



Scenario – Sacramento, CA.

Note: This is a hypothetical scenario derived from a series of actual cases involving the actions of known American violent extremists and foreign travelers 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: Sacramento, CA.

Scene 1: “Someone Should do Something”

Ahmed just turned 16 and is beginning his junior year in high school. He lives at home with his parents, his older brother, Javed, and his younger sister, Fatima. Ahmed is a good student and has always been a pretty well-behaved kid with lots of friends at school. Ahmed is also an active member of the youth group at the local mosque. Ahmed respects and trusts Mr. Edwards, his soccer coach. Coach Edwards was a mentor to Ahmed’s older brother Javed, and he tells Ahmed that with hard work and focus, he can go far. Since the return from summer break, Coach Edwards has seen much less of Ahmed. When the Coach asked Ahmed how he was enjoying his junior year, Ahmed told him he was thinking of quitting soccer. When Coach Edwards asked him why, Ahmed would not give a clear reason.

Ahmed’s favorite teacher is Mrs. Jenson, who teaches math and is encouraging Ahmed to work towards an engineering scholarship. When he has questions in class, Ahmed always asks Mrs. Jenson to spend additional time tutoring him. Mrs. Jenson has also noticed a change in Ahmed. Lately, his grades have been slipping a bit and he has missed some of his homework assignments. When she reminded him that he needed strong grades to be an engineer, Ahmed told her that “there are more important things in the world than school.”

Ahmed looks up to his older brother Javed, who goes to Stanford. Ahmed is often seen wearing a Block ‘S’ Tree t-shirt that his brother sent him from the Stanford University Bookstore. Javed often encourages Ahmed to follow in his footsteps and follow him to college.

Ahmed’s best friend, Troy, is on his soccer team, and has a number of classes with Ahmed. Last school year Troy and Ahmed were inseparable, and they attended a couple of Sacramento Republic games together. But since the return from summer break, they don’t hang out together as much as before. The other day in history class, Ahmed burst into a long speech about the situation in Syria. Ahmed said that the West had created nothing but suffering for the region, which you can clearly see in what’s going on in Syria today - yet no one is doing anything to help the suffering of the Syrian people. Ahmed does not think anyone cares enough about the injustices in Syria. Troy had never heard Ahmed so upset. After class, Troy asked Ahmed what was going on, but all that Ahmed would say is that he had been feeling depressed lately. Troy also notices that Ahmed’s Facebook profile has changed recently. Gone are the pictures of Ahmed and his friends on the soccer team. In their place, Ahmed has posted pictures of people in Syria.

At home, Ahmed’s sister Fatima notices that Ahmed has become very moody lately and complains a lot. She notices that Ahmed is not studying as much, is on his computer in his room all day, and is not hanging out with any of his friends. She overhears Ahmed talking to someone online, saying that the situation in Syria is terrible, yet no one is doing anything to help the Syrian people, and that someone should do something. Ahmed says that it is their duty to do something to help. Fatima also notices that Ahmed’s Facebook profile has

changed recently. Fatima mentions this to her mother and tells her that Ahmed is acting weird.

Scene 2: “A Normal Teenager?”

Ahmed’s parents are worried about their son. Over the summer, they noticed that he was spending more time in his room and on his computer. He stayed involved with his friends in the youth group at the mosque, but Troy had not come to the house for weeks which was unusual. When they asked Ahmed about Troy, Ahmed said that he “would rather spend time with people who understand the truth about the world.” They are concerned about Ahmed’s fascination with world politics, his increasing anger, and his failing grades in school.

Ahmed’s father remembered that the school had a school resource officer. Ahmed’s father thought that they should reach out to the school resource officer before Ahmed “did something stupid.”

Ahmed’s mother would have none of it. She said that teenage boys go through phases and that Ahmed’s frustration was normal. She doesn’t trust the police to judge who is a normal teenager and who is a trouble-maker. Ahmed’s mother doesn’t know much about Syria, except for what she has seen on the news, but she knows her son. She says Ahmed is a good boy and a hard worker, and would never get caught up in anything like that. Ahmed’s mother considers calling the mosque to speak to the Imam, but doesn’t, as she doesn’t want Ahmed to get kicked out of youth group. She had considered contacting the Imam or school counselor before when Ahmed seemed depressed, but didn’t want to embarrass him.

Scene One and Two:	
Objectives	
• Surface current perspectives and assessments of young people's behavior (these perceptions will differ, so help to understand <i>others'</i> perceptions) • Identify different courses of action available to friends, parents, and other responsible persons • Share perceptions of causes of grievance and their impact on individuals • Understand and assess different areas of risk and vulnerability (internet, inflammatory material, etc.) •	
Guiding the Discussion	
1. Discussion questions (below) 2. Testing, probing those responses 3. Identifying a decision or action for Coach Edwards	
Discussion Questions	
• What is "normal"? In other words, what would ring alarm bells about your child, friend, or 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. • Reasons why Ahmed might have pulled away from friends and school, why his grades are failing—what are signs of risk and vulnerability? • Community and family reactions to children becoming more independent and averse to parental control. • Reasons why friends or family might be anxious about contacting the police and involving them in the case. • Everyone in Ahmed's life has seen small signs of his change in behavior. Whose responsibility is it to put those pieces together into a full picture? How should they do that? • How should the community and Ahmed's family react to his recent behavior? What are the possible positive and negative consequences of each of these actions?	

Scene 3: “Run in with Law Enforcement”

Ahmed and Troy drive to Elk Grove for the second soccer match of the year. While driving south on Hwy 99, a police officer flashes his lights and stops the two friends. “Typical,” Ahmed says to Troy. The police officer walks over to the car. He explains that Ahmed was over the speed limit by 10 mph. The cop asks for his license and registration, goes back to his car, and then returns with a ticket. Ahmed says nothing to the officer and just takes the ticket and his license back. Before he walks away, the cop asks: “hey, your bumper sticker?” “Yea,” responds Ahmed. “What is that a flag of?” the officer inquires. “Palestine,” replies Ahmed.

“Oh, interesting,” the police officer responds and then walks back to his car. Ahmed turns to his friend, “you see, Troy? He stopped me because he thinks I am Palestinian. I am so sick of not being welcomed in this country. My sister is harassed now that she started to wear hijab, I’m tired of it.” Troy is confused because Ahmed was born in the U.S., and has always said he was American, and now he was saying he was Palestinian. However, he brushes off the conversation and the young men continue to Elk Grove for their soccer game.

Scene 4: “Should I Stay or Should I Go?”

Javed is home from college for the week and gets on Ahmed’s computer to plan his courses for the next semester. While on the computer, Javed notices Ahmed’s search history, which includes tons of YouTube videos, and weird websites with very violent images. His tweets are now much more Syria focused, rallying against the fact that no one is doing anything to help, while praising those who have traveled to help. Ahmed has tweeted, “It seems like there is only one group doing anything.” He also sees an extensive search on air travel sites for flights to Europe, as well as searches on Google Maps for maps of Turkey. He notices an open tab of a website with questions regarding what travel documents are needed to travel to Turkey.

Javed questions Ahmed about what he sees on the computer. Ahmed tells Javed that the situation in Syria is terrible, people are suffering, yet no one is doing anything to help the Syrian people. Ahmed said he does not think anyone cares enough about people in Syria. Javed encourages Ahmed to become active in school and in his community on these issues, like Javed. Javed is doing his share to help the Syrian people, by working through the Stanford Muslim Student Association to raise money for refugees. Ahmed tells Javed that it is not enough. He tells Javed he is rethinking the value of school. How can he be in college, while people in Syria are struggling just to survive?

Ahmed tells Javed he is late for school, grabs his bag, and leaves the house. Later that night, Troy texts Javed, asking him if he’s seen Ahmed, since he didn’t show up at soccer practice.

Scene 5: “Where is Ahmed?”

That morning, both Mrs. Jenson and Coach Edwards try to find Ahmed, but he’s absent from school. They talk to the school resource officer, but he hasn’t seen Ahmed either. They find Troy, who said that Ahmed texted that he was sick and staying home.

They contact the family to check on Ahmed, but Ahmed’s mother tells them that she hasn’t seen Ahmed since the morning, and that he wasn’t sick at home. Fatima checks Ahmed’s Facebook page and finds that he has posted “Going to do something that matters.”

Ahmed’s mother is terrified that something may have happened to her son. She calls the Imam who also hasn’t seen Ahmed. The Imam reassures Ahmed’s mother that Ahmed is a good boy of strong faith and that she should not worry. Ahmed’s father has had enough and calls the local FBI field office. The FBI calls the school and the Imam of Ahmed’s mosque to determine whether Ahmed may have given some indication of where he was going. The school resource officer calls his supervisor at the Sacramento Police Department to alert them of the FBI’s interest in Ahmed. The Imam is nervous about the FBI’s call, surprised that Ahmed is in trouble, and he calls Ahmed’s mother who is frantic because the police have just shown up at the house.

Scene Three and Four	
Objectives	
• Discuss possible intervention points in Ahmed’s life that may have changed the outcome • Learn how law enforcement would likely respond to reported concerns • Learn any formal or legal boundaries and responsibilities in reporting concerns • Share different perceptions of the impact of reporting, on the individual and on their family • Identify a course of action for all involved in Ahmed’s life • Surface differing reactions to the likely outcomes and risks attached to those actions	
Guiding the Discussion	
1. Discussion questions (below) 2. Testing, probing those responses 3. Identifying a decision or action for all in Ahmed’s life	
Discussion Questions	
• What is your reaction to the police stop? • Where are places in this story that someone could have done something to change the outcome? • Who should have done something about Ahmed’s behavior before it got to this	

point? What should they do?

- Should Ahmed's father have called the FBI?
- What can law enforcement do in a case like this?
- What happens to someone who is reported to law enforcement if it turns out later to have been a misunderstanding?
- What responsibilities do the school counselor, resource officer, teachers, coaches, and the Imam have to Ahmed's parents?

FINAL EXERCISE

Convener introduces the final exercise, in which participants develop their personal ideas for 1) a change they can make, and 2) changes they would like someone else to make.

Convener then asks the participants to help create an action plan for the Sacramento 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? How do we include others?