



## 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. 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*

## STAGE ONE

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### Scene 1: Community Perspective

Majid just turned 18 and lives at home with his parents and his 16 year old brother Karim. 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. He has always been a pretty well-behaved kid with lots of friends, and intends to go to college next year. 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. John has seen much less of Majid lately, and last week, Majid told him he was thinking of quitting the soccer team. When John asked why, Majid would not give a clear reason.

Majid did mention to John that his grades have been slipping. John noticed that Majid has pulled away from his friends on the team. 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. 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.

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. They ask John what they should do.

### 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.”

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The officer took the individual to the police station with the intent of asking him more questions.

At the station he is searched 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. 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.

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.

## STAGE TWO

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### Scene 3: Community Perspective

Karim, Majid's younger brother, visits John after school that afternoon. 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." 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.

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."*

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 from someone named Shafiq: "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?" 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. When John asks about the leaflet Majid again insists he doesn't know anything about the contents

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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. He calls the imam at the mosque to ask more about the legitimacy of these sites and to ask about counseling for his son. 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. 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. 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. 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 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.

## 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.

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. 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.