Confronting

Teachers'
Resource Guide

PREPARED BY:
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Drawn Into Extremism—A Case Study

It wasn't until my daughter Lauren and I began writing our memoir *Walking Away from Hate: Our journey through extremism* (Tidewater Press, 2021) that we really began to talk, honestly questioning each other about the years Lauren was involved in extremism. That was when I really began to understand what she'd experienced.

Her struggle for identity, the death of her father and several other issues I wasn't aware of at the time led Lauren to search for the sense of belonging she craved. She found it within the rigid confines of extremism, devoting nearly five years to the rhetoric and ideology of the 'brotherhood,' before realizing she could no longer ignore the flaws in white power world view.

The passing of two good friends finally convinced Lauren her future lay not within the movement but back with the family who loved her. But leaving her past behind wasn't that easy.

She'd been trying to distance herself for a while, disenchanted by their rhetoric and in-fighting. She realized the brotherhood promised to her when she first joined, would never be hers but felt held back by her boyfriend and by thoughts of losing whatever identity she'd built for herself. "What if I leave? Who will I be then?" she wondered. "I'll have to start again, shape myself into someone else." It wasn't until Lauren and her boyfriend broke up, some five years after she'd moved home, that she was ready and able to leave extremism and her old 'friends' behind.

Disillusioned, it took her almost two more years to come to terms with her disappointment, her shame, her part in furthering hatred. She eventually confronted the damage she'd done by furthering extremist ideals; this was the turning point that led her to volunteer with, and eventually to work for, Life After Hate.

I have to give her full credit for disengaging, exploring her mistakes, her extremist lifestyle on her own; I still knew very little about her "other life" so I never thought to start the frank discussions that might have helped her deal with her experiences sooner.

I can see now how much reflecting, self-examination and inner work she had to do to get where she is today—a journey she had to make alone in order to leave extremism in her past, where it belongs.

Extremism in Canada

We aren't born hating one another. We learn to hate. And what lies behind hate is fear.

Canada is a world leader in online hate. We may think we're accepting, respectful, multicultural and tolerant but, per capita, Canada has as many hate groups as the United States, a number that currently hovers around 300.

Hate and racism usually insinuate themselves into someone's life because of fear. Fear of unknowns such as different dress, language or customs. Fear that another race will 'take over' the white population, pushing us out of our 'territory.' Fear of changes to our religious customs or challenges to our laws. We fear the dark because it's unknown; therefore, we may fear people from other races, religions and countries, simply because we know too little about them.

> In June 2020, the United Kingdom's Institute for Strategic Dialogue linked more than 6,600 right-wing extremist social media pages, channels and accounts to Canadians. In fact, some 6,352 Canadian users were "closely connected" to extremist accounts on Twitter.

The same report found that Canadians are "highly active" on international forums associated with white supremacy. Canada ranked third behind the US and the UK in the number of postings on extremist message boards. A significant number of those messages met the legal standard for hate speech and many endorsed violence. So it seems we're not as polite as we would like to believe.

Hate and extremism have exploded in recent years. An Ipsos survey conducted in May of 2019 found that 30 percent of Canadians age 18-34 had personally experienced racism. By July 2020 that number had risen to 40 percent.

The same survey found that 44 percent of young people agreed that "people of different races are fundamentally different from each other;" 24 percent believe

The State of Hate in Canada
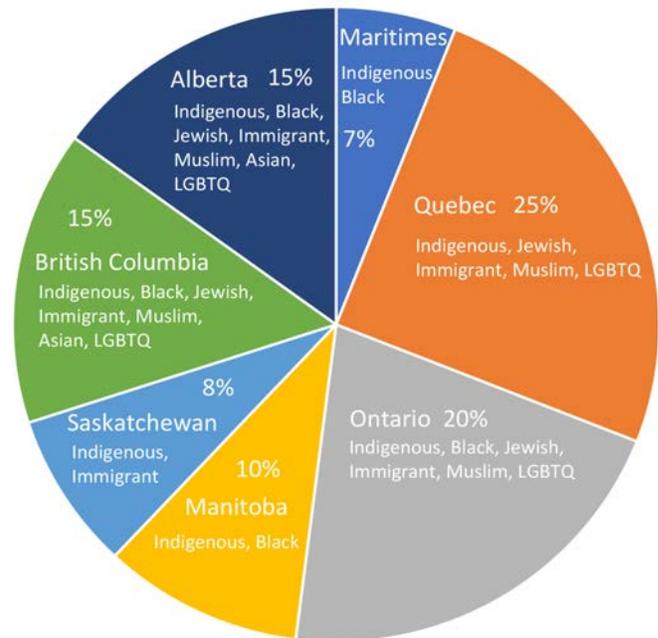
The approximate proportion of hate groups by province showing groups primarily targeted. (Source: Dr. Barbara Perry)

"it's perfectly normal to be prejudiced against people of other races."

On a more positive note, and somewhat paradoxically, young Canadians were the most likely (70 percent) to see racism as a serious problem. Parents, law enforcement, schools, government, private groups and researchers need to work together to take advantage of this concern to educate children, teens and young adults. If we're to stop indoctrination and radicalization, we need to discuss racism and intolerance so they're no longer considered 'normal' or acceptable. And students need to be taught to think critically about what's on their screens.

According to a 2019 survey conducted for the Association for Canadian Studies, 60 percent of Canadian adults had viewed hate speech on social media. Media Smarts, a Canadian organization that promotes digital and media literacy, published a study that found that a similar number of Canadian youths had witnessed prejudice online, while just under half had *engaged* in prejudiced speech online. It also noted that young Canadians comprise the largest group of perpetrators of hate crimes offline.

Who Are These Extremists?

It is much more difficult to spot extremists in a climate that considers extreme thinking 'normal' and accepts it as a social trend among our youth.

As hate becomes normalized in media and politics, it becomes much harder to define. Far-right groups are piggybacking on grassroots organizations focused on challenges such as the Covid pandemic, job losses, anti-masking and lockdowns. In an effort to raise their numbers and status, QAnon supporters, anti-vaxxers and others are deliberately co-opting other causes. The Yellow Vest movement is a case in point—what started out in France as a protest against economic inequality morphed into anti-immigrant rallies in Canada. Socially conservative organizations that might once have been merely uncomfortable with other ethnicities are increasingly being run by those whose stance is unforgiving and rigid.

> Extremism is a departure from fairness and equality, a black-and-white perspective that appeals to people searching for identity and ready-made belief systems.

Today's teens are looking for answers about their place in the world, their identity, faith and values at a time when hate has become acceptable within society. In the Ipsos survey of May 2019, 35 percent of Canadians age 18-34 agreed they felt "freer than I used to about being able to express views about people of other religions or ethnicities." More than ever, disaffected youth looking for direction and a sense of belonging are building their self-esteem by de-valuing others.

So, who is susceptible to extremism?

Historically, extremists targeted troubled kids with low self-esteem. Now, according to Dr. Barbara Perry, Professor and Director of the Centre for Hate, Bias and Extremism, the changing demographic of hate includes young people from loving homes who've grown up knowing privilege and comfort, along with older, well-educated, employed individuals. Professionals

Dr. Barbara Perry, a Professor in the Faculty of Social Sciences at the University of Ontario Institute of Technology, specializes in the study of right wing extremism.

with careers and families of their own are also becoming radicalized.

Recruiters will target anyone who is struggling with identity or sense of self. Someone who is distancing themselves from their cultural or religious background, questioning their place in society, struggling with family issues or has experienced racism or discrimination themselves. Individuals who have difficulty interacting socially, perhaps lacking empathy, and who find it hard to understand the consequences of their actions or may already have a criminal background. They could be unduly influenced by their social network, have grievances, feel perceived threats or have an inclination towards violence.

Teens without a solid sense of their own value are most susceptible to recruiters, who are quick to establish contact, embrace them in a social context and develop 'deep' interpersonal relationships. They will often engage youth by asking about their lives, the issues or problems they're facing, then offer friendship and a place in their 'select' group where they'll initially focus on strength and pride of culture, rather than violence or hate. Parents and educators have consistently underestimated the power of this approach.

Dr. Perry says susceptible young women often see themselves as rebels (I did this to get back at my family), while young men are attracted to a place where they can be 'real men.'

> Young women tend to join extremism as a way of rebelling against strong parents, feeling the ideology sets them apart. Young men tend to join for the brotherhood, the toxic masculinity and violence.

Ready access to social media has helped spread hate. It's easy to share and promote ideology, to express racist views and to solidify the notion of 'brotherhood' in an environment that supports anonymity and false identities. Social media and gaming platforms connect young people to others around the world, but they also leave them vulnerable, especially now that Covid 19 has ensured students are and have been online for much of their school day, in addition to their downtime.

In July 2015, the National Institute of Justice, a division of the US Department of Justice, published a study comparing extremism in Canada, the UK and the US. It found that, among the many factors likely to facilitate radicalization, virtual and social connections to violent extremists, identity issues, social grievances and group dynamics were most prevalent. Given this complexity, it is critical to identify at-risk students before they can become radicalized.

Which extreme viewpoint a vulnerable youth adopts depends upon who he/she come in contact with and what social scene they're into. According to a report by the Toronto Police Hate Crimes Unit, in 2020, the most frequently victimized groups in the city included the

The Challenge for Educators

The table below indicates the percentage of Canadians age 18-34 who agree with these statements

|	
Jews tend to control the media and international finance	20
Facts about the Holocaust and concentration camps tend to be exaggerated	13
Muslims in Canada follow Sharia law, not Canadian laws	23
White Canadians are under threat from immigration	34

Source: Ipsos, 21 May 2019

Jewish, Black, LGBTQ and Asian/Chinese communities, in that order.

The Toronto Police Hate Crimes Unit defines hate crime as bias, prejudice or hate, based on race, national or ethnic origin, language, colour, religion, sex/gender, age, mental or physical disability, sexual orientation and gender orientation or expression. They point out that hate speech itself is a crime. The spread of misinformation, discrimination and hostility can incite violence and have long-term, devastating impacts on its victims. Online cyber-hate and real-time hate speech, especially that of white supremacists, often targets anyone who is 'different,' who doesn't fit the stereotypical 'norm.'

Hate Crime in Canada by the Numbers

Type of motivation	2016	2017	2018	2019	2020
	Number				
Total police-reported hate crime	1,409	2,073	1,817	1,951	2,669
Race or ethnicity	666	878	793	884	1,594
Religion	460	842	657	613	515
Sexual orientation	176	204	186	265	259
Language	13	23	14	25	38
Disability	11	10	9	3	9
Sex	24	32	54	56	46
Age	5	4	9	8	4
Other similar factor[8]	35	48	73	58	92
Unknown motivation	19	32	22	39	112

Source: Statistics Canada

Police Reported Hate Crimes in Canada

Source: Statistics Canada
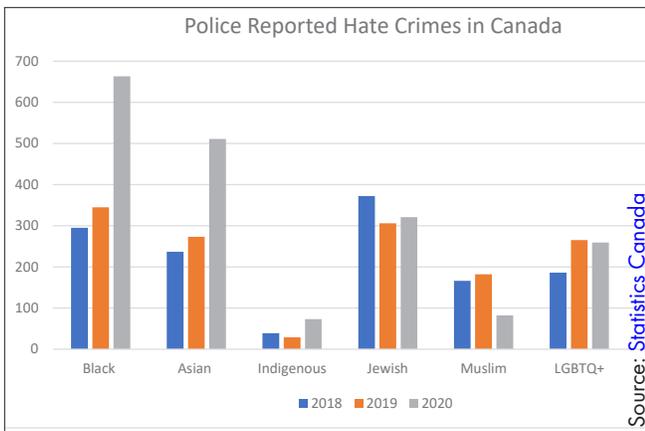
There are commonalities in all extremist ideologies and practices, whether it's white supremacy, Black supremacy, Sikh extremism, ISIS, Islamic extremism, anti-Semitism or even sex slavery. The mindset is often apocalyptic and dualistic. All or nothing. Black or white. Us or them. Other characteristics include:

- a power or control element
- a victim/offender mindset that targets either individuals or an entire group
- some sort of 'glue' or belief system that binds the group together
- specific rhetoric that maintains a new recruit's hopes and fears
- a sense of superiority, a feeling they've been chosen, combined with a denigration or belittling of other races or groups
- deliberate separateness (unwillingness to mix with other groups)
- a sense of victimization (others are conspiring against us)

Recruiters will use proven methods to convince new recruits their beliefs are the right ones—the chief one being that violence is justified. They will use hateful words against other races, genders, religions or ethnic groups. They may try to isolate the recruit, encourage them to leave home and family by promising a better life, and convince them that anyone with a different opinion is trying to trick them. They may misuse religious passages to justify their hatred and violence, and they may talk about 'free speech,' 'our race,' 'taking a stand' or 'destroying those in our way.'

> When given "one answer, one truth and one world-view" the recruit no longer needs to think for him or herself.

Once their needs are met by whichever extremist group they've joined, an individual is highly likely to adopt the ideology of the group. Their entire identity will be reshaped in the image of the group, impacting everything from the way they speak to the foods they will/won't eat, the music they listen to and the people they surround themselves with. They may create a new self-image or take strong steps to cement their adopted ideology by getting racist tattoos, ostracizing individuals who might be a positive influence, burning bridges with family and friends or committing crimes.

Source: Centre for the Prevention of Radicalization Leading to Violence. Reprinted with permission.

Preventing Radicalization

Young people must understand the appeal of extremist ideology and beliefs if they are to resist recruiters.

We can combat hate by educating ourselves and teaching students to overcome their doubts, do their own research and form their own opinions based on sound reasoning and real data. They need to learn to recognize their own biases, so they'll understand how unconscious bias affects those they're in contact with. Education surrounding differences is key.

No one should be judged. There needs to be a clear distinction between behaviours and/or attitudes, which should be challenged, and the young person we're trying to engage. Youth who come forward with extremist rhetoric they've encountered shouldn't be admonished or dismissed—they are the ones most in need of honest, open conversation.

A study published in the *Journal of Personality and Social Psychology* found that empathy—the action of understanding and vicariously experiencing other peoples' feelings and thoughts—together with perspective, is effective in reducing prejudice and stereotyping. Good communication and interpersonal skills will help young people handle dialogue and disagreements. While writing *Walking Away from Hate* I had the opportunity to converse with a former extremist, one of the founding members of Life After Hate, a non-profit organization that specializes in helping former extremists disengage and deradicalize. She explained how and why she turned to extremism as a teenager.

"As an adolescent, I did not feel that I had any adults in my life who understood me. Whether this was perceived, true, or a combination, I can't say for certain, but I do believe it was a mixture of the two. In many ways, it seems like the delivery of information and the tone of conversations between young people and adults should also be considered. I, for instance, felt talked down to and talked at, not like I was actively engaged in a conversation where my thoughts and feelings were respected, even if not understood. In many ways, this, in addition to typical adolescent rebelliousness, contributed to an inability to have healthy communication about serious topics."

How, I asked, can we keep our loved ones out of hate? How can we change their views if they are already entrenched?

"We can humanize people by talking about others who look different, live differently, worship differently, and love differently than we do, to name a few examples. We need to have discussions where we talk about the tough stuff such as genocide, intolerance, history and the lessons we still clearly haven't learned from it. Some of us need to risk being ostracized for letting our vulnerability shine through; this is how we make real human connections with one another."

Teaching Media Literacy

- Help students spot 'fake news' and extremist rhetoric online. Teach them to consider the source, check the author, read beyond the headlines and check the date to ensure the content is current and relevant.
- Share examples of untruths that became credible once they gained mass appeal.
- Discuss the consequences of forwarding or sharing content: Is this a joke? Does it contain hateful images or text? Will this hurt someone?
- Discuss the unreliability of 'click bait.' Ensure students know how to recognize sponsored advertisements.
- Teach them to read hashtags and view rumours carefully. Just because something is trending doesn't mean it's true.
- Identify propaganda sites, and discuss ways that even trusted news sources slant their content according to their own perspectives.
- MediaSmarts, Canada's centre for digital and media literacy, offers a fully developed lesson plan for Grades 10 to 12 that can be downloaded here.

Intervention

You can't reason with anyone on the fringe of extremism; they welcome the challenge of 'teaching' non-believers.

If you suspect a student is becoming involved in extremism, don't wait—act. Intervention in the beginning stages of radicalization is difficult but may yield better results than in later stages, when that person is fully committed to their ideologies. Intervention, according to Yorktown Family Services in Toronto, means engaging, listening and asking questions. They suggest speaking to the 'radicalized' person in a quiet place, where you can have an open dialogue; take the conversation in any direction other than their ideology and have them focus on the parts of their lives, such as jobs, school or activities, that may have been enjoyable or positive, previously.

Invite them to discuss what they've been viewing online, for example, speaking calmly and using simple counternarratives to help them see the truth or falsehoods. Recognize that what they're facing online is entirely different from what you may have faced.

It's crucial to remain non-confrontational, to speak with acceptance and avoid humiliating them by speaking down to them. They need to know you're willing to listen and understand, but that you will draw boundaries when it comes to them justifying their actions. Have them explain their decisions, but again, without allowing justification. In order to change their behaviour, you must be willing to offer a relationship with them, to discuss their ideology without pressuring them to leave it behind. Conversation, engagement, trust and patience are the cornerstones of intervention; recognizing this is a gradual process that will take time, is helpful too.

Help them explore whatever experiences have caused them to see themselves as victims; most of these events fall into recurring and identifiable patterns such as disintegration of family, disappointments or lack of acceptance by society, many of which foster extremism or the risk of violent radicalization. Use conscious dialogue and intentional communication to discuss prejudices and the concept of 'enemies.' Promote, if possible, social unity rather than further division; offer new perspectives to prove to them that they too are a valuable part of society.

Don't, however, get angry, use offensive language or become confrontational. Teachers should be approachable and calm, inviting the youth to discuss their online friendships and newfound beliefs, while listening quietly. If approached calmly, your chances are better of having them open up and be honest with you. Getting

What Teachers Can Do

- Engage without condemning. If, for example, a student were to say, "All Muslims are terrorists," ask "What makes you say that?" or "How many Muslims have you met or spoken with?"

- Teach students to recognize their own biases. The Anti-Defamation League offers a number of anti-bias tools and strategies for use in schools.

- Encourage critical thinking. Teach students to investigate and verify the legitimacy of information from a wide variety of sources.

- Emphasize tolerance and respect. Discuss issues surrounding identity and cultural differences.

- Engage younger students. Don't assume they're too young to understand.

- Avoid suspension or punishment. If students feel they haven't been heard, understood or included, they are likely to disengage further.

- Discuss hate crime: what it is, the associated risks, how it's experienced, its impact on victims and the consequences one faces when caught.

angry or confrontational will only push them further into their extremist mindset, that 'us against them' viewpoint, and away from their family and/or peers. Encourage them to share their opinions and views respectfully, leaving out any racist or foul language.

The idea is to allow them some room to speak freely but mostly, to get the wheels turning in their heads, to start them questioning things they've accepted as truths. At the same time, be prepared with your own research so that, when a student tells you something totally off the wall, you can gently suggest another viewpoint. The trick is, not to push your views on him but to merely suggest them.

Those still not 100 percent into it can be swayed but not with lecturing. Conversation, asking meaningful questions and redirecting them to other sources of 'fact' and information that will challenge them to think, to come to their own conclusions and see holes in their new theories, are far more effective.

Can we get them to admit they're wrong? No. But we can converse openly, challenge their newfound beliefs through meaningful questions, especially if we behave like journalists trying to unearth proof. This is especially helpful if they aren't yet committed to the ideology; it's easier to pick holes in theories if they are in it for

The Process of Deradicalization
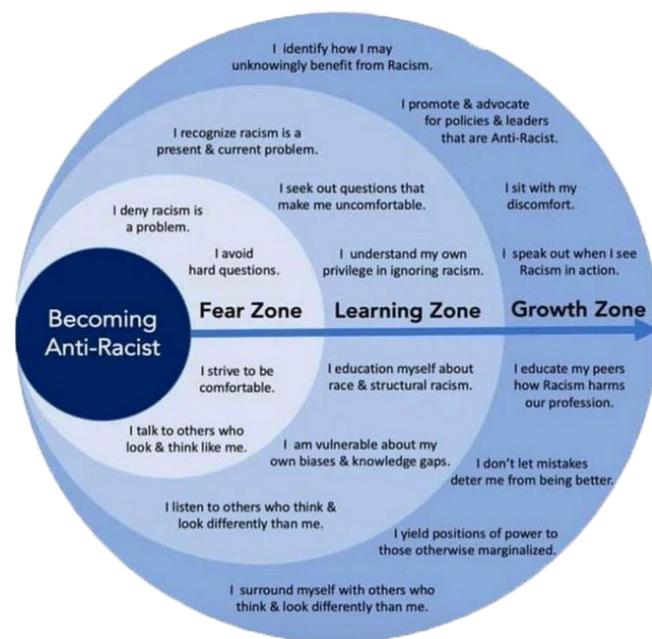
Source: Andrew Ibrahim. Reprinted with permission.

Questions to Ask

- What draws you to this lifestyle?
- What or who has hurt you in the past?
- Who has disappointed you, made you feel less than enough or bullied you?
- Do you feel uncomfortable at school/with your peers? Why or why not?
- Where did you learn these new beliefs? Is your source credible?
- Do you feel as if you don't matter?
- What are your new beliefs providing for you?

the brotherhood or sense of belonging, rather than the cause itself.

Deradicalization can be stalled if the person is not motivated to break away from their beliefs. Recruits are generally influenced to distrust, whether its society, government, those in power or immigrants, for example, so recognizing extremist arguments in their early stages can prevent youth from being drawn into violent extremism.

My question for the former extremist at Life After Hate, was this: What do extremists face when trying to disengage?

"Hate is like an addiction," she said. "Desistance from hate can produce physiological reactions, akin to withdrawal for individuals addicted to substances. That doesn't mean it is impossible to disengage and deradicalize, but it is something that one must work toward. And it isn't necessarily a linear process. It is different for every individual and dependent on several things such as how long a person was involved in violent extremism, to what extent they were involved, what kind of personal development they are engaged in during/after disengaging—making amends, taking responsibility for their words and actions, and so on."

She went on to say, "Yet another obstacle is that if they do not identify and work on whatever drove them into violent extremism in the first place, they are likely to continue making similar negative choices. For instance, for individuals who don't take the time to work on themselves, it is extremely common for them to bounce from

one type of violent extremist ideology to another, group to group, bad behaviour to bad behaviour; right to left and left to right. We strongly encourage those going through the process of disengagement to spend as much time as needed working on themselves as individuals."

> For an intervention, disengagement or deradicalization to be successful, it must not only solve the current conflict but also provide communication, a relationship and conflict resolution resources so students can re-enter society without their learned prejudices and/ or violence.

Back in high school, one of Lauren's teachers assigned his students an essay in response to the gun control debate. Lauren's paper stated that banning guns was only a band-aid solution, that the issues prompting their use needed to be addressed. "Guns are intended to have the trigger pulled," she wrote. "People kill people. We aren't addressing where the illegal weapons come from nor the core beliefs that lead someone to violence."

The teacher looked at her first sentence and, as the class listened, said, "What? Lauren, really?" His voice and manner were both condescending, reminiscent of her grandfather's tone and therefore particularly wounding.

She tried to back up her viewpoint but his response was, "You need to check your facts more thoroughly."

It might have helped if he had engaged with her, tried to understand her opinion, rather than blithely dismissing it based on the first sentence. She felt she wasn't being listened to; that, because her opinion differed from his, she was somehow wrong.

This pattern of being 'talked to' as opposed to 'talked with', one her father and I—and perhaps most of the adults in her life—unconsciously mirrored, did little to help her through school and life. Certainly, none of us thought to teach her to think critically, which seemed to reaffirm her belief that her opinion wasn't valued, that she wasn't important enough to be listened to, that she couldn't make her own decisions.

I wish I'd been more aware of Lauren's mindset back then. I wish I'd spent more time talking with her teachers and helping her speak her truths at home. Hindsight not being an option, the next best thing I can do is encourage parents and teachers, like you, to recognize the signs I missed . . . so other children and teens won't fall prey to extremism.
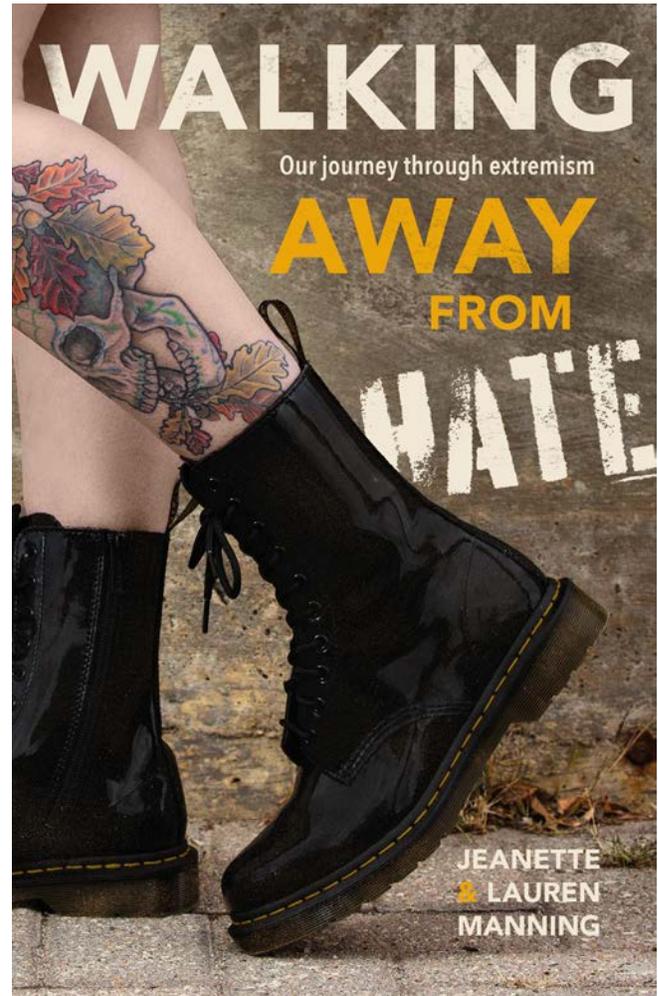
For More Information

I welcome your questions and comments. Please feel free to get in touch at walkingawayfromhate.2021@gmail.com or via our Facebook page.

If you are interested in knowing more about my experience and Lauren's, our book is available through booksellers nationwide or through the publisher, Tidewater Press.

Educational Resources

Below is a list of online resources that include slideshows, videos and games for children and youth, as well as lesson plans and tip sheets for parents and teachers. We've also listed several organizations offering practical solutions, intervention and deradicalization for those already caught up in extremism.

https://cpnprev.ca/tools/

A Canadian site that includes a massive amount of information as well as links to global organizations dealing with educating and preventing hate.

https://educateagainsthate.com/

According to the site's homepage, Educate Against Hate uses "government advice and trusted resources for schools to safeguard kids from radicalization, build resistance to all types of extremism and promote shared values." It includes classroom resources and training for staff, as well as a wealth of promotional and educational materials for parents.

https://rootsofempathy.org/

Based in the United States but available globally, this site offers ways to develop empathy in children aged three to five (Seeds of Empathy) and five to eighteen (Roots of Empathy), teaching children to be socially competent. In 1996 Ontario embraced the program and is now home to their international offices.

https://www.commonsense.org/education/app/who-am-i-race-awareness-game

A free online game platform that gets kids talking honestly and responsibly about diversity. Great for teachers and parents who'd like to open discussions with children Grades 1 to 12.

https://mediasmarts.ca/digital-media-literacy/educational-games

Media Smarts uses educational games to help introduce kids to digital and media literacy. The site also includes lesson plans, tips and resources for a wide variety of issues, like speaking to kids about racial stereotypes.

https://en.unesco.org/preventingviolentextremismthrougheducation

UNESCO offers global citizenship education through their GCED website, including resources for educators, including "A Teacher's Guide on the Prevention of Violent Extremism."

https://extremedialogue.org/educational-resources

A European-based website that offers to help teachers, parents and youth how to speak comfortably, answer questions about and challenge hate and extremism. Resources include written handouts and video series' as well as training workshops.

https://www.hoursagainsthate.com/

A small, Milwaukee-based website offering classroom and workplace resources to "promote respect and dismantle bigotry." They offer a particularly useful classroom questionnaire.

https://info-radical.org/en/prevention-en/preventing-radicalization/

The Montreal-based Centre for the Prevention of Radicalization Leading to Violence website provides many useful guides and tools, including comic books, educator's guides and real-time assistance.

https://www.kent.ac.uk/social-policy-sociology-social-research/centre-for-child-protection/training-simulations/zak

Through video simulations, the University of Kent's Centre for Child Protection website offers instruction in recognizing radicalization and training to help keep kids safe online.

https://projectsomeone.ca/resources/

Project Someone (Social Media Education Every Day) builds awareness to combat online hate and discrimination. Resources include short videos, workbooks for educators, online courses and webinars, podcasts, etc.

https://wwb.org/activities/?filter=category&value=Publications

Women Without Borders is a Vienna-based non-profit organization that focuses on female leadership; they offer several great publications on preventing extremism.

https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ntnl-strtg-cntrng-rdclztn-vlnc/index-en.aspx

The Government of Canada, under Pubic Safety Canada, has begun to research and invest in prevention-based initiatives to counter extremist involvement and violence. They've produced a pdf entitled "National Strategy on Countering Radicalization to Violence" which is available for download.

https://www.antihate.ca/

The Canadian Anti-Hate Network is a non-profit organization dedicated to researching, monitoring and countering hate groups by providing information and education to law enforcement, the public, media, researchers, etc.

https://www.adl.org/

The Anti-defamation League, first founded in 1913, is dedicated to stopping the defamation of Jewish people and securing justice and fair treatment for everyone. ADL's website contains an excellent educational database of research and tools.

https://www.adl.org/education/resources/tools-and-strategies/rosalinds-classroom-conversations

This resource from the Anti-defamation League is particularly useful. It features classroom conversations centering around bullying, uncovering bias and power in dress codes, etc.

https://socialscienceandhumanities.ontariotechu.ca/centre-on-hate-bias-and-extremism/index.php

The Centre for Hate, Bias and Extremism, led by Dr. Barbara Perry, focuses on education, research and intervention through the Ontario Tech University in Oshawa, Ontario. It provides research that will inform evidence-based policies and practices to promote equity for all.

https://www.toronto.ca/community-people/public-safety-alerts/community-safety-programs/focus-toronto/

Focus – Furthering our Community by Uniting Services, under the umbrella of Toronto Police Services, is just one of many pilot projects in Canada directed at intervention. Others include MERIT (Ottawa Police), the Edmonton Resiliency Project (in partnership with the Edmonton Police Service, City of Edmonton and OPV) and Calgary Re-direct (Calgary Police, City of Calgary, Community and Neighbourhood Services).

https://avp.international/

Alternatives to Violence Project is an international training program that teaches participants to deal with conflict and violence.

https://dangerousspeech.org/guide/

You'll find information on hate speech on the Dangerous Speech Project website, including what's defined as dangerous and how to reduce it both online and in life.

https://www.hedayahcenter.org/programs/

Based in the United Arab Emirates, Hedayah Center offers programs, education and resources for all, including families of violent extremists.

https://internationalhatestudies.com/

The International Network for Hate Studies, based in the UK, provides an accessible forum for anyone wishing to study hate and hate crime.

https://moonshotteam.com/work/

Moonshot CVE's primary work lies in redirecting at-risk people away from online extremist content while giving them positive options, but they offer many useful resources and articles as well.

https://www.commonsensemedia.org/

A comprehensive site offering information on a wide variety of social media platforms, games and sites.

https://www.saferinternet.org.uk/

The UK Safer Internet Centre is another wonderful resource site for online safety.

https://www.betterinternetforkids.eu/en-GB/resources

A great European site offering videos, tips, resources and activities in various languages, to keep children safe.

https://www.nspcc.org.uk/keeping-children-safe/online-safety/

This British website offers online safety resources for caregivers, youth and children and professionals.

https://www.storiesthatmove.org/en/

"Stories that move: A toolbox for antidiscrimination" is a series of real-life stories about diversity and discrimination, aimed at 13 to17 year-olds.

https://www.campuspride.org/stop-the-hate/train-the-trainer-program/

Based in the US, this website is meant primarily for college/university campuses but offers training and resources, mainly for the LGBTQ community.

https://www.grabellaw.com/preventing-hate-crimes.html

This US website offers several fact sheets (downloadable pdfs) for teachers, parents and students, regarding the prevention of hate crime.

https://dera.ioe.ac.uk/8396/

"Learning Together to be Safe: a toolkit to help schools contribute to the prevention of violent extremism" is a downloadable pdf from the UK, packed with information for teachers

https://www.safehome.org/resources/hate-on-social-media/

Safehome.org studies "the hateful state of social media in the United States," including how Twitter and Facebook are used to spread hate, who is being targeted and where that hate originates.

https://www.hopenothate.org.uk/

One of the largest and most successful political action groups in the UK, HOPE not hate was founded in 2004 "to provide a positive antidote to the politics of hate." This website offers in-depth articles and research on the state of hate in the British political realm.

https://stopracism.ca/

Canadian Anti-racism Education and Research Society, based in Burnaby, BC, bills itself as "an independent voice for civil, political and economic rights." Their site offers information, research, case studies and various links to news items relating to extremism and racism.

https://www.stophateuk.org/

Stop Hate UK challenges hate crime and discrimination. It offers confidential reporting and support for victims and witnesses of hate crimes as well as training and crime awareness.

https://www.report-it.org.uk/

A UK based website, True Vision offers information on a wide variety of criminal activity related to hate, as well as providing a venue for reporting hate crimes.

https://www.inach.net/new-and-improved-training/

Great interactive training videos from this Amsterdam-based group, aimed at countering online hate speech.

Deradicalization Resources

https://violence-prevention-network.de/?lang=en

> A German site offering tools and resources to those who are overcoming extremism, it also includes helpful information for anyone looking to learn more about extremism, recruitment, interventions, etc.

https://www.yorktownfamilyservices.com/

> A community service agency in Toronto, providing a wide range of services to families and youth; they now offer intervention and disengagement/deradicalization to those caught in extremism.

https://johnhoward.on.ca/ottawa/

> A not-for-profit, charitable organization supporting those in the Ottawa area who are at risk of conflict with the law. They offer a variety of prevention and intervention services.

https://preventviolence.ca/

> Based in Alberta, OPV is a community- and expert-led, non-government organization specializing in understanding and preventing hate-motivated violence and assisting formers, mainly in Canada, to disengage and deradicalize.

https://www.lifeafterhate.org/

> Chicago-based Life After Hate is dedicated to helping people leave the far-right behind so they can lead compassionate lives. Their flagship program, Exit USA, has counterparts in several other countries: Exit Sweden (http://www.congress-intercultural.eu/en/initiative/109-exit-sweden.html) and Exit Germany (https://www.exit-deutschland.de/english/).

https://ankkuritoiminta.fi/en/anchor-work-in-finland

> An early intervention group based in Finland, Anchor (Ankkuri) aims to prevent adolescent crime in the early stages.