

Discussing Terrorism with Dutch Primary-School Children.

Exploring the narratives and the preferences of children in discussing terrorism in class in Dutch
Primary Schools.

Master thesis Educational Sciences

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Abstract

Narratives of 19 Dutch primary school pupils are collected and analysed. Due to the rise of terrorist news items, stereotyping and (other) misconceptions are likely to arise in the narratives of children, which could lead to polarization in the class. Also the preferences of pupils in classroom conditions or didactics are collected by means of semi structured interviews. Teachers in primary education often find it difficult to discuss terrorism or other controversial topics in class and in order to help teachers discussing terrorism, effective educational material (e.g. the website Ter Info) is needed.

In this study, proximal contact with terrorism resulted in more extensive and highly detailed narratives. Also youth news and Social Media can have an influence in what children see and know about terrorism. Discussing terrorism with their parents also appears to have a positive influence, but this kind of influence does not occur as much as others. This article finally shows the preferences of children when discussing terrorism in class. It is important for parents and educators to talk to their children about terrorism and provide them with facts, in order to prevent misunderstandings.

Keywords: *Terrorism; Narratives; Primary Education; Utrecht; Pedagogics; Didactics; Emotions*

Amount of words: 196

Introduction

As in many other countries, segregation and polarization of society are increasing in the Netherlands. One important factor that leads to polarization in society are the raise terrorist attacks. Terrorism is about creating a state of terror by violating the basic needs of safety, often in pursuit of political or ideological goals (Brotherson, 2006). This phenomenon can have multiple societal consequences, like stereotyping, in-group favouritism, and polarization (Gurwitch, Sitterle, Young, Pfefferbaum, 2002). Although terrorism has already been a topic for a long time and not just arose latterly (Shaw, 2003; De Graaf, 2010), recent media coverage have increased significantly and the public responses have expanded (Brotherson, 2006; Kearns & Betus, 2018).

As a consequence, terrorism becomes more apparent in the classroom, which could lead to unsafe classroom environments or polarization (Wansink & Savenije, 2018). Addressing controversial issues is also a part of citizenship education in order to raise democratic citizens (Cross & Price, 1996; TULE, n.d.). It is therefore essential for parents and school teachers to discuss terrorism, at home or in class, to make children less vulnerable and more defensible against terrorism (Brotherson, 2006). However, primary school teachers are often careful in discussing terrorism in class, because it can be a highly controversial topic and they do not want to expose children to violent news (Wansink & Savenije, 2018).

To support and facilitate teachers in teaching about terrorism, recent initiatives have occurred in the Netherlands. Utrecht University initiated TerInfo, an online website with educational material for Dutch education. This initiative aims to increase the factual knowledge of terrorism among teachers and children and to prevent misunderstandings and stereotyping, in order to decrease polarization (Ter Info, n.d.). To create more effective interventions, both the content of the intervention and the pedagogical preconditions are important.

First of all, children in the Netherlands are mostly influenced by media or by their environment considering terrorism. Children are more likely of being exposed to terrorism-related news and are also more aware of its effects. There is, however, a lack of research that focuses on the effect on terrorism-related narratives of children that are influenced by media and others (Pfefferbaum et al., 2000). This means we have little knowledge about their knowledge and stereotypes related to terrorism. The first aim of this article is to explore the knowledge and stereotypes of pupils in grade 7/8 in primary education, by means of a concept map.

Secondly, there is need for pedagogical conditions to discuss controversial topics like terrorism effectively. Much research is done about this (e.g. Davydov, 2015; Kleijwegt, 2016), but this research is mostly based on experiences of teachers; little research is known about what pupils think are important conditions. This means that the second aim is to gather conditions that pupils find important when discussing terrorism in class. What pupils pedagogical needs and preferences are when discussing a controversial topic as terrorism in class will be investigated by means of semi structured interviews.

Theoretical Framework

In this theoretical framework multiple aspects will be described. First, the knowledge and stereotypes of children about terrorism will be discussed. Secondly, the sources of influence and the influence they might have on children will be discussed. Thirdly, discussing controversial topics will be explained in more detail and the existing literature about pedagogical preconditions will be explicated.

Narratives about terrorism

In this research we focus on the narratives of children about terrorism. Narratives are the main form of cognitively structuring our perspectives on the world Riessman (1993). There has been many research towards narratives of children with proximal contact with terrorism on war. There is however still little information about narratives or meanings about terrorism of children that are exposed to terrorism through media or experienced second-hand contact.

Research towards narratives of young children show some very detailed stories and events. However, most narratives consist of untruths because of a misunderstanding of events and a confusion between reality and fiction (Jørgensen et al., 2015). Furthermore, this research shows that children show much expressions of fear, commonly also based on wrong or conceived information. This is also seen in Croat research, wherein children told narratives where specifically one enemy was being held responsible for the conflict. Elbedour et al. (1997) found that this enemy identification could have influence on the way children define themselves in contrast with the evil enemy. These findings indicates the important risks for young children exposed to war, terrorism, or other armed conflict (Szente, 2018).

Stereotypes. Because of the increasing and selective media coverage of terrorism (Kearns & Betus, 2018), stereotyping and misconceptions about terrorism and terrorist attacks are likely to occur among viewers, especially among children (Dyregrov, Yule & Raundalen, 2018). Prejudices,

stereotyping and discrimination among children have been widely documented (Welphy, 2018). These prejudices are commonly based on misconceptions or a lack of critical reflection, and can eventually lead to polarisation. A lot of studies have been focussing on stereotyping through the lens of race or ethnicity, but recent work shows that language and religion currently play a much larger role (Welphy, 2015). Concerning terrorism in the Netherlands, mainly Muslim are being constructed as a 'suspect community' (Van Meeteren & Van Oostendorp, 2018).

Sources of influence

The existing literature about children and exposure to terrorism has been categorized into three different topics. Based on Comer & Kendall (2007), there are three ways for youth to experience terrorism: a) Proximal contact (i.e. directly experiencing terror and/or losing a loved one due to an attack), b) Media-based contact (e.g. viewing a terroristic attack on the internet or television) and c) Second-hand contact (e.g. talking with parents or teachers about terrorism).

Proximal contact. A lot of research has been done to the influence of terrorism and war regarding to children who have been directly experiencing a state of terror (Comer, 2008). After the terrorist attacks on 9/11, the psychological impact on children has been investigated in the United States. This research shows that youth that have been in proximal contact with terrorism have clinical needs and medical deterioration months after an experienced terroristic event (Brown & Goodman, 2005; Hoven et al., 2005). Research investigating the psychological impact of terrorist attacks at youth shows that school-age children are likely to be more dangerously affected by disasters than adults. Lack of life experience and cognitive abilities cause a lower ability to control fear caused by terrorism causing loss of perceived safety and perceived social support (Norris, Friedman, Watson, Byrne, Diaz, & Kaniasty, 2002). However, only a few of the examined studies involved youth and empirical research is lacking, so these results must be handled with caution.

Media-based Contact. The main objective of terrorism is to threaten and intimidate civilians, not only by using direct violence against them, but also by creating a state of terror consisting about a much larger population than the direct victims of the attack (Brotherson, 2006; Comer & Kendall, 2007). It is unlikely that all youth will be in direct contact with terrorism, but it is very likely that most youth encounter terrorism through media (e.g. television, social media). Unfortunately, there has been little research on the emotional and behavioral effects on youth who did not directly experience a terrorist event (Pfefferbaum et al., 2000).

For example, youth (between 5-18 years old) watched media coverage of the 9/11 attacks for 3 hours on average on September 11 (Nacos, 2003). Only 8% of the youth did not watch any coverage. Older youth watched significantly more media coverage than younger children (Schuster et al., 2001). Besides, Norwegian research regarding the terrorist attacks on the 22nd of July in 2011 reported that adult respondents had been spending a mean total of 17 hours in Oslo and 16 hours watching television news in the week after the attacks (Thoresen, Flood Aakvaag, Wentzel-Larsen, Dyb & Hjemdal, 2012).

Although a lot of research has been done about the impact of terrorism on children, it is difficult to conclusively describe the specific effects of terrorism on children (Silke, 2003). Sleep problems are being linked to media exposure of terrorism (Slone & Mann, 2016) and also posttraumatic stress (Pfefferbaum, Seale, Brandt, Pfefferbaum, Doughty, & Rainwater, 2003). Because of the distance to terror when exposed to terror via media, one would think that these events have less impact on children than when experiencing this directly. However, Holman, Garfin & Silver (2014) found that indirect exposure was followed by more trauma symptoms than direct exposure. The age of these children and their little life experience, could lead to misunderstandings and confusing reality and fantasy (Jørgensen, Skarrstein & Schultz, 2015). These findings indicate a need for further research and protection of young children, in order to help them with the meaning-making of terrorist events (Jørgensen et al., 2015).

Second-hand Contact. It is crucial not only to examine proximal and media-based contact with terrorist events, but also the environments the children are born and raised, called second-hand terrorism. This type of contact refers to the amount of threat and insecurity that is present in the environment of children, long after terrorism has occurred. It can cause a wide range of mental health issues. Besides, second-hand terrorism is especially a potential harm for children, because children are still developing their sense of safety about the world and they do not have a lot of control over all the media they see and have to deal with (Comer & Kendall, 2007).

In a study by Schuster et al. (2001) concerning the 9/11 attack, 84 percent of the participated parents reported that they or other adults in the household had talked to their children about the attacks for an hour or more, and 34 percent restricted their children's television viewing. 35 percent of the children showed one or more stress symptoms, and 47 percent were worried about their own safety or the safety of loved ones (Schuster et al., 2001). The family and school setting are noticeable

contexts and, consequently, one needs to consider the adjustment of family members and school personnel in the aftermath of terrorism (Comer & Kendall, 2007).

Discussing controversial topics

In order to prevent misconceptions, stereotyping and polarization, it is necessary for parents and teachers to have conversations with children about controversial topics (Myers-Walls, 2010). However, parents and teachers are often careful with discussing terrorism, because they do not want to expose their children to violence or possible fear (Wansink & Savenije, 2018). Also, teachers often experience a lack in knowledge about terrorism (Kleijwegt, 2016) which results in avoiding possible difficult discussions in the class. Furthermore, teachers do not know what to do, when a pupil or student shares extremist ideas or behavior (Sieckelink & De Winter, 2015).

Recently, there have been a lot of initiatives worldwide, in order to stimulate teacher to talk about terrorism or to prevent radicalization of students (Petkova, Martinez, Schlegelmilch, & Redlener, 2017; TerInfo, n.d., Thomas, 2016). These initiatives are to the utmost extent focussed on transferring knowledge about former and current terrorism and emphasizes the need for teachers of being aware of the facts about terrorism. Also, these materials provide teachers with facts and possible lessons, in order to discuss terrorism properly in class.

However, in order to stimulate teachers to teach about terrorism, also pedagogical conditions and didactic strategies are needed. In research executed with primary and secondary school teachers, Oulton, Day, Dillon & Grace (2004) conclude that teachers need to provide a supportive atmosphere to encourage confidence, to make pupils aware of biases and to help them to identify them and to reflect on their prejudices. Also they mention the need for an open mind among teachers and students and the notion that a person's perspective is influenced by their worldview. In addition, Brotherson (2006) emphasizes the need to encourage expression of children's feeling and to answer honestly and clear on questions children might have. Educators need to develop the ability of students to take part in reasoned discussions about controversial topics (Barton & McCully, 2007). In these discussions, multiple perspectives can be addressed and so these can be an alternative for transferring predefined narratives (Carretero, Asensio & Rodriguez-Moneo, 2012). However, such discussions, especially in primary education, desire an active teacher, who structures the discussion and correct possible misconceptions (Oulton et al., 2004; Brotherson, 2006).

We already know a lot about the pedagogical conditions when discussing controversial topics, but there is a lack of knowledge about the preferences of children in discussing this topic. With that knowledge, educators can meet the pedagogical needs of children and can better adjust their materials to them. This article will therefore not only focus on the narratives and stereotypes among children about terrorism and the sources they use, but also on their preferences while discussing terrorism in class.

Research Questions:

1. What narratives and stereotypes do Dutch pupils have about terrorism?
2. To what extent are terrorism-related narratives of Dutch pupils being influenced by proximal, media-based and second-hand contact with terrorism of a) parents, b) teachers, c) peers.
3. What pedagogical condition do Dutch pupils prefer while talking about terrorism in class.

Method

Participants

The initial contact was established by sending a written request to different schools in Utrecht and two schools were selected from the schools that agreed. Two teachers were invited to participate and those teachers agreed by giving a written consent. After that, parents were given information about the research to be carried out and were asked to give an active written consent. Only pupils whose parents agreed upon participating could participate in this study. In total 19 school-age children from a grades 7-8 were selected for this study, see Table 1. The average age of the grade 7 children was 10.68 (SD = .49) and the average age of the grade 8 children was 11.82 (SD = .39). Eventually, the sample consisted of eight boys and eleven girls. All pupils were individually invited to the interview and informed about their rights in a understandable way before they gave their written consent.

Table 1

Gender Participants

		Grade		
		Grade 7	Grade 8	Total
Sex	Boys	5	3	8
	Girls	4	7	11
Total		9	10	19

Procedure

All interviews with children from the same class were conducted within three consecutive days. Firstly, the researcher was introduced to the class in order to stimulate the conversations in the interviews, because he would be recognized by the children. The interviews were held outside the class in a closed room. The researcher started a short 'small-talk' (e.g. "How is your day?" or "I like your shirt") to set the participant at ease and after that introduced himself again shortly. After that, participants were informed about the structure of the interview, the procedure (Appendix A) and their rights. All interviews were recorded and participants were told that they could quit whenever they wanted.

All children were asked to draw or write what they thought of concerning terrorism. Terrorism is a controversial and potential difficult conversation subject and drawing can encourage the expression such narratives (Singhal & Rattine-Flaherty, 2006). It can be more ethical than textual strategies and children feel more comfortable when drawing than discussing photos (Literat, 2013). The children's drawing were used as a guideline during the interview, so that children were in control of the conversation and they would get insight in the conceptual understandings about terrorism (Barton, 2015).

A semi structured interview with open-ended question was held in order to collect the children's narratives about terrorism. The main question was: "Can you tell me what you know about terrorism?". Sub questions were added to clarify the participant's thoughts, to monitor how this knowledge was obtained by the participants and how they felt about terrorism. No extra information about terrorism was given by the researcher, in order to unveil all the narratives that children have and not to steer their thoughts. The last part of the interview existed of questions about the pedagogical climate, in order to develop knowledge about the preferences of children. The answers of the children were scored in a Likert-scale and children were sometimes also asked to explain their answers. Children could also come with suggestions to adjust education to their preferences.

In order to debrief the participants after the interviews, children were told that they were safe in the Netherlands, and that they should talk to an adult when they felt unsafe. Also the children were asked not to discuss the topics with their peers in the class, because that would not be beneficial for research. When all interviews were conducted, the researcher gave a lesson to the whole class about terrorism, where children on the one hand were informed about current and former terrorism and on

the other hand could ask questions and share their meanings. This lesson was based on lessons from the website TerInfo, which initiated this research and could be seen as a terrorism subject matter expert.

Analysis

In order to answer the first research question the narratives of children were analysed. Beforehand, two sensitizing concepts were set up for this question to substantiate the process of coding (Bowen, 2006): *Stereotyping* and *Terrorist Events*. First, these concepts were used in the process of open coding to code all the relevant statements. After that, the statements of the participants were categorized in three different codes: *Terrorist Events*, *Definition of Terrorism* and *Reasons of Terrorism*. With regard to *Terrorist Events*, all different narratives were categorized in the most frequently mentioned events (Utrecht, IS, 9/11, Manchester, Recent terrorism) and an addition was made for the remaining events. Within the definition of terrorism, sub codes were added to make the difference visible between right conceptualization of children and misconceptions or stereotyping. Also within the reasons of terrorism, different codes were formed in order to create an overview about the different reasons given by the participants.

With regard to the second question, the same process was followed. First sensitizing concepts – *Proximal Contact*, *Media-Contact*, *Discussing with Parents*; *Discussing with Teachers*; *Discussing with Peers* - were used in the phase of open coding. Sub codes were added to create distinction between *Traditional Media-Contact* and *Recent (Social) Media*, because a lot of children talked about influences of their mobile phone or the internet. Also a code for *Discussing with siblings* was added to complete the overview.

The last research question existed of a quantitative and a qualitative analysis. The answers of children at the final questions were quantitatively scored in a five-point Likert scale and the frequencies were analysed. In order to analyse the qualitative suggestions and explanations the children added to these scores, the statements were coded in three categories: *Didactical*, *Pedagogical* and *Emotions*. These spoken explanations were used in order to create more detailed and funded advises for handling lessons about terrorism in class. To check the reliability of the process of coding, a second assessor checked the final coding process and a inter reliability score was calculated of $\kappa = .675$ (95% CI, .591 to .753), $p < .001$, which can be interpreted as substantial (Landis & Koch, 1977).

Results

Definition Terrorism

In the interviews, the children were asked if they could describe what terrorism would be according to them. All the children knew that terrorism was related to violence, but there were differences in the further conceptualization of the children. Three children from grade 7 thought that all violence could be considered as terrorism, even “*hitting and kicking*”, “*as long as it is breaking the law*”. Sixteen of the children named two of the three subjects (state of terror, violence, purpose) when discussing the definition and three could define a complete and correct definition.

“I think that if you think differently, and that you want to get what you want, by scaring people (...). That you have different ideas, and use violence for that”¹ [Girl, 12 years]

Furthermore, the reasons why terrorism occurs, differ among the children. All the children from the first class (grade 8) could describe that terrorism has a certain purpose. Nine out of these ten children mentioned that the belief of this people could be a reason for terrorism to occur. From the second class (grade 7), only one child mentioned belief as a possible cause of terrorism. Another common purpose stated by the children is the need for power. In both grades two children talked about this. Other reasons for terrorism given in the interviews were, that people needed money; people were forced by others to do terrorism; people who took revenge and people who were just lunatics.

Stereotypes

The interviews contained misunderstandings about terrorism, but little real stereotyping or racist ideas came across. One child says in a clause, discussing the meaning of terrorism, that “*they are against the belief of other, of other colored people and so.*” When talking about the reasons for terrorists to attack, ten children named beliefs of people as a cause. Four of these children mentioned the Islam as a common belief that is related to terrorism. But these children all gave a reaction in which they showed that not all terrorism is related to the Islam. One participant mentioned for example:

¹ All interviews were held in Dutch. These quotations were all translated from Dutch.

“In the Islam there are rules that you must not kill each other. Just don’t kill at all, you may not do bad things. So you are no Muslim when you do such things.” [Girl, 12 years old]

Three children explicitly talked about the stereotypes that exists in the world concerning terrorism. One of them emphasizes this after the interview, when asked if he wanted to add something for the record.

“The only thing I still want to say is about people who immediately say that Moroccan do things wrong. I think that is stupid. You can say as well, Christian do it wrong, it was a Christian who was using coke. No. It is just bad of that man or woman, not immediately of all those people.” [Boy, 12 years]

Narratives

The interviews consisted of different narratives of the children about terrorism-related events. The most common and interesting events mentioned by the participants are shown in Table 3.

Table 2

Frequencies Topics Narratives

	Utrecht April 18 th 2019	Islamic State	9/11 Twin Tower attack	Recent terrorist attacks*	Manchester bombings
Grade 7, <i>n</i> = 9	9	5	1	2	3
Grade 8, <i>n</i> = 10	10	6	2	6	3

*Note: The attacks in New Zealand and in Sri Lanka are part of this.

Utrecht.

When asked what the participants were thinking about concerning terrorism, all the participants came up with the shootings in Utrecht. On the 18th of March 2019, two weeks before the first interviews took place, four people were killed in a tram during an attack in Utrecht. When the interviews took place, it was not clear if the shooter had a motive of terrorist nature. The children heard about this event from their teachers.

P: "Well, the teacher said there had been in Utrecht, there was a fool, like, someone who was very crazy, he was in the train and suddenly started to kill people, it happened at that square, what's it called?"

I: "The 24 Oktoberplein"

P: "Yes, that square." [Girl, 11 years]

The narratives contained very specific details about the events. Six participants named the exact location and five participants knew about the correct quantity of victims. None of the participants did however say anything about the name or identity of the shooter, although these details were largely shared by national media in the days after the attack. Four of them also openly questioned whether this event could be defined as terrorism or not. Some children did talk about the possible motives of the man.

"There happened something with a man, people said he had been using coke, drugs (...) and that he was stupid because of the drugs. (...) Or it was just someone who didn't think well." [Boy, 12 years]

Islamic State. Besides the events in Utrecht, also eleven participants mentioned Islamic State in the interviews. They mentioned that Islamic State, which they refer to as IS, was a criminal group, which had committed a lot of terrorist attacks. The reasons why they commit these attacks differ in the stories of the children. A few children mentioned the Islamic belief as reason, and one child suggests that IS threatens people to commit crimes for them. However, the most common reason among the children why IS exists, is that they want more power in a large area.

"Well, IS wanted sort of their own country. And they took it with a lot of violence. (...) And when people don't stick to it, they are killed." [Boy, 12 years]

9/11. Three children mentioned the events on the 9th of September 2001 during the interviews. The children all broadly describe that 'someone' had flown into a tower. These children all

said this was a very cruel attack, which they think of when discussing terrorism. One of the participants knew that this attack happened in New York and that 'Osama' was responsible for this events.

"I don't know for sure, but I think Osama was in America, and he was I think the boss of this terrorism group. And he helped with 9/11 I think. But I don't know for sure. And I think he lived in a bunker, so that the police couldn't find him." [Boy, 12 years]

Recent terrorist attacks. A few weeks before the first interviews, New Zealand was confronted with a large terrorist attack in two mosques. This attack had also been a common topic in the stories of the participants. Six children of the first class referred in some way to the events in New Zealand. All the children knew that this attack took place in a mosque in New Zealand, and that the shooters did not agree with the beliefs of the people.

"Well, in a mosque people were obviously praying. And someone went inside with a gun and he thought, well, this belief is not good. And then he went inside the mosque and just started shooting around, because he thought that the people who believed in it were not good, Muslim, were not good." [Girl, 11 years]

Two weeks before the second interviews took place, a lot of terrorist attacks were committed in Sri Lanka. In the second class, two children talked about this attacks.

"Well, a group of people went to hotels and churches and they had been shooting there. And it was holiday, so there were a lot of people." [Girl, 12 years]

Manchester bombings. Of all the not-recent terrorist attacks that took place in the last years, the participants could describe the Manchester bombings the most extensively. Six of the participants talked about the Manchester bombings (2017). They all appointed that there had been an explosion during a concert, but they did not name the exact location. Two of them could remember that Ariana Grande was involved, and one of them suggested Lady Gaga. Three of them described the reaction of the crowd.

"There was a bomb explosion and everyone started running, screaming, run away from there. And I found, that is also an attack." [Boy, 12 years]

Other terrorism events. Next to these most common narratives, individual children came up with other narratives as well. One child described the shooting in Las Vegas by saying that there was a mass shooting on a festival terrain in the USA. Two children described briefly that a van has driven into a group of people and two children knew that there was 'something with a Christmas thing', probably referring to the attack in Berlin. Further, the cities Paris and London were called frequently, but children did not exactly know what happened or when it happened. One girl remembered two attacks more detailed, because she was nearby the attacks during their holidays in Paris and nearby (probably) Barcelona in 2017. Also, one boy told about the IRA, the Irish Revolution Army, and knew that this group terrorized Ireland years ago. This boy was born in England and had an English mother, which had told him about it.

Influences

Proximal contact. All children had proximal contact to the shootings in Utrecht. However the children did not see the shooting itself, they experienced the state of terror inside the school, because the schools were shut down. Furthermore, they could hear helicopters flying above the schools, their parents were asked to pick them up from school and some of them lived "*just around the corner*" or were "*just moved from there a month ago*". After the event, two children walked along with the silent remembrance and one of the participants went to the square to lay down flowers with her parents. Also, some of the participants knew somebody who knew someone who was killed during the incident. One girl experienced two other attacks proximal, and she could describe these events with more detail than others could.

Children stressed out that they were scared when they heard about the shootings for the first time. This amount of fear became less when the school decided to close the buildings, because children then realized no one could enter the building anymore. When they went home, most children did not feel fear anymore, but some however did. They were afraid something would happen with their family, or that the shooter would still be around. The children reported that they were not afraid anymore after the shooter had been captured in the evening. The next

day was, despite of a little attention on it in the morning, another usual day and one girl said about it: *“Life goes on, you know”*.

Media contact. During the interviews, children were not only asked what they knew about terrorism, but also how they knew it. All the children reported that they had seen or heard about terrorism on the news on TV or radio. Most of the children told that they often watched the youth news, on school or at home, and their information about terrorism was mostly based upon this information source.

“Well, on the youth news definitely. They are talking about it sometimes.”

“And then you see all images about how the situation was. That is good to see, because then you know how it looked like.” [Girl, 11 years]

Additionally, new media play a part in influencing the children’s narratives and conceptualization. Out of all the participants, sixteen children possess a mobile phone, and they use it daily. On these phones, children received a notification on the 18th of March about the attack in Utrecht. Multiple children in grade 7 indicated that the phones went off in the classroom on that day, and that it encouraged their curiosity. Furthermore, several children talked about recommended news videos they came across on YouTube or Instagram. Most of the children say thereafter that they don’t watch these videos, because they want to watch different videos. Other children are more curious and do watch the videos, and some even go and find more information on the internet about it.

The children also seek contact with each other by using their mobile phone. Some of the children used their phone to call their friends or family to talk about what happened when they were at home. Also they stated that they sent each other messages and images via WhatsApp on the day of the Utrecht attack. A girl in grade 7 talked about jokes that were made in the group app.

P: “And in our group app.”

I: “What was being said in the group app?”

P: “The whole day pictures of the news. And also jokes.”

I: What kind of jokes?

P: "Well, they made a picture of the news and they wrote something on it. (...) I don't really remember." [Girl, 10 years]

Second-hand contact. The participants also talked about the influence of their environment in talking about terrorism. All the children talked in some extent with their parents about the attack in Utrecht. Some children told that they watched news together with their parents and talked about it during dinner. One girl explained:

"We talked about it what we thought about it, not extensively. We had left it a bit. (...) They did not really told their opinion about it." [Girl, 11 years]

When asked if they discussed terrorism at other moments than after the incident on the 18th of March, most of the children stated that that almost never happened. On the contrary, when asked how the children knew about a certain event, the most common answer was: "I've heard about it, from my parents", or "my mother/father told something about...". Besides talking with their parents, the children talk about terrorism events with their friends and classmates. After the attack in Utrecht, most children shared thoughts and feelings with each other about that day. In other situations, the contact with peers about terrorism is less present. When asked if she talked about such things besides this occurrence, most children reported negatively. One girl talked about how she heard about the attack in New Zealand and the livestream on Facebook.

P: "No, I've heard. From a classmate."

I: "Did your classmate see it on Facebook? Or had he heard it?"

P: "I don't know. I think he saw the video." [Girl, 11 years]

Finally, terrorism is also discussed inside the classroom. Almost all children reported that they watch the youth news in class and that they discuss important events that occurred in the news. Furthermore, children receive lessons called 'news understanding' and they mention that they find these lessons important. Also teachers have an impact on the children in what they say and discuss.

During the morning, before the attack in Utrecht, one of the children told about what her teacher said when discussing about the New Zealand attacks a few days before.

“We were talking about it that morning, Monday, and my teacher said: “Luckily these things don’t happen in Utrecht”. And what happened that afternoon [giggling], yes, they started shooting...”[Girl, 11 years]

Classroom preferences

In the interviews, all children received question about the didactical and pedagogical conditions about their preferences in discussing and handling with terrorism in class. The questions are divided into didactical (Table 4) and emotional (Table 5) categories.

Didactics. When asked if the children wanted more information about terrorism in class, most children reacted positively. None of the children however totally agreed, and they explained this by adding that they did not want to talk about it very regularly.

“I agree, I think. Because there needs to come more information, but it is not that we need to constantly address this.” [Girl, 12 years]

However, five children did not agree on this question, and thus preferred not to hear more about terrorism. Two of these reported that they would want to remain happy, and that terrorism could disturb that feeling. The other children questioned themselves if they would want more than they already currently get.

When discussing the second question, six children who agreed on this question saw discussing as an opportunity to learn more about terrorism and each other’s opinions. On the contrary, eleven children disagreed on preferring to discuss about terrorism in class. The reason they gave was that terrorism was bad and that you could not really discuss it. Also one girl takes the feelings of her classmates into account.

“I disagree. It is a little important that terrorism is discussed. (...) but when someone is in pain and the rest is against it, it can hurt much more.” [Girl, 10 years]

Table 4

Questions Didactics and Pedagogical

		Didactics			Pedagogical		
		<i>I want more information about terrorism</i>	<i>I want to discuss terrorism with the class</i>	<i>I want to make assignments about terrorism</i>	<i>One should listen to each other when talking about terrorism</i>	<i>One should respect each other when talking about terrorism</i>	<i>The teacher must make the class listen to be at ease.</i>
Likert scale:							
Frequencies	1.Totally disagree	n = 1	n = 0	n = 1	n = 0	n = 0	n = 0
	2.Disagree	n = 4	n = 11	n = 6	n = 0	n = 0	n = 2
	3.Neutral	n = 2	n = 2	n = 4	n = 0	n = 0	n = 3
	4.Agree	n = 12	n = 6	n = 8	n = 8	n = 2	n = 11
	5.Totally agree	n = 0	n = 0	n = 0	n = 11	n = 17	n = 3
Descriptive	Median	Agree	Disagree	Neutral	Totally agree	Totally agree	Agree
	Mean	3.32	2.74	3.00	4.58	4.89	3.79
	Std. Deviation	1.003	.933	1.000	.507	.315	.855

The answers on the question “I want to make assignments about terrorism in class” show a balanced perspective. Four children of grade 8 answered that they were neutral, because it depended on the assignment, on the terrorism event or on the child making the assignment. A girl from grade 7 did not want to make assignments who would give “*a bad feeling, which is not fun*”, but would agree on assignments that would give bad feelings a place. In general the children indicated that more information would be good, and they were not unwilling to do more assignments, like drawing about it, answering questions or make a small paper about it.

Some children made a side note that they did not want to spend too much time on terrorism, because of its loaded nature, but they added that it would be a good idea to do this sometimes and “*when something that is bad happens*”. Multiple participants also suggested to let children choose if

they would participate on terrorism lessons or not, because they thought some children would wanted this. This suggestion has also been mentioned a lot as an answer to the first two questions.

Pedagogics. The children were quite unambiguous about the pedagogical climate in class. All children said that listening to and having respect for each other were necessary when discussing terrorism. Children brought up that you needed to accept each other's opinion or belief. Also, having respect for each other meant: listening to each other, accepting each other's opinions and not making fun of each other.

“Well, that you listen well, and do nice at each other and don't laugh at them when they say something.” [Boy, 11 years]

The question if the teacher was responsible for creating a quiet and peaceful atmosphere in class, resulted in a moderate positive answer.

“Yes and no. I think we can be at peace ourselves with this subject. But when it gets too busy, the teacher can do something about it, I guess.” [Girl, 11 years]

Most of the children in grade 8 expected from themselves to be responsible in creating this atmosphere. They said that the teacher only needed to help the children when things get out of hand.

Table 5

Questions Emotions

		Emotion			
		<i>I am afraid,</i>	<i>I am angry,</i>	<i>I am sad, when</i>	<i>I am at ease</i>
		<i>when talking</i>	<i>when talking</i>	<i>talking about</i>	<i>when talking</i>
		<i>about terrorism</i>	<i>about terrorism</i>	<i>terrorism</i>	<i>about terrorism</i>
Likert scale:					
Frequencies	1.Totally disagree	n = 6	n = 5	n = 3	n = 2
	2.Disagree	n = 9	n = 9	n = 5	n = 6
	3.Neutral	n = 1	n = 1	n = 4	n = 4

	4. Agree	n = 3	n = 4	n = 7	n = 6
	5. Totally agree	n = 0	n = 0	n = 0	n = 1
Descriptive	Median	Disagree	Disagree	Neutral	Neutral
	Mean	2.05	2.21	2.79	2.89
	Std. Deviation	1.026	1.084	1.134	1.150

Emotions. The children also received questions about their feelings and emotions. The interviewer explicitly made clear that the children had to empathize a situation when terrorism was discussed in general, not when something just happened in the children's environment.

Fear. Most of the children said they were not afraid, when talking about terrorism in class. However, three children did say that they would be afraid, talking about terrorism in general. The children expressing fear said they were afraid that something would happen to them or their family.

"It already happened, you don't have to be afraid. When it happens here, then I would be afraid."

Anger. Fourteen of the children expressed not be angry when discussing terrorism in class. Four children did say that they would be angry at the people responsible for terrorism. A girl explains her anger:

"(...) at the people who do it; that I cannot do anything. I am just sitting here, listening." [Girl, 11 years]

Sadness. Seven children reported that they would be sad during lessons about terrorism, and they reported that they thought a lot about the victims and their family and were sad about it. Two children also expressed sadness during the conversation, according to observations of the interviewer.

Relaxation. The last question about the relaxation of the children delivered mixed results. The most children who would not be relaxed when talking about terrorism, explained that this restlessness would be mainly internal. They said they would be thinking a lot about it in their brains.

Children who felt relaxed, said they would be as restless as they would normally be during any other conversation.

Discussion

This study focused on how narratives and stereotypes of primary school children about terrorism are being influenced and the preferences that these children have when discussing terrorism inside the classroom.

Narratives and stereotyping. The narratives of the children in this particular research, show a variety of important terrorism events. It can be concluded that the narratives of an event which is experienced as proximal, such as the Utrecht attack on the 18th of March 2019, consisted of more details and were more clear than other narratives about terrorism. Also a girl who was nearby attacks in Barcelona and Paris, could describe this events with great detail. This conclusion is in line with research of Jørgensen et al. (2015), in which Norwegian children also could describe the concerning attacks in this way. In contrast to the article of Jørgensen et al. (2015), the children in the current research did not show as many untruths or fictional narratives about the attack in Utrecht. This can be explained by the age difference between this research and the Norwegian article.

One interesting finding is that children in grade 7 showed far more misconceptions about terrorism in general than children in grade 8. This finding could have different reasons, such as the difference in school, environment or other individual factors. However, the age difference is evident in this case, and it is acceptable that this could be a possible reason for this difference in understanding. It is by all means important to know for primary school teachers that children in grade 7 do not always have the correct understandings about terrorism. In contrast to earlier findings, however, little to no stereotyping against ethnicity, language or religion was detected in this sample.

Influence. Focusing on the influence on children, we see that the youth news is the most important influencer for children, which the children watch almost every day. The terrorist group IS has been explained multiple times in the Dutch youth news, and also the attack after the concert of Ariana Grande in Manchester had been grandly publicized in the news. These two narratives were very common in the stories of the children. The participants in this case also mentioned the videos on Social Media, like YouTube and Instagram, which they come across on their computers or mobile phones. These findings are alarming, because these videos are not always censored and mainly not fitted to children as a target audience.

Next to this, also parents have a great influence on the narratives of children, once they spoke to them about it. In this way, children were informed about historical incidents concerning 9/11 and the IRA, for example. In addition, these children showed a better conceptualization about terrorism. Therefore, it is noticeable to see that not many children speak to their parents about these events. This result can be explained because of the fact that parents are careful in discussing these events with their children (Wansink & Savenije, 2018). In this modern media world, terrorism appears to children in different ways. Concerning the prevention of possible misconceptions and exposure to frightening coverage of terrorism, this should be an alarming result for parents at home, and for all other adults in raising their children, which is in line with former recommendations in research of Comer and Kendall (2007).

Teachers also have a role in influencing children about terrorism. However, it appears that the role teachers take in this sample is showing the news or briefly talking about a recent terror event. Discussing terrorism in class should not be overseen and it is therefore necessary for future research to investigate the barriers for teachers and how to overcome this.

Pedagogical and Didactical Preferences. This study focused therefore on the school situation and the preferences of children when discussing terrorism in class, in order to help teachers when giving lessons about terrorism. Children report that they would like to have more information about important terrorist events, which is in line with the research that suggests to provide children with more factual information (Brotherson, 2006). When talking about a more active way to process the understanding of terrorism, children prefer making assignments to learn more about terrorism above discussing it. However, discussing can still be an important factor in developing a view among terrorism. Many children in this research thought discussing meant that one needed to be for or against it. It is therefore necessary to make children aware of the purpose of the discussion.

Finally, it is important for teachers to see that some children mention they would experience fear, anger or sadness, when discussing terrorism, even though the terror events are not nearby. Above all, children report that they must get the chance to choose if they want to take part in the lessons. These emotions show their development of sense of safety and it is important to help them to deal with this. This might be an interesting finding for primary school teachers, to know some children might need this, also when experiencing terrorism on distance.

Strengths and limitations

The narratives of children were always initiated by the participants, and their thoughts were not steered. This resulted in reliable and valuable data, about the real narratives of children. It is of great importance for future research to create a comparable safe atmosphere during the interview, wherein a child can take the lead in the conversation and feels comfortable to speak openly. Although this explorative research has been conducted at only two schools with a small sample of 19 children, the results can provide teachers and education designers with a lot of information already. In this research, no polarization or stereotyping was found, despite the writings on the wall. For future research it is therefore necessary to look into a bigger and more diverse sample, in order to create more foundation and a broader view.

Finally, the results of this research were directly influenced by the shooting in Utrecht. The focus of the interviews therefore changed from a distantly to a more close perspective on terrorism. This unexpected happening, however, gave interesting and valuable insights in the narratives of Dutch children. The attacks also showed the need for more educational material and more support for teachers in order to teach about terrorism. This research hopes to stimulate teachers and educate, and to make terrorism less of a taboo in Dutch primary schools.

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Appendix A:

Procedure Interviews

Research Questions:

1. **Narratieven** en evt **stereotypen** bij leerlingen over terrorisme
2. Invloed van **proximal, media** en **naasten** (ouders, leerkrachten, klasgenoten/vriendjes)
3. **Pedagogische** voorwaarden en **emoties**

Introductie

Hoi. Mijn naam is Robbert en ik ben student aan de Universiteit. Ik ben daarnaast ook een meester in een groep 4. Ik doe een onderzoek over wat kinderen weten over terrorisme. Het doel is om uiteindelijk goede lessen te kunnen maken over terrorisme, zodat leerkrachten dat kunnen gebruiken in de klas.

Eerst wil ik je vragen of je echt mee wil doen met het onderzoek. Zullen we even samen dit formulier lezen? (Toestemmingsformulier kinderen)

Heel fijn dat je mee wil doen aan het onderzoek. Zometeen wil ik het eerst met je hebben over wat jij weet over terrorisme. Daarna wil ik je een paar vragen stellen over hoe jij terrorisme zou willen bespreken in de klas en hoe je je erbij voelt. Aan het begin wil ik eerst een paar vragen stellen over jou, zodat ik een beetje weet wie je bent. Voor het onderzoek is dat belangrijk om te kunnen weten.

1. Hoe oud ben je?
2. In welke groep zit je?
3. Wanneer ben je geboren? Wat is je geboortedatum?
4. Ben je in Nederland geboren? (zo niet, in welk land ben je geboren)
5. Zijn je ouders in Nederland geboren? (zo niet, in welk land zijn zij geboren?)
6. Heb je een mobiele telefoon?

Super. Dankjewel!

Wij gaan het zometeen hebben over dit onderwerp, maar ik wil je eerst vragen om te tekenen wat in je opkomt bij het woord terrorisme. Je mag dat op dit papier tekenen. Je krijgt daar even de tijd voor, en als je klaar bent mag je dat aangeven. Je mag álles tekenen wat in je opkomt. Als je niet wil tekenen, mag je van mij ook woorden opschrijven die bij je opkomen.

Het gesprek nemen we op, zodat ik niet vergeet wat je hebt gezegd!

1. Wat heb je getekend of opgeschreven?
2. **Doorvragen:** Waarom? Heb je dat ergens gezien? Wanneer was dat? Wat vind je daarvan?
3. Kan je me vertellen wat terrorisme is volgens jou?
4. Kan je me een voorbeeld geven van terrorisme
5. **Doorvragen op voorbeeld:** Hoe weet je dit? Waar heb je dat gezien? Heb je er met anderen over gepraat? Wat dacht je toen je dat zag? Wat voelde je daarbij? Wat vind je ervan dat dat gebeurde? Waarom?
6. Ander voorbeeld. Zelfde vragen.
7. NB: Wanneer een kind de aanslag in Utrecht benoemd, vragen naar hoe het kind het hoorde in de klas, wat er toen gebeurde. Hoe kind reageerde, hoe anderen reageren en vragen hoe er met anderen (leerkracht, ouders, kinderen) over werd gesproken. Ook vragen wat de aanslag inhield en wat er gebeurde

Aan het einde gesprek checken of alles erin zit:

- Voorbeelden van terroristische gebeurtenissen (met mogelijke stereotyperingen = niet naar vragen)
- Definitie van terrorisme
- Invloed direct, media, ouders, leerkrachten en peers
- Gevoel bij terrorisme
- Mening over terrorisme

Ranking task

Als laatste heb ik een paar stellingen voor je. Deze gaan over het bespreken van terrorisme in de klas. Ik wil je vragen om per stelling het kaartje te pakken dat bij jou past. (Zelf aankruisen wat participant kiest én benoemen)

Antwoorden met : Helemaal mee eens, Mee eens, Niet mee eens, Helemaal niet mee eens. Je mag ook Geen mening hebben.

Vraag	Concept	Oz-vraag
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Ik zou het liefst in de klas meer informatie horen over terrorisme van mijn juf/meester	Didactiek - werkvorm	Onderzoeksvraag 3
Ik zou het liefst met mijn klasgenoten over terrorisme discussiëren	Didactiek - werkvorm	Onderzoeksvraag 3
Ik wil dat we opdrachten maken over terrorisme	Didactiek - werkvorm	Onderzoeksvraag 3
Ik vind het belangrijk dat iedereen naar elkaar luistert als we het hebben over terrorisme	Pedagogische condities - Veilige sfeer. Meerdere perspectieven	Onderzoeksvraag 3
Ik vind het belangrijk dat iedereen respect voor elkaar heeft als we het hebben over terrorisme	Pedagogische condities - Veilige sfeer. Meerdere perspectieven	Onderzoeksvraag 3
De juf/meester moet de klas helpen om rustig te blijven tijdens het gesprek	Pedagogische condities - Veilige sfeer. Taak leerkracht	Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me bang	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me boos	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me verdrietig	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me rustig	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3

Didactiek

- Ik zou het liefst in de klas meer informatie horen over terrorisme van mijn juf/meester
- Ik zou het liefst met mijn klasgenoten over terrorisme discussiëren
- Ik wil dat we opdrachten maken over terrorisme

Pedagogische voorwaarden

- Ik vind het belangrijk dat iedereen naar elkaar luistert als we het hebben over terrorisme
- Ik vind het belangrijk dat iedereen respect voor elkaar heeft als we het hebben over terrorisme
- De juf/meester moet de klas helpen om rustig te blijven tijdens het gesprek

Emotie / Gevoel

- Als het gaat over terrorisme, voel ik me bang
- Als het gaat over terrorisme, voel ik me boos
- Als het gaat over terrorisme, voel ik me verdrietig
- Als het gaat over terrorisme, voel ik me rustig

EINDE: Wil je nog iets anders zeggen over hoe je het op school over terrorisme zou willen hebben? Wil je verder nog iets vragen over het onderzoek?

Debriefing:

Dan ik wil ik graag nog zeggen dat het in Nederland heel veilig is. Er werken veel mensen in Nederland om het zo veilig mogelijk te maken. De politie, het leger, de veiligheidsdienst, de politiek. De kans dat in Nederland een terroristische aanslag plaatsvindt is heel klein. Het zou toch kunnen zijn dat je daar veel over na denkt over bang voor bent. Dan is het het beste om er met iemand over te praten, het liefst een volwassene, zodat die jou zou kunnen helpen.

Ik wil je vragen om het met je klasgenoten nog even niet te hebben over dit gesprek. Ik zal het ook tegen niemand vertellen. Aan het einde van de dag (of morgen) kom ik in de klas, en dan gaan we het met de hele klas over dit onderwerp hebben, zodat iedereen weet wat terrorisme is, en zodat iedereen er vragen over kan stellen. Dan wil ik je heel erg bedanken dat je mee wilde doen!

Appendix B: FETC form

APPLICATION FORM FOR THE ASSESSMENT OF A RESEARCH PROTOCOL BY THE FACULTY ETHICS REVIEW BOARD (FERB) OF THE FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES**General guidelines for the use of this form**

1. This form can be used for a single research project or a series of related studies (hereinafter referred to as: "research programme"). Researchers are encouraged to apply for the assessment of a research programme if their proposal covers multiple studies with related content, identical procedures (methods and instruments) and contains informed consent forms and participant information, with a similar population. For studies by students, the FERB recommends submitting, in advance, a research programme under which protocol multiple student projects can be conducted so that their execution will not be delayed by the review procedure. The application of such a research programme must include a proper description by the researcher(s) of the programme as a whole in terms of the maximum burden on the participants (e.g. maximum duration, strain/efforts, types of stimuli, strength and frequency, etc.). If it is impossible to describe all the studies within the research programme, it should, in any case, include a description of the most invasive study known so far.
2. Solely the first responsible senior researcher(s) (from post-doctoral level onwards) may submit a protocol.
3. Any approval by the FERB is valid for 5 years or until the information to be provided in the application form below is modified to such an extent that the study becomes more invasive. For a research programme, the term of validity is 2 years and any extension is subject to approval. The researcher(s) and staff below commit themselves to treating the participants in accordance with the principles of the Declaration of Helsinki and the Dutch Code of Conduct for Scientific Practices as determined by the VSNU Association of Universities in the Netherlands (which can both be downloaded from the FERB site on the Intranet^[2]) and guarantee that the participants (whether decisionally competent or incompetent and/or in a dependent relationship vis-a-vis the researcher or not) may at all times terminate their participation without any further consequences.
4. The researcher(s) commit themselves to maximising the quality of the study, the statistical analysis and the reports, and to respect the specific regulations and legislation pertaining to the specific methods.
5. The procedure will run more smoothly if the FERB receives all the relevant documents, such as questionnaires and other measurement instruments as well as literature and other sources on studies using similar methods which were found to be ethically acceptable and that testify to the fact that this procedure has no harmful consequences. Examples of studies where the latter will always be an issue are studies into bullying behaviour, sexuality, and parent-child relationships. The FERB asks the researcher(s) to be as specific as possible when they answer the relevant questions while limiting their answers to 500 words maximum per question. It is helpful to the FERB if the answers are brief and to the point.
6. **Our FAQ document that can be accessed through the Intranet provides background information with regards to any questions.**
7. The researcher(s) declare to have described the study truthfully and with a particular focus on its ethical aspects.

Signed for approval^[3]:

Date:

A. **GENERAL INFORMATION/PERSONAL DETAILS**

1.

- a. a. Name(s), position(s) and department(s) of the responsible researcher(s):

Bjorn Wansink, Assistant Professor, Education Department (FSW)

Beatrice de Graaf, Professor, History Department (HUM)

b. Name(s), position(s) and department(s) of the executive researcher(s):

Robbert Kapitein, Master student Educational Sciences, Education Department (FSW)

2. Title of the study or research programme - Does it concern a single study or a research programme? Does it concern a study for the final thesis in a bachelor's or master's degree course?:

Trying to understand primary school children's narratives of terrorism and to explore children's pedagogical preferences.

It is a single study. it will also be a master final thesis (Educational Sciences).

3. Type of study (with a brief rationale):

With this proposed qualitative research we want to investigate to what extent Dutch pupils have different or the same narratives about terrorism. Narratives are our basic cognitive tool in ways that profoundly affect our reasoning ability and, ultimately, what we make of the world (Casebeer & Russel, 2005). When something unexpected and potentially frightening happens, narrative structuring might restore coherence and meaning. In the study we want to investigate stereotypes and misunderstandings that exist in the narratives of pupils. For example, is discursive framing of 'extremist' = Muslim = 'threat', recognizable in all pupils narratives or are there different interpretations of these 'persuasive extremist narratives'. In addition we want to investigate on what sources pupils narratives are based (i.e. parents, school, media, social media etc..). In order to improve educational material about terrorism, also the pedagogical preferences of children when discussing terrorism in class, are being gathered

4. Grant provider:

No

5. Intended start and end date for the study:

The specific start and end dates will be negotiated with the participating schools. The study will likely start in February 2019 and will end June 2019. The researchers would like to begin data collection upon approval of this protocol and plan to conclude data collection by the end of the 2018-19 academic year.

6. Research area/discipline:

Social Science, Terrorism studies, Primary School Education.

7. For some (larger) projects it is advisable to appoint an independent contact or expert whom participants can contact in case of questions and/or complaints. Has an independent expert been appointed for this study?^[4]:

No

8. Does the study concern a multi-centre project, e.g. in collaboration with other universities, a GGZ mental health care institution, a university medical centre? Where exactly will the study be conducted? By which institute(s) are the executive researcher(s) employed?:

Data collection and analysis will be conducted by UU master students at the participating primary schools.

9. Is the study related to a prior research project that has been assessed by a recognised Medical Ethics Review Board (MERB) or FERB?

No

If so, which? Please state the file number:

B. SUMMARY OF THE BACKGROUND AND METHODS

Background

1. What is the study's theoretical and practical relevance? (500 words max.):

Primary school-aged children (i.e. age 9-12) have limited resources for coping with exposure to high-intensity media coverage of terrorist events. In this study we want to explore pupils' meaning-making process of their, often media-communicated encounters with terrorism in the Netherlands. Although there is enormous body of literature about terrorism, we lack knowledge what primary school pupils' narratives about terrorism are (i.e. age 9-12). This is striking as young children are vulnerable for the psychological impact of terrorist attacks, as the aim of terrorism is to create a state of terror in a population and engender demoralization by violating a basic sense of safety.

Previous research shows that school-age children are likely to be more severely affected by disasters than adults (Norris et al, 2002). Lack of life experience and cognitive abilities make them less able to handle fear caused by terrorism causing loss of perceived safety (i.e. mortality salience theory) and perceived social support.

Parents and teachers are often careful with discussing terrorism, as they do not want to expose the children to violence or are afraid of controversy (Wansink & Savenije, 2018). However, previous research shows that pupils often are exposed to media coverage of terrorism. For example, on average, children and youth aged 5–18 watched 3 hours of terror-related television news in the week following the 9/11 attacks. Only 8% of the parents reported that their children had not followed the news coverage (Duarte et al, 2011). Children kept searching for information about the terrorist attacks – through television, newspapers, radio and the Internet. Based on this research it can be hypothesized that it is likely that after a terrorist attack young pupils in the Netherlands will be exposed to media coverage of terrorist events. With this proposed research we want to investigate what type of narratives primary school children have about terrorism. From a theoretical perspective it is unknown what narratives children have. Moreover we can make a methodological contribution to the field of terrorism studies by developing a methodological instrument to study narratives of children.

From a practical perspectives the results be will be used to improve education focusing on de-polarization in classrooms when discussing terrorism and to make guidelines for teachers how to discuss terrorism in the classroom. For example, Bjorn Wansink one of the authors is teacher educator and also provides teacher professional trajectories in countries with inter-ethical tensions or countries that suffer from terrorist attacks, such

as Kirgistan. Results will be implemented in the mobile-website Ter Info, a platform focusing on how to teach and discuss terrorism in a democratic and responsible way in primary and secondary education.

2. What is the study's objective/central question?:

The objective of the study is to understand children's (age 11-12, group 7/8) perspectives and narratives on terrorism. This knowledge is needed to design interventions for primary education.

3. What are the hypothesis/hypotheses and expectation(s)?:

Previous research investigating the mass killings in Norway's July 22, 2011 among youngsters show that the media and peers appeared to be their major source of information and not parents or teachers. This study also showed that the children's narratives about this terrorist attack were, characterized by some detailed facts, limited understanding, and a high degree of fiction and therefore were inadequate for restoring calm and feelings of safety of the children (Jørgensen et al, 2015). Although the Netherlands until now did not suffer such a severe terrorist attack as in Norway, we expect largely the same findings in the Netherlands. Also we expect to find some kind of stereotyping with regard towards Muslims, just as has been found in British research (Welply, 2018).

Design/procedure/invasiveness

4. What is the study's design and procedure? (500 words max.):

In this article we want to investigate primary schools children narratives about terrorism. Narratives are our basic cognitive tool in ways that profoundly affect our reasoning ability and, ultimately, what we make of the world (Casebeer & Russel, 2005). When something unexpected and potentially frightening happens, narrative structuring might restore coherence and meaning. We want to conduct qualitative in-depth interviews with at least 15 pupils to investigate their narratives of terrorism. We want to select 15 pupils, which will be selected to achieve gender balance. The pupils will be selected with the help of primary school teachers.

The students' parents and the students themselves will be asked for active consent. A semi-structured interview with open-ended questions will be employed to gather the children's narratives about terrorism. Because children will find it difficult to talk about something abstract as terrorism they will be first asked to draw a painting about terrorism. According to Arrington (2001) drawing and telling can have relaxing effects on children and We will use the painting to start our conversation about terrorism. The main question will be: can you tell me what you draw? Follow-up questions will be given to clarify when needed, to ask where they had received their information, if it had been triggered by their own interest, and what their thoughts and feelings are. The underlying purpose is to reveal the children's narratives, without asking questions that might bias the children's story in any way. Our final goal is to explore both the children's understanding of the events, and the processes by which they had reached this understanding. Hence, we will emphasize that there were no right or wrong answers. We will pilot the interview with 4 pupils. The interview will take about 30 minutes for each students maximum.

Context

Two schools will be approached. Both schools are familiar with the website TerInfo. The principal of the school and the teachers have to agree that we will do the research at their school.

Sample

15 students will be selected, and we want to take sex balance into account. The students will be approached by the primary school teachers. First, we will ask the parents if they will give active consent for an interview (the consent form can be found in the appendix). Then we will ask if the student want to participate. We will conduct the interview at the school, during a regular schoolday. The interview will take 30 minutes maximum.

Data Collection

There will be one round of data collection. We will try to focus on two different schools. If this is not possible we will address other schools and ask for permission.

Data Analysis

Researchers will use the theoretical framework described above to guide a coding and theme building process (Saldana, 2016).

5

a. Which measurement instruments, stimuli and/or manipulations will be used?^[5]:

Semi-structured interview protocols will be used for data collection with a drawing task.

What does the study's burden on the participants comprise in terms of time, frequency and strain/efforts?:

Each participant will be interviewed for 30 total minutes.

b. Will the participants be subjected to interventions or a certain manner of conduct that cannot be considered as part of a normal lifestyle?:

They will be interviewed.

c. Will unobtrusive methods be used (e.g. data collection of uninformed subjects by means of observations or video recordings)?:

No

d. Will the study involve any deception? If so, will there be an adequate debriefing and will the deception hold any potential risks?:

No

Data analysis:

Firstly, all data will be transcribed verbatim. To develop theoretical sensitivity in coding, we use sensitizing concepts (Bowen, 2006, Glaser & Strauss, 1967). For example, is discursive framing of 'extremist' = Muslim = 'threat', recognizable in all pupils narratives or are there different interpretations of these 'persuasive extremist narratives'. When coding the interviews, we will use open, axial and selective coding (Boeije, 2010). During coding we will start from sensitizing concepts, then we will expand our codebook with new categories as needed to answer the research question. Finally, we will calculate the interrater reliability of the results obtained.

6. Will the participants be tested beforehand as to their health condition or according to certain disorders? Are there any inclusion and/or exclusion criteria or specific conditions to be met in order for a participant to take part in this study?:

Yes, we want to sample students with migration background and with no-migration background.

7. Risks for the participants -

- a. Which risks does the study hold for its participants?:
- b. To what extent are the risks and objections limited? Are the risks run by the participants similar to those in daily life?:

The researchers do not anticipate that the participants will be put at risk as a result of the study. The researchers will maintain the confidentiality and anonymity of participants, paying particular attention not to discuss emerging findings in the study with participants during the data collection phases.

8. How does the burden on the participants compare to the study's potential scientific contribution (theory formation, practical usability)?:

The time burden is minor and the findings have the potential to contribute to theory, research, and practice.

9. Will a method be used that may, by coincidence, lead to a finding of which the participant should be informed?^[6] If so, what actions will be taken in the case of a coincidental finding?:

No

Analysis/power

10. How will the researchers analyse the data? Which statistical analyses will be used?:

Qualitative coding and theme building will be used (Saldana, 2016). The identification of a priori codes will be guided by the sensitizing concepts (Blumer, 1954) raised in the theoretical framework. Unanticipated data will be coded using in vivo or emergent codes.

11. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study deviates from this power, the FERB would like you to justify why this is necessary:

We will approach all teachers who meet the inclusion criteria for interviews and recruit them for the study. Power analysis is not an appropriate method for the social constructionist research paradigm we are using. Instead, readers of the research rely upon researchers' methods of trustworthiness to determine naturalistic generalizability (Stake, 1995). Our methods of trustworthiness will include keeping an audit trail, reflexive and analytical memoing, and member checking.

C. PARTICIPANTS, RECRUITMENT AND INFORMED CONSENT PROCEDURE

1. The nature of the research population (please tick):

1. General population without complaints/symptoms X
2. General population with complaints/symptoms

3. Patients or population with a diagnosis (please state the diagnosis)

2. Age category of the participants (please tick):

- 18 years or older
- 16-17 years
- 13-15 years
- 12 years or younger X

3. Does the study require a specific target group? If so, justify why the study cannot be conducted without the participation of this group (e.g. minors):

No

4. Recruitment of participants -

a. How will the participants be recruited?: Informants at the school will be asked about appropriate recruitment strategies, which may include making announcements at meetings, approaching teachers during breaks, and relying upon snowballing.

b. How much time will the prospective participants have to decide as to whether they will indeed participate in the study?: Participants will have between two weeks and three months to decide whether they will participate.

5. Does the study involve informed consent or mutual consent? Clarify the design of the consent procedure (who gives permission, when and how). Does the study involve active consent or passive consent? If no informed consent will be sought, please clarify the reason:

The study involves informed consent of the teachers who participate in interviews.

6. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so?:

Yes

7. Will the participants be in a dependent relationship with the researcher?:

No

8. Compensation

a. Will the participants be compensated for their efforts? If so, what is included in this recompense (financial reimbursement, travelling expenses, otherwise). What is the amount? None

b. Will this compensation depend on certain conditions, such as the completion of the study?

D. PRIVACY AND INFORMATION

1.

a. Will the study adhere to the requirements for anonymity and privacy, as referred to in the Faculty Protocol for Data Storage^[7]?:

- anonymous processing and confidential storage of data (i.e. storage of raw data separate from identifiable data): **yes**/no
- the participants' rights to inspect their own data: **yes**/no
- access to the data for all the researchers involved in the project: **yes**/no

If not, please clarify.

b. Has a Data Management Plan been designed?

De-identified interview transcripts will be stored on a university server and identifying documents will be stored separately.

2.

a. Will the participant be offered the opportunity to receive the results (whether or not at the group level)?:

Yes

b. Will the results of the study be fed back to persons other than the participants (e.g. teachers, parents)?:

Yes

If so, will this feedback be provided at the group or at the individual level?

At the group level. Individuals will never be identified.

3.

a. Will the data be stored on the faculty's data server?: **yes**/no

b. Will the data that can be traced back to the individual be stored separately on the other faculty server available for this specific purpose?: Yes

If not, please clarify where will the data be stored instead?:

E. ADDITIONAL INFORMATION

Optional.

F. FORMS TO BE ENCLOSED (CHECKLIST)

- Text (advert) for the recruitment of participants
- Information letter for participant
- Informed consent form for participants
- Written or oral feedback information (debriefing text)
- (Descriptions of) questionnaires
- (Descriptions of) measurement instruments/stimuli/manipulations
- Literature/references

Signature(s):^[8]

Date and place:

Name, position:

Appendix A: Information Letter

Onderzoek naar interesse-ontwikkeling bij leerlingen;**Informatiebrief leerkrachten**

Beste leerkracht,

De Universiteit Utrecht vraagt uw aandacht voor deelname aan een onderzoek.

Wie zijn wij?

Het onderzoek zal worden uitgevoerd door een leerkracht uit het primair onderwijs, Robbert Kapitein, tevens master student Educational Sciences aan de Universiteit Utrecht. Het onderzoek is geïnitieerd door prof. Beatrice de Graaf en dr. Bjorn Wansink vanuit de Universiteit Utrecht.

Doel van het onderzoek

In de huidige samenleving worden kinderen regelmatig blootgesteld aan verschillende media. Op televisie, internet en sociale media worden veel gevoelige nieuwsitems gedeeld, waaronder terrorisme-gerelateerde berichten. Sommige berichten zijn "fake news". Voor kinderen is het soms lastig deze berichten te onderscheiden van de waarheid. We willen kinderen in Nederland zo goed mogelijk informeren over terrorisme en beschermen tegen eventuele angst en onzekerheden. Het is daarom van belang om te achterhalen wat kinderen al weten en waar ze deze informatie vandaan halen. Deze gegevens zullen uiteindelijk gebruikt worden om lesmateriaal te verbeteren, zodat leerkrachten op een juiste manier deze onderwerpen met hun leerlingen kunnen bespreken.

Wat houdt het onderzoek in?

Voor het onderzoek voeren een aantal van uw leerlingen een individueel gesprek met de onderzoeker. Idealiter gaat dit om zes tot acht leerlingen uit één klas. In dit gesprek wordt aan de leerling gevraagd om een tekening te maken en naar aanleiding van deze tekening worden vragen gesteld over terrorisme. Het gesprek zal per leerling maximaal 30 minuten duren. Van het gesprek wordt een audio-opname gemaakt, zodat de onderzoekers het kunnen terugluisteren. Aan het einde van de dag zal de onderzoeker een afsluitende les geven in de klas, van ongeveer een halfuur waarin leerlingen al hun vragen kunnen stellen en waarin relevante kennis over terrorisme wordt besproken, om zo mogelijke vragen van leerlingen te beantwoorden. Op die manier zullen alle kinderen ook op de hoogte zijn van de inhoud van het onderzoek.

Is deelname vrijwillig?

Leerlingen zijn vrij om te bepalen of ze willen deelnemen aan het onderzoek. Zij kunnen alleen deelnemen aan het onderzoek wanneer hun ouders toestemming hebben gegeven. Zij zullen een soortgelijke brief als deze ontvangen, waar ouders hun akkoord op moeten geven. Als leerlingen besluiten om deel te nemen, mogen zij zich later op ieder gewenst moment terugtrekken uit het onderzoek.

Privacy en vertrouwelijkheid

Alle gegevens worden vertrouwelijk behandeld en anoniem verwerkt. Alleen de onderzoekers hebben toegang tot de oorspronkelijke data. Na verwerking is het onmogelijk om gegevens terug te leiden naar de leerling. De gegevens worden

op geen enkele manier besproken met school, ouders of andere betrokkenen. Voorafgaand aan het onderzoek zal de leerling om toestemming voor deelname worden gevraagd.

Praktisch

Wanneer u geïnteresseerd bent in deelname aan dit onderzoek en tevens toestemming heeft van de schooldirectie, dan plan ik graag een dag in om het onderzoek af te nemen. Het kost de leerlingen die mee doen met het onderzoek uiterlijk een half uur van de dag, en we vragen een halfuur aan het einde van de dag van de klassikale lestijd. In overleg kan dit ook iets korter zijn, maar het is voor het onderzoek van belang dat het onderzoek klassikaal wordt afgesloten.

Bent u geïnteresseerd in deelname aan dit onderzoek? Stuur dan een e-mail naar r.kapitein@uu.nl, zodat we een afspraak kunnen maken.

Bij voorbaat hartelijk dank voor uw deelname!

Met vriendelijke groet,

Robbert Kapitein

Namens

Prof. B. de Graaf

Dr. B. Wansink

Universiteit Utrecht

Appendix B: Consent Teachers

**Onderzoek naar interesse-ontwikkeling bij leerlingen;
Informatie- en toestemmingsbrief leerkrachten**

Beste leerkracht,

De Universiteit Utrecht vraagt uw aandacht voor deelname aan een onderzoek.

Wie zijn wij?

Het onderzoek zal worden uitgevoerd door een leerkracht uit het primair onderwijs, Robbert Kapitein, die tevens masterstudent is aan de Universiteit Utrecht. Het onderzoek is geïnitieerd door prof. Beatrice de Graaf en dr. Bjorn Wansink vanuit de Universiteit Utrecht.

Doel van het onderzoek

In de huidige samenleving worden kinderen regelmatig blootgesteld aan verschillende media. Op televisie, internet en sociale media worden veel gevoelige nieuwsitems gedeeld, waaronder terrorisme-gerelateerde berichten. Sommige berichten zijn "fake news". Voor kinderen is het soms lastig deze berichten te onderscheiden van de waarheid. We willen kinderen in Nederland zo goed mogelijk informeren over terrorisme en beschermen tegen eventuele angst en onzekerheden. Het is daarom van belang om te achterhalen wat kinderen al weten en waar ze deze informatie vandaan halen. Deze gegevens zullen uiteindelijk gebruikt worden om lesmateriaal te verbeteren, zodat leerkrachten op een juiste manier deze onderwerpen met hun leerlingen kunnen bespreken.

Wat houdt het onderzoek in?

Voor het onderzoek voert uw leerling een individueel gesprek met een onderzoeker. In dit gesprek wordt aan de leerling gevraagd om een tekening te maken en naar aanleiding van deze tekening worden vragen gesteld. Het gesprek zal per leerling maximaal 30 minuten duren. Van het gesprek wordt een audio-opname gemaakt, zodat de onderzoekers het kunnen terugluisteren. Aan het einde van de dag zal de onderzoeker een afsluitende les geven in de klas waarin leerlingen al hun vragen kunnen stellen.

Is deelname vrijwillig?

Leerlingen zijn vrij om te bepalen of ze willen deelnemen aan het onderzoek. Zij kunnen alleen deelnemen aan het onderzoek wanneer hun ouders toestemming hebben gegeven. Zij zullen een soortgelijke brief als deze ontvangen. Als leerlingen besluiten om deel te nemen, mogen zij zich later op ieder gewenst moment terugtrekken uit het onderzoek. Hiervoor hoeft geen verklaring te worden afgelegd.

Privacy en vertrouwelijkheid

Alle gegevens worden vertrouwelijk behandeld en anoniem verwerkt. Alleen de onderzoekers hebben toegang tot de oorspronkelijke data. Na verwerking is het onmogelijk om gegevens terug te leiden naar de leerling. De gegevens worden op geen enkele manier besproken met school, ouders of andere betrokkenen. Voorafgaand aan het onderzoek zal de leerling om toestemming voor deelname worden gevraagd.

Heeft u naar aanleiding van deze brief nog vragen en/of wilt u op de hoogte gehouden worden van dit onderzoek, neem dan contact op met xxxx (emailadres). Leerlingen kunnen alleen deelnemen aan dit onderzoek wanneer

ouders, leerlingen en u als leerkracht hier toestemming voor geven. Wilt u daarom dit formulier ondertekenen en terug sturen? Alvast bedankt!

Toestemmingsformulier

Ik geef wel / geen toestemming om mijn leerlingen deel te laten nemen aan dit onderzoek.

Uw naam:

Datum:

School:

Handtekening:

Klas:

Appendix C: Consent Parents

Onderzoek naar interesse-ontwikkeling bij leerlingen; Informatie- en toestemmingsbrief ouders

Beste ouder / verzorger,

De Universiteit Utrecht heeft uw kind via zijn/haar school benaderd voor deelname aan een onderzoek.

Wie zijn wij?

Het onderzoek zal worden uitgevoerd door Robbert Kapitein, een leerkracht uit het primair onderwijs en tevens masterstudent Onderwijswetenschappen aan de Universiteit Utrecht. Het onderzoek is geïnitieerd door prof.

Beatrice de Graaf en dr. Bjorn Wansink vanuit de Universiteit Utrecht.

Graag vragen wij uw toestemming voor deelname van uw kind aan dit onderzoek.

Doel van het onderzoek

In de huidige samenleving worden kinderen regelmatig blootgesteld aan verschillende media. Op televisie, internet en sociale media worden veel gevoelige nieuwsitems gedeeld, waaronder terrorisme-gerelateerde berichten. Sommige berichten zijn "fake news". Voor kinderen is het soms lastig deze berichten te onderscheiden van de waarheid. We willen kinderen in Nederland zo goed mogelijk informeren over terrorisme en beschermen tegen eventuele angst en onzekerheden. Het is daarom van belang om te achterhalen wat kinderen al weten en waar ze deze informatie vandaan halen. Deze gegevens zullen uiteindelijk gebruikt worden om lesmateriaal te verbeteren, zodat leerkrachten op een juiste manier deze onderwerpen met hun leerlingen kunnen bespreken.

Wat houdt het onderzoek in?

Voor het onderzoek voert uw kind een open gesprek met een onderzoeker. In dit gesprek wordt aan uw kind gevraagd om een tekening te maken en naar aanleiding van deze tekening worden vragen gesteld. Het gesprek zal maximaal 30 minuten duren. Van het gesprek wordt een audio-opname gemaakt, zodat de onderzoekers het kunnen terug luisteren. Aan het einde van de dag zal Robbert een afsluitende les geven in de klas waarin leerlingen al hun vragen kunnen stellen.

Is deelname vrijwillig?

We zouden het erg fijn vinden als uw kind mee zou willen werken aan ons onderzoek. Uw kind is vrij om te bepalen of hij/zij wil deelnemen aan het onderzoek. Als uw kind besluit om deel te nemen, mag hij/zij zich later op ieder gewenst moment terugtrekken uit het onderzoek. Hiervoor hoeft geen reden voor te worden gegeven.

Privacy en vertrouwelijkheid

Alle gegevens worden vertrouwelijk behandeld en anoniem verwerkt. Alleen de onderzoekers hebben toegang tot de oorspronkelijke data. Na verwerking is het onmogelijk om gegevens terug te leiden naar uw kind. De gegevens worden op geen enkele manier besproken met de school of andere betrokkenen. Naast dat u toestemming geeft voor het onderzoek, zal ook uw kind om toestemming worden gevraagd.

Heeft u naar aanleiding van deze brief nog vragen en/of wilt u op de hoogte gehouden worden van dit onderzoek, neem dan contact op met xxxx (emailadres).

Wij zouden het erg op prijs stellen als uw kind deel kan nemen aan het onderzoek.

Uw kind kan alleen deelnemen aan dit onderzoek wanneer u hier toestemming voor geeft. Wilt u daarom dit formulier ondertekenen en meegeven aan uw kind? Alvast bedankt!

Toestemmingsformulier

Ik geef mijn kind wel / geen toestemming om deel te nemen aan dit onderzoek.

Uw naam:

Datum:

Naam kind:

Handtekening:

School kind:

Klas kind:

Appendix D : Consent Children

Beste leerling,

Wie ben ik?

Ik ben Robbert Kapitein. Ik ben meester op een basisschool, maar studeer ook aan de Universiteit Utrecht. Ik doe een onderzoek voor mijn opleiding Onderwijswetenschappen. Ik leer daar hoe onderwijs zo goed mogelijk wordt uitgevoerd.

Wat is het doel van het onderzoek?

Het onderzoek gaat over terrorisme. Op het journaal en op internet wordt veel gezegd over terrorisme. Ik wil graag weten wat jij weet over terrorisme en hoe je dit te weten bent gekomen.

Wat wordt er van jou verwacht?

Ik wil graag met jou een gesprek voeren over terrorisme. Ik zal je vragen om tijdens het gesprek een tekening hierover te maken. Het maakt niet uit of je veel weet, of juist niet. Het gesprek neem ik op, zodat we niet vergeten wat je hebt gezegd ☺. Het gesprek vindt buiten de klas plaats en het duurt niet langer dan een half uur. Aan het eind van de dag geven we een les in de klas, zodat de hele klas begrijpt waar je het over hebt gehad tijdens het gesprek.

Privacy

Alles wat je zegt tijdens het gesprek blijft anoniem. Dat betekent dat we aan niemand vertellen wat jij het verteld of getekend tijdens het gesprek. Wat je hebt gezegd en getekend wordt alleen voor het onderzoek gebruikt. Jouw juf of meester en je vader en moeder krijgen dit niet te zien.

Vragen

Tijdens het gesprek mag je altijd vragen stellen aan de onderzoeker. Ook mag je altijd stoppen met het onderzoek, als je niet meer verder wil gaan.

Als je mee wilt doen aan het onderzoek, **vul dan het formulier op de achterzijde** in. Je kunt het formulier inleveren bij de onderzoeker.

Met vriendelijke groet,

Prof. Beatrice de Graaf en dr. Bjorn Wansink

Robbert Kapitein

TOESTEMMINGSVERKLARING

voor deelname aan wetenschappelijk onderzoek

Ik heb uitleg gekregen over het onderzoek. De informatie over het onderzoek heb ik goed gelezen. Ik heb mijn eventuele vragen over het onderzoek gesteld. Ik heb nagedacht over of ik met het onderzoek wil meedoen. Ik mag op ieder moment stoppen met het onderzoek als ik dat wil. Ik hoef niet uit te leggen waarom ik wil stoppen.

Ik doe wel mee aan het onderzoek

Ik doe niet mee aan het onderzoek

Naam :

School :

Klas :

Geboortedatum :

Datum :

Handtekening :

Als je informatie wilt ontvangen over de uitkomsten van het onderzoek, vul dan hier je e-mailadres in:

Appendix E : Protocol and questions

Procedure Interviews

Research Questions:

1. **Narratieven** en evt **stereotypen** bij leerlingen over terrorisme
2. Invloed van **proximal, media** en **naasten** (ouders, leerkrachten, klasgenoten/vriendjes)
3. **Pedagogische** voorwaarden en **emoties**

Introductie

Hoi. Mijn naam is Robbert en ik ben student aan de Universiteit. Ik ben daarnaast ook een meester in een groep

4. Ik doe een onderzoek over wat kinderen weten over terrorisme. Het doel is om uiteindelijk goede lessen te kunnen maken over terrorisme, zodat leerkrachten dat kunnen gebruiken in de klas.

Eerst wil ik je vragen of je echt mee wil doen met het onderzoek. Zullen we even samen dit formulier lezen?
(Toestemmingsformulier kinderen)

Heel fijn dat je mee wil doen aan het onderzoek. Zometeen wil ik het eerst met je hebben over wat jij weet over terrorisme. Daarna wil ik je een paar vragen stellen over hoe jij terrorisme zou willen bespreken in de klas en hoe je je erbij voelt. Aan het begin wil ik eerst een paar vragen stellen over jou, zodat ik een beetje weet wie je bent. Voor het onderzoek is dat belangrijk om te kunnen weten.

7. Hoe oud ben je?
8. In welke groep zit je?
9. Wanneer ben je geboren? Wat is je geboortedatum?
10. Ben je in Nederland geboren? (zo niet, in welk land ben je geboren)
11. Zijn je ouders in Nederland geboren? (zo niet, in welk land zijn zij geboren?)
12. Heb je een mobiele telefoon?

Super. Dankjewel!

Wij gaan het zometeen hebben over dit onderwerp, maar ik wil je eerst vragen om te tekenen wat in je opkomt bij het woord terrorisme. Je mag dat op dit papier tekenen. Je krijgt daar even de tijd voor, en als je klaar bent mag je dat aangeven. Je mag alles tekenen wat in je opkomt. Als je niet wil tekenen, mag je van mij ook woorden opschrijven die bij je opkomen.

Het gesprek nemen we op, zodat ik niet vergeet wat je hebt gezegd!

8. Wat heb je getekend of opgeschreven?
9. **Doorvragen:** Waarom? Heb je dat ergens gezien? Wanneer was dat? Wat vind je daarvan?
10. Kan je me vertellen wat terrorisme is volgens jou?
11. Kan je me een voorbeeld geven van terrorisme
12. **Doorvragen op voorbeeld:** Hoe weet je dit? Waar heb je dat gezien? Heb je er met anderen over gepraat? Wat dacht je toen je dat zag? Wat voelde je daarbij? Wat vind je ervan dat dat gebeurde? Waarom?
13. Ander voorbeeld. Zelfde vragen.

14. NB: Wanneer een kind de aanslag in Utrecht benoemd, vragen naar hoe het kind het hoorde in de klas, wat er toen gebeurde. Hoe kind reageerde, hoe anderen reageren en vragen hoe er met anderen (leerkracht, ouders, kinderen) over werd gesproken. Ook vragen wat de aanslag inhield en wat er gebeurde

Aan het einde gesprek checken of alles erin zit:

- Voorbeelden van terroristische gebeurtenissen (met mogelijke stereotyperingen = niet naar vragen)
- Definitie van terrorisme
- Invloed direct, media, ouders, leerkrachten en peers
- Gevoel bij terrorisme
- Mening over terrorisme

Ranking task

Als laatste heb ik een paar stellingen voor je. Deze gaan over het bespreken van terrorisme in de klas. Ik wil je vragen om per stelling het kaartje te pakken dat bij jou past. (Zelf aankruisen wat participant kiest én benoemen)

Antwoorden met : Helemaal mee eens, Mee eens, Niet mee eens, Helemaal niet mee eens. Je mag ook Geen mening hebben.

Vraag	Concept	Oz-vraag
Ik zou het liefst in de klas meer informatie horen over terrorisme van mijn juf/meester	Didactiek - werkvorm	Onderzoeksvraag 3
Ik zou het liefst met mijn klasgenoten over terrorisme discussiëren	Didactiek - werkvorm	Onderzoeksvraag 3
Ik wil dat we opdrachten maken over terrorisme	Didactiek - werkvorm	Onderzoeksvraag 3
Ik vind het belangrijk dat iedereen naar elkaar luistert als we het hebben over terrorisme	Pedagogische condities - Veilige sfeer. Meerdere perspectieven	Onderzoeksvraag 3
Ik vind het belangrijk dat iedereen respect voor elkaar heeft als we het hebben over terrorisme	Pedagogische condities - Veilige sfeer. Meerdere perspectieven	Onderzoeksvraag 3
De juf/meester moet de klas helpen om rustig te blijven tijdens het gesprek	Pedagogische condities - Veilige sfeer. Taak leerkracht	Onderzoeksvraag 3

Als het gaat over terrorisme, voel ik me bang	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me boos	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me verdrietig	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3
Als het gaat over terrorisme, voel ik me rustig	Emoties	Onderzoeksvraag 1 / Onderzoeksvraag 3

Didactiek

- Ik zou het liefst in de klas meer informatie horen over terrorisme van mijn juf/meester
- Ik zou het liefst met mijn klasgenoten over terrorisme discussiëren
- Ik wil dat we opdrachten maken over terrorisme

Pedagogische voorwaarden

- Ik vind het belangrijk dat iedereen naar elkaar luistert als we het hebben over terrorisme
- Ik vind het belangrijk dat iedereen respect voor elkaar heeft als we het hebben over terrorisme
- De juf/meester moet de klas helpen om rustig te blijven tijdens het gesprek

Emotie / Gevoel

- Als het gaat over terrorisme, voel ik me bang
- Als het gaat over terrorisme, voel ik me boos
- Als het gaat over terrorisme, voel ik me verdrietig
- Als het gaat over terrorisme, voel ik me rustig

EINDE: Wil je nog iets anders zeggen over hoe je het op school over terrorisme zou willen hebben? Wil je verder nog iets vragen over het onderzoek?

Debriefing:

Dan ik wil ik graag nog zeggen dat het in Nederland heel veilig is. Er werken veel mensen in Nederland om het zo veilig mogelijk te maken. De politie, het leger, de veiligheidsdienst, de politiek. De kans dat in Nederland een terroristische aanslag plaatsvindt is heel klein. Het zou toch kunnen zijn dat je daar veel over na denkt over bang voor bent. Dan is het het beste om er met iemand over te praten, het liefst een volwassene, zodat die jou zou kunnen helpen.

Ik wil je vragen om het met je klasgenoten nog even niet te hebben over dit gesprek. Ik zal het ook tegen niemand vertellen. Aan het einde van de dag (of morgen) kom ik in de klas, en dan gaan we het met de hele klas over dit onderwerp hebben, zodat iedereen weet wat terrorisme is, en zodat iedereen er vragen over kan stellen. Dan wil ik je heel erg bedanken dat je mee wilde doen!

Appendix F: References

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[1] www.ter-info.nl

[2] See: <https://intranet.uu.nl/facultaire-ethische-toetsingscommissie-fetc>

[3] The senior researcher (holding at least a doctoral degree) should sign here.

[4] This contact may, in principle, also be a researcher (within the same department, or not) who is able to respond to the question or complaint in detail. Independent is to say: not involved in the study themselves. The FERB upholds that an independent contact is not obligatory, but will be necessary when the study is more invasive.

[5] Examples: invasive questionnaires; interviews; physical/psychological examination, inducing stress, pressure to overstep important standards and values; inducing false memories; exposure to aversive materials like a unpleasant film, video clip, photos or electrical stimulus; long-term or very frequent questioning; ambulatory measurements, participation in an intervention, evoking unpleasant psychological or physical symptoms in an experiment, denial, diet, blood sampling, fMRI, TMS, ECG, administering stimuli, showing pictures, etc. In case of the use of a device (apparatus) or administration of a substance, please enclose the CE marking brochure for the relevant apparatus or substance, if possible.

[6] For instance: dementia, dyslexia, giftedness, depression, extremely low heartbeat in an ECG, etc. If coincidental findings may be found, this should be included in the informed consent, including a description of the actions that will be taken in such an event.

[7] This can be found on the Intranet: <https://intranet.uu.nl/wetenschappelijke-integriteit-facultair-protocol-dataopslag>

[8] The senior researcher (holding at least a doctoral degree) should sign here.