when he would not explain what he was doing on it, they took it away from him).

<sup>27</sup> “2nd American in Strike Waged Qaeda Media War,” *The New York Times* (Sept.30, 2011) (Samir Khan’s family asked for religious leaders to intervene on their son’s extremism); “Special Report: Jane’s Jihad: confessions, jail and unwavering faith,” *Reuters Online* (Dec. 10, 2012) (Parents convinced Khalid to seek counseling and he began to meet regularly with an imam who preached peace and a Muslim scholar who taught him he was misinterpreting the Koran).

<sup>28</sup> “Portland’s Bomb Plot: Who Is Mohamed Mohamud?,” *Time* (Nov. 28, 2010) (Mohamud’s father reached out to law enforcement about his son’s mobilization to violence); Laura L. Myers, “Man pleads guilty in plot to attack Seattle military site,” *Reuters Online* (Dec. 6, 2012) (The FBI credited members of the Muslim community for help in bringing plotters to justice, noting they were alert to the plot and rejected it); “Jihadist Next Door,” *supra* (Hammami’s parents contacted the FBI, a local congressman, and the State Department to help their son).

<sup>29</sup> Laura L. Myers, “Man pleads guilty in plot to attack Seattle military site,” *Reuters Online* (Dec. 6, 2012) (Plot to attack military recruitment center in retaliation for U.S. military conduct in Afghanistan); Mara Gray, “Who is Accused Baltimore Terrorist Antonio Martinez?,” (Dec. 9 2010) (Martinez plotted to bomb a military recruitment center in Maryland).

<sup>30</sup> Confusion of names on watch lists due to lack of sufficient biographical data and/or alternative spelling of names is a well known problem. See, e.g., Bob Egelko, “Watch-List Name Confusion Causes Hardship,” *The San Francisco Chronicle*, (Mar. 21, 2008), reprinted at [www.commdreams.org/archive/2008/03/21/7812?](http://www.commdreams.org/archive/2008/03/21/7812?). In recognition of this problem DHS established the Traveler Redress Inquiry Program.

when he checked in on the return flight; again it was concluded he was not the same individual and was allowed to board. Now, however, because of the intelligence received, concerns have been raised again. He is due to land at 2:30 this afternoon.



Scene Three: Community Perspective	Scene Four: Law Enforcement Perspective
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Share perceptions of causes of grievance and their impact on individuals</li> <li>• Understand and assess different areas of risk and vulnerability (internet, inflammatory material, etc.)</li> <li>• Understand (for non-Muslims particularly) how the Qur'an and other revered texts can be misused or abused, not only by Muslim propagandists, but also by anti-Muslim propagandists; doubled negative impact on Muslim citizens</li> <li>• Surface different perceptions of appropriate responses in situations that cause concern, but with an absence of proof and with plausible innocent explanations</li> <li>• Learn from the experience and knowledge of other participants about the signs of risk</li> <li>• Gain greater clarity on assessing risk and vulnerability for concerned family and community</li> <li>• Learn how law enforcement would likely respond to reported concerns</li> <li>• Learn any formal or legal boundaries and responsibilities in reporting concerns</li> <li>• Share different perceptions of the impact of reporting, on the individual and on their family</li> <li>• Identify a course of action for John, the father, the imam</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn more about the legal limits and constraints on law enforcement</li> <li>• Clarify the impact of civil liberties and other community concerns not only on assessing intelligence, but on day-to-day situations like no-fly lists, airport stops and questioning, etc.</li> </ul>
<p><b>Guiding the Discussion</b></p> <ol style="list-style-type: none"> <li>1. Discussion questions (below)</li> <li>2. Testing, probing those responses</li> <li>3. Identifying a decision or action for John, the father, the imam</li> </ol>	<p><b>Guiding the Discussion</b></p> <ol style="list-style-type: none"> <li>1. (optional) Expert briefing</li> <li>2. Discussion questions (below)</li> <li>3. Testing, probing those responses</li> <li>4. Identifying a decision or action for the law enforcement individuals</li> </ol>
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• How could John answer Karim's request for confidentiality? Should he give it or refuse it and risk not learning something important? Should he give it but outline the circumstances where he might have to report what Karim says?</li> <li>• What responsibilities does John have to Karim and Majid about respecting their requests for confidentiality and privacy? In what circumstances can or should you break it?</li> <li>• What responsibilities does John have to their parents?</li> <li>• Risks in being asked to receive property from friends</li> <li>• Is it legal to bug someone's cell phone; civil liberties and protections for citizens; procedures to be gone through, etc.</li> </ul>	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What is the likely community impact of such actions (e.g., if the person is innocent)?</li> <li>• How should you balance negative impacts and risks of different courses of action, including civil liberties concerns, rights, and wider community impact?</li> <li>• What constitutes sufficient information to take different decisions – what do you do if you don't have the information and can't acquire it in time? (e.g., before 2:30 flight arrives...)</li> <li>• How does communication of intelligence work between the FBI and local law enforcement? Are there limits to what can be shared, any legal requirements, what's the impact if an individual makes the wrong judgment call?</li> </ul>



- How much should you question someone you know if your concerns are aroused – are there risks?
- Is expressing anger at America (Shafiq’s text and the pamphlet) normal, understandable, a sign of extremism? How do you distinguish these? How do you view anger at the US government?
- Ways to interpret “the big event”
- How would John be received if he went to the police at this stage? What would happen to him – to Majid – impact on the family? On the wider community? Confidentiality about his concerns? Might things leak out and do terrible damage?
- What should the imam do? Why might the imam be scared to call law enforcement?
- Concerns about the internet – normal parental concerns, but also about potential for extremist material, online radicalization, possible responses by families
- What does it mean to look at these websites—is it illegal? When does the FBI become involved?
- What should parents do about their kids viewing these websites?
- Difficulties in interpreting the meaning of looking at extremist websites—legal, but concerning

- Difficulties in the judgment call of balancing public safety, civil liberties, further gathering of intelligence (e.g. if SK allowed in subject to surveillance)
- No-fly lists and other travel issues; impact on individuals and communities

### Optional Expert Briefing

- Outline the possible courses of action for key individuals in this scene, e.g.:
  - the local police officer who made the arrest and is the one holding the knowledge of Majid
  - FBI/others in a position to make the call on how to handle S. Khan when he arrives at the point of entry. Explain the legal constraints around each option, e.g.
    - Allow through, no further action
    - Allow through, subject to surveillance
    - Stop and question (legal constraints, etc.)
    - Arrest
- Outline key risks, constraints, likely consequences or outcomes

## STAGE THREE

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### Scene 5: Community and Law Enforcement Perspectives

After an apparent leak, an article appears online claiming that an al-Qaeda-sponsored attack is feared to be imminent. After angry calls to a controversial radio phone-in program, a window is broken in the local mosque and offensive graffiti spray-painted on the walls.<sup>31</sup>

Majid's father checks Majid's mobile phone and sees a response to Shafiq Khan: "u can count on me, I'll b there." He confronts his son regarding the events of the past few days and asks if he has become involved in something he shouldn't. Majid admits that some new friends have persuaded him to become involved in a protest demonstration at a government conference at the convention center, to protest drone bombings and to defend Syria. His father presses for details, but Majid says he doesn't know any more, his new friend Shafiq was going to tell him more when he got back from Pakistan. His father warns him about the dangers of getting involved with the wrong people, and probes him about the violent imagery on websites discovered on the computer, questioning if Majid had joined a related organization.<sup>32</sup> Majid says he is against violence and would not join such an organization, but he is upset about issues like drones and Syria, believing Muslims have to protest and stand up for justice.

The FBI again contacts the Chicago Police Department referring to a telephone intercept. It mentions a 'Shafiq/Shafeek' arriving soon for 'the big day in Chicago'. The same voice said 'we have the car, and Shafiq has the boy.' They ask the police about the recent arrest that led to an inquiry about Shafiq Khan.

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<sup>31</sup> Uzma Kolsy, "Eight attacks, 11 days." [Salon.com](http://Salon.com) (Aug. 14, 2012) (descriptions of anti-Islamic attacks on mosques in the U.S.); "Nationwide anti-mosque activity," [www.aclu.org/maps/maps-nationwide-anti-mosque-activity](http://www.aclu.org/maps/maps-nationwide-anti-mosque-activity).

<sup>32</sup> Abdella Ahmad Tounisi, 19, of Chicago, IL was arrested on April 19, 2013 for allegedly attempting to join Jabhat Al-Nusrah, an AQ-linked terrorist organization based in Syria, online. Authorities arrested Tounisi in April at O'Hare International Airport as he allegedly prepared for the first leg of a trip to join Jabhat al-Nusrah. "FBI: Aurora man wanted to join al-Qaida in Syria," [Chicago Tribune](http://ChicagoTribune) (April 20, 2013).

## Scene Five

### Objectives

- Share experience and interpretation of how media outlets can impact on situations
- Share understanding of the dynamics of public perception and opinion, and how these are influenced
- Appreciate the impact on Muslim communities and individuals of negative portrayal in the media and public opinion
- Assess ambiguous situations and intentions: non-violent protest vs. violent action
- Discuss legal and ethical responsibilities in reporting concerns
- (Optional) Understand the scope of the law and investigatory powers in situations such as Majid's: legal and investigatory requirements, constraints in relation to rights and civil liberties, etc.

### Guiding the Discussion

1. (optional) Expert briefing as before
2. Discussion questions (below)
3. Identifying a decision or action for Majid's father
4. Construct the ending

### Discussion Questions

Since the options for dealing with Shafiq Khan have been raised at the previous stage, in this discussion the decision taken on the law enforcement side (if any) can simply be revisited: does this new bit of intelligence change your assessment of risk and/or alter your decision?

Thereafter the situation really focuses on Majid. Any requirements – or scope for individual judgment – on the part of the Chicago Police vis-à-vis the FBI can be clarified. Then lead a discussion of what police/FBI action in relation to Majid is warranted.

- In your experience, what impact does reporting of violent extremism and terrorist incidents have on Muslim communities and individuals?
- Is there a relationship between violent extremism and hate crimes?
- What should happen to/with Shafiq?
- What should happen to/with Majid?
- If Shafiq turns out to be guilty, what would be the impact on Majid?
  - “Guilt by association”? How should issues of association be handled?
  - What role can and should the community play in intervening, supporting, educating?
- If Shafiq (or others) are arrested, how will communities react to the arrest? The aftermath?
- How will law enforcement communicate with the community leading up to the arrest and after?

### Write the Ending

(A possible technique to ‘close’ the scenario)

Ask each group to concoct an ending to the story (or time permitting, have them draft two: one ‘bad’ and one ‘good’). If only one ending, the group can choose whether they want a horror story or a happy ending.

This should **not** be a long and detailed exercise but a quick sketch of probable outcomes of different courses of action. The objective is not to analyze information thus far and decide if Majid (or Shafiq) is innocent or guilty but simply to allow participants to trace through the likely outcome of decisions and actions they have tracked through the exercise.

## **FINAL EXERCISE**

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Convenor introduces the final exercise, in which participants develop their personal ideas for 1) changes they would make to the scenario or table top format; 2) changes they would like to see in community and law enforcement relationship to better address CVE.

Convener then asks the participants to help create a CVE action plan for the Chicago area: how will communities and law enforcement work together to build trust and to protect their communities from violent extremism? What are the problems we face? What is our end state? Goals/objectives? What programs can we do?