

Radicalisation Box

Role Play Further Considerations for the morning session

Planning the session

- The length of the event can be altered, but the role play and learning outcomes will differ accordingly.
- Integrating students from different schools and breaking the ice once students are in groups is tricky. Ice-breakers can help and may be worth the 5-10 minutes needed.

Example questions

The following are good questions to ask during the research and strategy session:

- What sort of actor is your group? What's their position on the world stage relative to other states? Are they a unilateral, bilateral, multilateral actor?
- What is the cultural or ideological basis of your group in terms of determining the way that they act in the world? For example, the United States has been a unilateral actor in many cases, believing that peace lies in the adoption of liberal democratic systems.
- With whom is your group engaging currently in international affairs, especially with regard to ISIS?
- Who are your allies? With which states will you want to engage and why?
- Who does your group oppose and why? For example, tensions between Russia and US represent, not only long standing post-cold war bitterness, but also apparently distinct interests in the region.
- What kind of policies does your group adopt in this specific kind of conflict? Western states seem to respond very differently to conflict in the Middle East than to conflict elsewhere.
- Who will accept your policies? Who will reject them?

Further suggestions

- There is a tendency among stronger or more confident students to dominate their groups, directing attention away from collective actions. It is important to encourage less confident students to contribute, where they can.
- Ask each group to make notes of the plans they wish to adopt at the outset as well as notes on the policy they ended up adopting at the end of the event. This will enable comparison and a means of establishing the extent to which the plan and the event were realistic.
- Do not direct the students too closely. It is essential that they develop problem solving skills and initiative.
- Student-led sessions generally provide much better learning outcomes.