Rolling breaking story scenario training: Terrorism Arrest

Trainer’s guide
The Reporting Islam Terror Arrest scenario trainer’s guide should be read in conjunction with the following documents located at reportingislam.org under the Curriculum tab.

- **Background** (contains basic facts and information about Muslims including demographic data about Muslims in Australia and impacts of poor reporting)
- **Terror arrest training package** (this is the version participants would use).
- **Reading list** (appendix A in the trainers’ package).
- **Quiz** (appendix B in the trainers’ package)
Trainers’ guide for delivery of the Reporting Islam terror arrest scenario.

Please read the following background and support material prior to the delivery of the training to participants.

This two-hour training package is designed to be delivered in conjunction (following) the delivery of the one-hour lecture provided as part of the overall trainers’ package.

While two hours is optimal for the delivery of the training scenario, it can be delivered in 90 minutes. A shorter delivery time will require educators/trainers to tailor it to the time limit, perhaps by reducing time spent on each of the five activities or cutting one of those activities for example the social media post activity.

Introduction and Background

The training packages and resources for the Reporting Islam Project were developed as part of a four-year project, led by Associate Professor Jacqui Ewart (2014-2018) and co-led by Professor Mark Pearson (2014-2016).

The Project set out to address the problematic ways that some Western news media portray Islam and Muslims, which has been well documented by researchers. Problematic representations of Muslims include falling back on negative stereotypes, conflating Islam with terrorism, a focus on conflict and portraying Muslims as incompatible with so-called “Western values”.

These types of portrayals:

- fuel animus directed at Muslims and decrease social cohesion; and
- are underpinned by ignorance of the Islamic faith and the diverse cultural practices of Muslims worldwide.

In addition it has been established that Australians know very little about Muslims and their faith (Dunn 2005, O’ Donnell, Davis et al. 2017), as do journalists (Ewart, O’ Donnell et al. 2017).

While researchers have invested considerable time cataloguing and describing the problematic way the Western news media portray Islam and Muslims, little time has been invested in how to change journalistic practices.

The Reporting Islam Project is a world-first because its focus is on developing a practical and evidence-based suite of resources for journalists to assist them:

- improve their baseline knowledge of Islam and Muslims;
- improve their knowledge of best-practice approaches to reporting stories about Islam and Muslims; and
- more accurately report stories involving Islam and Muslims.
The resources that have been developed and finalised are: a website; a mobile APP, fact sheets, a reporting handbook and two training curricula (focusing on a mosque development protest and a terror arrest). These resources were developed by two former journalists turned journalism academics, Associate Professor Jacqui Ewart and Professor Mark Pearson.

**Format of Training**

It is suggested that journalism educators/trainers direct participants to the readings (Appendix A) prior to the training session and workshop. The key readings are designed to help participants understand the scope of the problem, and how it can be addressed. It would also be useful for journalism educators/trainers to familiarise themselves with the key readings in order to be equipped to deliver the curriculum packages and to be prepared to answer questions from participants. It may be necessary to select key readings from this list for participants and they should be selected on the basis of either the year level of their course (for students) or their experiences (journalists).

This package is designed to be delivered as a rolling, breaking news story. Because of the nature of the scenario and its delivery, it is suggested that participants work in small groups of four or five. While there are no right or wrong answers, participants should be asked to justify the choices they make.

At the end of this package, there are some examples of the types of questions that participants have asked during the training, along with some additional points for guided discussion during the scenario.

**Trainers’ guide Terror arrest scenario**

1. Introduction and Background (as per this package)
2. Storyboarding scenario (terror arrest package)
3. Small post quiz if you have time/want to do this see Appendix B
4. Close and final Q and A

<table>
<thead>
<tr>
<th>Participant learning outcomes</th>
<th>Trainer tasks</th>
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<tbody>
<tr>
<td><strong>Aims:</strong></td>
<td>Take trainees through learning outcomes.</td>
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<tr>
<td>At the end of this two-hour workshop, participants will be able to demonstrate:</td>
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<tr>
<td>• the ability to list at least three ways to improve the fairness and accuracy of a story involving Islam and/or Muslim people;</td>
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<td>• the ability to identify a range of sources reflecting expertise and the diversity of Islamic beliefs and cultures;</td>
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<tr>
<td>• the ability to recognise and respond accordingly to information that could cause social division and isolation for some people if included in a news story;</td>
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<tr>
<td>• the ability to select pertinent and relevant information for inclusion in a rolling, breaking news story;</td>
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<tr>
<td>• To show an understanding of basic ethical issues arising in the reporting of a story involving a terrorism</td>
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<tr>
<td><strong>Participant learning outcomes</strong></td>
<td><strong>Trainer tasks</strong></td>
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<tr>
<td>arrest;</td>
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<tr>
<td>• To show a basic awareness of the laws related to national security and anti-terrorism;</td>
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<tr>
<td>• To show a basic awareness of other laws that can impact upon an arrest situation such as defamation; contempt of court, copyright and racial discrimination;</td>
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<tr>
<td>• To demonstrate the ability to navigate the above considerations and produce a short story and selected headline and images in a time-pressured environment.</td>
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<table>
<thead>
<tr>
<th><strong>PARTICIPANT TASKS</strong></th>
<th><strong>TRAINER TASKS</strong></th>
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<tbody>
<tr>
<td><strong>Welcome and Introduction to Session</strong></td>
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<tr>
<td>• Take participants through the background to the Reporting Islam Project (provided in this package), the problem i.e. poor news media coverage of Muslims and the format of the session.</td>
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<tr>
<td>• Get participants into groups or four or five, explain it is a group-based activity. Each group to select one person to take notes on the decision-making process.</td>
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<tr>
<td>• Explain format, i.e. breaking, rolling story in a simulated live newsroom.</td>
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<tr>
<td>• Cut and paste storyboard exercise</td>
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| **Read scenario outline**                                                                          | **Explain scenario to participants:**                                          |
|                                                                                                   |                                                                                 |
| You are a reporter for a local news outlet in Yourtown (radio with breaking news bulletins and updates and print with a strong online presence). |                                                                                 |
| • This training is run like a live newsroom and you will receive information in the same way as you would in a live newsroom situation. |                                                                                 |
| • You will be required to work with your group members to provide real time updates for your newspaper’s website or file regular radio bulletins with teasers for your station’s online site. |                                                                                 |
| • These updates will include writing headlines and lead pars, selecting photos and deciding what quotes to use from various sources. |                                                                                 |
| • Using the storyboard materials (either hardcopy butchers’ paper, copies of cut and paste)     |                                                                                 |

Terrorism arrest scenario trainers’ guide 5
<table>
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<th>PARTICIPANT TASKS</th>
<th>TRAINER TASKS</th>
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<tbody>
<tr>
<td>paste materials, sticky tape, scissors, or electronic storyboard materials) provided by the trainers to plan your story as you are directed to the emerging tasks by the trainer.</td>
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**Task 1 Participants**
- You are a reporter for your selected medium in Yourtown.
- You hear a talkback radio segment as you are driving to work where a caller talks about a counter-terror raid – transcript provided in the training package.
- You need to decide as a group what action you will take in following up the call.

**Task 1 Trainer**
- Explain task – listed as Task 1 in training guide (and explained in participant column) it involves writing a headline and selecting an image. Get groups to cut and paste image onto their storyboard and write their headline once they have agreed as a group on the contents of the headline and which image is to be used (they can use more than one image).
- Remind participants to take notes on decision-making process and how they came to an agreement, what factors were at play in their choices.
- Set time limit (depending on training length) and keep participants to time.
- Debrief participants on task and tell them to keep debrief discussion in mind for next tasks.
- Get them to choose their medium.
- Get the groups to list what actions they would take.

**Points for debrief**
- Get each group to read out their choice of actions and ask them to explain how they came to this decision. If they decided to run a headline/breaking news tag the points below are relevant to the content of that breaking news tag. If they did not decide to run a breaking news tag, you can tease out their decision making process around that in discussion and ask what actions they took (most likely are to call police to confirm that there has been a raid and associated arrests and to seek as much information as they can.
- Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on
### PARTICIPANT TASKS

- Then the Yourstate Police and Federal Police convene this media conference, which your Chief of Staff sends you to cover – transcript is provided in the training package.
- Police media also provide you with some additional information – reproduced in the training package.
- You return to your newsroom and have to write up one headline for your website/next radio bulletin and a lead par for the unfolding story.

### TRAINER TASKS

- best practice in reporting news stories involving Muslims and their faith:
  - Separates opinions from facts.
  - Ensured the facts were provided in context.
  - Portrays people as individuals and avoids focusing unreasonably on their membership of an ethnic or religious group.
  - Avoided exaggerating information.
  - Avoids negative labels and clichés.
  - Avoids an us and them dichotomy.
  - Avoided portraying Islam as a threat to national identity and way of life.
  - Gives adequate consideration to the legal, socio-economic and political contexts in which the story is situated.
  - Avoids using a tone of language that is emotive, immoderate, alarmist or abusive.
  - Consider relevant legislative environments.

### Considerations:

A key issue that will arise is the tendency of some participants to publish without checking with police and to rely on a talkback call in the effort to get it first rather than get it right. Debrief them on the processes of checking information and verifying.

### Task 2 Participants

- Explain task (see participant task column and training guide)
- Set time limit (depending on training length) and keep participants to time
- Debrief participants on task and tell them to keep debrief discussion in mind for next tasks

### Points for debrief

- Get each group to point out which quotes and information they decided to use from which sources and in what order. Ask them to explain how they came to this decision.
- Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:
  - Distinguishes between Islam as a religion, a political movement and the radical philosophies that inspire militant Islamists.
  - Avoids negative labels, stereotypes and clichés.
  - Avoids quoting people with agendas to push, or at
PARTICIPANT TASKS | TRAINER TASKS
---|---

Task 3 Participants
- Your colleague accesses the Facebook pages of the accused – see the images in the training package.
- You need to decide what to do with this information.
- You meet a long-term confidential detective source within Yourstate Police who provides you with some information.
- Just as you return to the newsroom from your meeting with your source, your Canberra correspondent tells you she has a comment from the Prime Minister.
- Another colleague tells you he has interviewed Sheikh Abdullah Al-Odoan, religious leader at the Yourtown Islamic Prayer Centre.

Task 3 Trainer
- Explain task (see participant task column and training guide).
- Set time limit (depending on training length) and keep participants to time.
- Debrief participants on task and tell them to keep debrief discussion in mind for next tasks.

Points for debrief
- Get each group to point out which quotes and information they decided to use from which sources and in what order. Ask them to explain how they came to this decision.
- Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:
  - Ensures that the facts (including graphics, sounds and images) are provided in context.
  - Avoids using information that is distorted, exaggerated or oversimplified.
  - Avoids quoting people with agendas to push.

Considerations:
Participants often mistake the home-made flag for an ISIS flag, but there is no verification of that fact. Note that the religion of those arrested is not mentioned in the police press conference.
### PARTICIPANT TASKS

<table>
<thead>
<tr>
<th>Task 4 Participants</th>
<th>Task 4 Trainer</th>
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| • Just as you put the finishing touches on your online/radio bulletin update a colleague tells you your online rival outlet the *Daily Snail* tweets these images they have obtained of some of the police evidence – knives/machetes and a black and white flag.  
• You need to decide what to do with this breaking information. | • Explain task (see participant task column and training guide)  
• Set time limit (depending on training length) and keep participants to time  
• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks |

### TRAINER TASKS

or at least acknowledges those agendas.
• Avoids portraying Islam and Muslims as a threat to national identity and way of life.
• Separates opinions from facts.
• Portrays people as individuals and avoids focusing unreasonably on their membership of an ethnic or religious group.
• Provides the information audiences need to weigh the credibility of speakers such as funding from “think tanks” or vested interests.
• Challenges assumptions underlying intolerant remarks made by sources in the course of interviews, news reports and discussion programs.
• Avoids negative labels, stereotypes and clichés.
• Assesses the bona fides of so-called experts.
• Uses acknowledged academic experts because they are informed and provide balance.
• Demonstrates sensitivity when reporting tensions between communities.
• Avoids using a tone of language that is emotive, immoderate, alarmist or abusive.
• Gives adequate consideration to the legal, socio-economic and political contexts in which the story is situated.
• Abides by the legal or union or industry self-regulatory guidelines for reporting on race, migration and religion.

Other considerations:
Direct participants to verify the identities as discovered on Facebook. See whether any participants identify that they are Sikhs not Muslims.
### PARTICIPANT TASKS

- Your Chief of Staff tells you that there is a hearing about to happen in Yourtown Central Court with Magistrate David Rowsthorne.
- You rush to the court house (see the transcript of the Magistrate’s session)
- As you leave the court The Accused’s solicitor makes a statement and you make some notes.
- Just as the solicitor finishes speaking, some relatives of the accused arrive and also make statements, which you note down.
- You return to the newsroom and your Chief of Staff demands an immediate update on the breaking story for the website/next radio bulletin.
- A colleague interrupts to tell you she has comments from a social media expert about the case.

### TRAINER TASKS

- how they came to this decision.
- Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:
  - Ensures that the facts (including graphics, sounds and images) are provided in context.

Considerations:
Participants often mistake this image of a flag as being an ISIS flag. Direct them that they should have contacted police to identify whether what the Daily Snail has published is correct or otherwise prior to running with this information.

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**-Instruct students NOT TO READ PART 2 OF THEIR TRAINING GUIDE (OVERLEAF) UNTIL INSTRUCTED**

<table>
<thead>
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<tbody>
<tr>
<td>• Explain task (see participant task column and training guide)</td>
<td></td>
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</tr>
<tr>
<td>• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks</td>
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**Points for debrief**

- Get each group to point out which social media posts they chose to allow to be published and why.
- Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:
  - Ensures that the facts (including graphics, sounds and images) are provided in context.
  - Avoids quoting people with agendas to push, or at least acknowledges those agendas.
  - Avoids negative labels, stereotypes and clichés
  - Portrays people as individuals and avoids focusing unreasonably on their membership of an ethnic or religious group.
  - Assesses the bona fides of so-called experts.
  - Uses acknowledged academic experts because they are informed and provide balance.
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<td>• Avoids using a tone of language that is emotive, immoderate, alarmist or abusive.</td>
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<td></td>
<td>• Abides by the legal or union or industry self-regulatory guidelines for reporting on race, migration and religion.</td>
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<tr>
<td>Considerations:</td>
<td>There are several traps in this section of the training that participants often fall into. The key one is that the Magistrate has issued a suppression order on all information about this case other than the fact that two individuals of their specified ages appeared in this court today, the details of the charges they faced, and the fact that their application for bail has been refused and that the next hearing has been set for next Wednesday at 11am. Some participants will want to publish what the solicitor, relatives and social media expert say but the suppression order prevents that. When the Magistrate lifts the suppression order the interviews on the court steps can be published (that’s why they should take and keep their notes on those interviews).</td>
</tr>
<tr>
<td>Questions</td>
<td>Trainer to take questions from participants</td>
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</table>
Other general concepts, as distilled from the international literature, to discuss in training debriefing where and when applicable.

News stories should:

- Avoid using information that is distorted, exaggerated or oversimplified.
- Provide follow-up coverage, adding context and resolution to a conflict-based story.
- Distinguish between Islam as a religion, a political movement and the radical philosophies that inspire militant Islamists.
- Demonstrate the journalist (or editor) has a good knowledge of Islam and Muslims.
- Include alternative world views, understandings and opinions.
- May have been influenced by editorial guidelines (written, informal or inferred).
Appendix A: RECOMMENDED READINGS

Understanding the problematic ways Islam and Muslims are portrayed by the Western (including Australian) news media

JOURNALISTS


EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)


Orientalism, Islamophobia and new racism – understanding bias

JOURNALISTS


EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)

Understanding the basics about Islam and Muslims

JOURNALISTS

**EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)**


**Islam and Muslims in Australia**

**JOURNALISTS**


**EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)**


**On Muslims denouncing terrorism**

Appendix B

Quiz

1. Which of the following types of Muslim head dress leaves the face fully visible?
   a. Niqab
   b. Burka
   c. Hijab
   d. All of the above
   e. None of the above

2. The correct Muslim meaning of the term ‘jihad’ is:
   a. Holy war
   b. Striving inwardly and outwardly
   c. Campaigning to kill infidels
   d. All of the above
   e. None of the above

3. Which of the following is **NOT** a branch of Islam or a movement within Islam?
   a. Sufi
   b. Sunni
   c. Sikh
   d. Shi’ite
   e. All of the above are actually branches of Islam

4. A Muslim religious figure might be called a/an:
   a. Imam
   b. Mufti
   c. Ayottollah
   d. None of the above
   e. All of the above

5. Which of the following is the pilgrimage to Mecca that Muslims must carry out at least once in their lifetime if they are physically capable and can afford it financially?
   a. Eid Al-Fitr
   b. Ramadan
   c. Eid-Al-Adha
   d. Hajj
   e. None of the above

6. Which of the following do Muslims consider a prophet? (Peace be upon them)
   a. Jesus Christ
   b. Noah
   c. Muhammad
   d. Abraham
   e. All of the above

7. Which of the following actions might be offensive to some Muslims or inappropriate behavior?
   a. Publishing an image of the Prophet Muhammad (PBUH)
   b. Offering only pork at a function where Muslim people are invited
   c. Wearing a sleeveless top at a mosque
   d. Extending your hand to shake hands with a member of the opposite gender
   e. All of the above
8. Which of the following laws or ethical codes might apply to a news media story about a mosque proposal?
   a. Discrimination and vilification laws
   b. MEAA Code of Ethics
   c. Defamation law
   d. (a) and (c) only
   e. All of the above

9. Which of the following should you avoid when reporting a mosque development proposal?
   a. A focus on parking and noise when the proposed building is in an industrial complex.
   b. Giving space to minority views that might cause social division.
   c. Providing space for far right wing groups to air general grievances about the presence of Muslims in Australia.
   d. All of the above.

10. Which of the following facts or statistics about Muslims in Australia is **FALSE**?
    a. Muslims constitute 2.7% of the Australian population
    b. Islam is Australia’s third largest religion
    c. Australia has the fourth largest population of Muslims in the world
    d. Australian Muslims come from 183 different countries
    e. The oldest permanent mosque in Australia was built in Adelaide in 1888
Appendix C Quiz Answers (highlighted in bold)

Quiz

1. Which of the following types of Muslim head dress leaves the face fully visible?
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   g. Burka
   h. **Hijab**
   i. All of the above
   j. None of the above

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References used in this training guide

