LESSON PACK:
INCLUSION, BELONGING & ADDRESSING EXTREMISM

Teacher guidance, lessons and resources for key stage 4
TEACHER GUIDANCE:

INCLUSION, BELONGING & ADDRESSING EXTREMISM

PLEASE READ THIS GUIDANCE FOR ADVICE ON SAFE CLASSROOM PRACTICE BEFORE TEACHING ANY OF THE LESSONS IN THIS PACK.
Introduction

Please read this guidance for advice on safe classroom practice before teaching any of the lessons in this pack. The guidance also includes brief notes to support background knowledge in this area.

The lesson plans, together with those for key stages 1 and 2, are designed to help schools develop students’ understanding of the issues surrounding extremism, to build resilience and reduce susceptibility to the divisive narratives and ideologies spread by extremists.

Tackling extremism is considered a safeguarding issue by Ofsted. The Ofsted inspection handbook (2019) states that, when reviewing a school’s Personal Development provision, inspectors will consider how far the school...

"[enables] students to recognise online and offline risks to their well-being — for example ...radicalisation and extremism — and [makes] them aware of the support available to them"

Furthermore, they will consider how ‘the provider prepares learners for life in modern Britain’ by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

In the Department for Education’s 2019 statutory guidance Relationships Education and Sex Education (RSE) and Health Education it states that:

‘At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.’

Keeping children safe in education (DfE 2019) encourages coverage of curriculum content in PSHE education to safeguard young people.

In addition, schools continue to have a duty under the Prevent strategy to prevent students being drawn into terrorist activities through radicalisation. They therefore play a fundamental role in the communities they serve, to protect students and decrease students’ susceptibility to extremism and radicalisation.
Addressing extremism through PSHE education

A truly inclusive whole school ethos and practice builds students' resilience to radicalisation. There is increasing recognition of the role that PSHE education plays in helping students to develop the knowledge, understanding, skills and attributes that reduce their susceptibility to extremist narratives. Alongside this, students need a safe learning environment through which to consider such issues.

When teaching PSHE education it is important to remember that knowledge alone is not enough. There is a balance to be achieved between ‘teaching directly about’ extremism, and crucial ‘underpinning protective learning’ which includes the development of the skills and attributes students will need to keep themselves and others healthy and safe.

PSHE education lessons can support students’ understanding of the factors that can lead to extremism and can develop related skills. For example:

- development of empathy
- respect for others’ right to their own beliefs and opinions
- evaluating the arguments and opinions of others
- strategies for managing influence
- media and digital literacy
- respect for diversity
- critical and flexible thinking
- clarifying values and beliefs
- identifying, evaluating and managing risk
- recognising when to seek help and support

A planned PSHE school programme which aims to effectively minimise risks associated with students adopting extreme views or becoming radicalised should include learning that:

- raises awareness of the process of radicalisation and the consequences of extremism
- promotes understanding of ‘influence’ and ‘persuasion’
- considers when to keep and when to break a confidence
- enables students to support a friend in getting help or to get help for them
- develops students’ understanding and skills so that they are less vulnerable to being influenced, groomed or recruited by extremists.

This lesson pack addresses the topic-specific content on extremism so is directed at key stage 4 students. However, it is important to complete underpinning work at key stage 3 which effectively prepares young people for this learning. The PSHE Association Programme of Study provides a framework to support such planning. Additional resources to contribute to effective planning are signposted in the ‘additional resources to support teaching’ section of this teacher guidance.

The lesson plans are based on a one-hour lesson. While it is always important for PSHE education lessons to be pacy, it is equally important to meet the needs of your students. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the students are progressing towards the lesson objectives. These lessons are designed to be taught together and should form part of a planned, developmental PSHE education programme.
Learning opportunities in the PSHE Association Programme of Study 2020 relating to this resource:

**KS4**

- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R34. strategies to challenge all forms of prejudice and discrimination
- R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- L27. strategies to critically assess bias, reliability and accuracy in digital content
- L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
- L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

---

**Classroom safe practice principles**

It is important to be prepared to deal with any issues arising from the taught sessions. To encourage students to participate in lessons, ensure the content and approach reflect the diversity of the school community and help every student to feel valued and included in the classroom. Be mindful of the need to use inclusive language, in particular it is important to avoid any reinforcement of an ‘us and them’ narrative.

The following principles support schools in planning and delivering PSHE education in a way that meets best practice and adopts an evidence-based approach to addressing extremism and radicalisation through the curriculum.

**Create a safe learning environment**

Establishing a safe learning environment is a key feature of effective PSHE practice and helps students feel comfortable with sharing their ideas, thoughts, values and attitudes without fear of attracting negative feedback. It is particularly important when addressing extremism and can help teachers to manage discussions on sensitive issues with confidence.

It is good practice for teachers to work with students to establish ground rules about how they will behave towards each other in discussion as well as providing opportunities for students to discuss issues in small groups (when appropriate) and to share ideas with the rest of the class.

Examples of positive ground rules might include:

- We will listen to and respect everyone.
- We will keep the conversation in the room. (But be clear on limits of confidentiality)
- We will use language that won’t upset other people.
- We will use the correct words and if we don’t know them, we’ll ask.
- We will comment on what was said, not the person who said it.
• We won’t use names (share our own, or our friends’, personal experiences).
• We won’t put anyone on the spot.
• We have the right to pass if we don’t want to speak.

By providing access to balanced information and differing views, students are able to clarify their own opinions and views (making clear that behaviours such as racism, sexism, ageism, discrimination and bullying are never acceptable in any form).

Distance the learning

Students are better able to engage with and discuss issues if they are asked to think about someone other than themselves. We might, for example, talk about ‘someone of about your age, who goes to a school like ours’. In these lessons we use strategies including characters in different scenarios, stories and overheard dialogue, to help students reflect on and discuss issues in a safer, more effective way.

It is important that children are not asked to share personal experiences with the class. It may be re-traumatising to revisit experiences of discrimination, for example. Additionally, it is clearly more beneficial for a student to disclose examples of grooming, radicalisation or extremist behaviour in a private discussion with their teacher rather than in a public forum.

It is also important to use a variety of examples so that no particular groups or individuals are made to feel singled out. For example, these lesson materials consider extremism in general terms and avoid focussing on any particular religion, political or social viewpoint.

Provide opportunities for students to ask questions

Ensure students understand that all questions are welcome, that when they are in doubt about something they should ask, and that it is never appropriate to ask a question to intentionally embarrass or make fun of somebody. Make a box available for students to place anonymous questions or concerns in before, during or after the lesson, so that they don’t have to voice them in front of the class.

Signpost support

Students need to be made aware of sources of support and advice in school and in the wider community. If students have concerns about themselves or others, they should be encouraged to seek support or advice. They need to understand not only how and where to seek advice but also what will happen when they do so. Consider how to plan for students who may be particularly affected by such learning, including those who may have some direct experience of some of the issues being considered.

Before teaching these lessons, teachers should know the correct procedure if a student discloses information which concerns them and follow the appropriate safeguarding protocols.

Use of language

Students may need to be reminded to take care in their use of language about extremism in, and beyond, lessons. They should be made aware that the use of vocabulary that is inaccurate, racist, discriminatory or offensive will not be accepted.
Avoid materials, resources or activities designed to induce shock, fear or guilt

Approaches or resources that are designed to frighten, shock or induce fear or guilt in students should not be used. So called ‘hard hitting’ materials can have the effect of either inducing excitement (rather like watching a horror film or riding a rollercoaster) or can in fact re-traumatise students if they have experienced or witnessed such events themselves. Likewise, extreme images can encourage students to think ‘that won’t ever happen to me’ rather than the desired response: ‘that could be me’. In all cases the desired learning experience can be blocked and in some cases can have a detrimental effect.

Further information and research about radicalisation and extremism¹

Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremism</td>
<td>Vocal or active opposition to commonly held values, particularly British values such as democracy and the rule of law.</td>
</tr>
<tr>
<td>Fundamentalism</td>
<td>The strict following of (often religious) principles.</td>
</tr>
<tr>
<td>Echo chamber</td>
<td>A typically online platform where beliefs and views are repeatedly reinforced and amplified without challenge.</td>
</tr>
<tr>
<td>Radicalisation</td>
<td>A process by which a person comes to support terrorism and extremist ideologies.</td>
</tr>
<tr>
<td>Terrorism</td>
<td>The unlawful use of violence or threat of violence and intimidation to bring about political, religious or ideological change.</td>
</tr>
<tr>
<td>Propaganda</td>
<td>Information, especially of a biased or misleading nature, used to promote a political point.</td>
</tr>
<tr>
<td>Keyboard warrior</td>
<td>A person who makes aggressive or abusive comments online (that they would not say in an offline setting).</td>
</tr>
</tbody>
</table>

Radicalisation Research’ states that:

’research has shown many terrorists are not radicals and most radicals are not terrorists. Indeed, there are many models of radicalisation most of which stress how difficult it is to predict and identify accurately.’

In fact, many people may have radical views but most are not interested in turning to violence to bring about disruption and change to society. In the Edge of Violence, Bartlett, Birdwell and King (2010) make an important distinction between radicalisation which leads to beliefs counter to the status quo, and radicalisation which leads to violence. It is worth remembering that many figures throughout history were once thought of as extremists (slavery abolitionists, campaigners for women’s suffrage), only to have their views become mainstream societal values later.

¹ See also the PSHE Association’s research paper Understanding PSHE education’s role in preventing and challenging extremism
Why do people become violent extremists?

Current thinking is that many young people, especially those who are vulnerable or isolated from their peers or family, seek clarity of purpose in their lives, and once they find what they believe is that purpose, the internet gives them access to a huge support network that confirms, rather than challenges, their new-found ‘world view’ and organisations who will happily recruit them for their own agenda.

Those who encourage or get others to commit acts of violent extremism often target vulnerable young people, who are led into believing that violence can earn respect, riches or glory. For a small number of young people, radicalisation offers them ‘justification’ or ‘permission’ to indulge in violent behaviour which is something that excites them.

The vulnerabilities and pull factors for violent extremism are similar to those experienced in gang culture. For example, an MI5 report found that the factors most likely to lead a person to join so-called Islamic State (IS) were:

(a) Trauma
(b) Immigration without family members, leading to social isolation
(c) Criminal activity (especially prison).

Misconceptions around faith justification for terrorism

Although there is often a faith justification for terrorist attacks, research by MI5 suggests that often it is those who are less knowledgeable and/or are recent converts to a faith who get involved in terrorist activities, as they are more vulnerable to being led by a seemingly more knowledgeable faith leader.

There have been terrorists and extremists from all backgrounds, races and faiths over the years. These include paramilitaries in Northern Island, such as the Provisional IRA, Ulster Defence Association and in mainland Britain, such as the National Front, British National Party, and English Defence League. In more recent times groups such as ISIS/ISIL/IS (groups with Islamic roots) have received media attention as a result of indiscriminate terrorist acts in Britain and around the world.

Many faith schools have a strong community ethos and research suggests that faith and regular attendance at a place of worship or similar can actually be a protective factor.

Further Reading

DfE Prevent duty guidance
This document outlines school's duties regarding extremism and radicalisation in further detail.

Home Office/DfE social media briefing
This briefing note explains how social media has been used to radicalise young people and encourage travel to Syria and Iraq.

UNESCO a teacher's guide to the prevention of violent extremism
A teacher guide exploring how different strategies can be used to reduce violent extremism, with Citizenship and PSHE education being key strands.
Learning together to be safe

A toolkit aimed at colleges to help them contribute to the prevention of violent extremism.

Preventing violent extremism in the UK

A discussion of extremism through the lens of a public health approach. This contains a wide range of background materials including risk factors contributing to violent extremism and its impacts.

Quality Assured Resources

The following materials have been awarded the PSHE Association’s quality mark to support effective learning in this topic area.

**Extremists — TrueTube**

A lesson plan focused around a video that shows how people with very different beliefs can find a way to ‘agree to differ’. The start of the video is quite graphic so ensure the material is suitable for use in your classroom. The video can be accessed here: 
https://www.truetube.co.uk/film/extremists

The lesson plan is due to be published shortly and will be hosted on the same page.

**Trust Me by Childnet**

Three lessons for key stage 3 students designed to help young people to think critically about what they see online.
http://www.childnet.com/resources/trust-me

**Remembering Srebrenica**

A set of six lesson plans and materials created in conjunction with the PSHE Association which aim to explore how small acts of discrimination and prejudice can fuel community divisions.
http://www.srebrenica.org.uk/education-zone-secondary/

**Run, Hide, Tell**

A set of age-appropriate materials to support schools to raise awareness amongst young people about how to protect their safety in the event of a serious incident.
https://www.pshe-association.org.uk/curriculum-and-resources/resources/run-hide-tell-resource-packs-key-stages-3-4

Additionally, the Jo Cox Foundation and the PSHE Association’s The Great Get Together Activity Pack contains a range of activities which celebrate similarities and differences.
https://www.greatgettogether.org/partners/schools/
Additional Resources

As part of our work with the Building a Stronger Britain Together project, we reviewed a range of resources which were not awarded the quality mark but which may be of interest. As always, it is important to consider whether resources meet safe practice principles and are likely to be effective in meeting intended learning outcomes.

**Bold Creative — Digital Disruption**

2 video resources aimed at illustrating how digital content can be distorted to mislead the public. No lesson plan is present so it is important to think about how to deliver this content ethically.

http://blogs.boldcreative.co.uk/digitaldisruption/films/

**Celebrating Us (LGfL — available to London schools only)**

A resource for key stages 2 and 3 which looks at issues relating to cultural diversity and identity, rights, roles and responsibilities, online safety and good citizenship.

https://www.lgfl.net/learning-resources/summary-page/celebrating-us

**Essentials of Dialogue**

A Citizenship-framed resource which supports teachers in teaching sessions on effective debate, discussion and dialogue.

https://institute.global/insight/co-existence/essentials-dialogue

**Fat Face**

A lesson plan and video aimed at young people aged 12-15. It focuses on how a young person can be drawn into far right extremism.

http://www.tradingwithschools.org/Article/41158

**Global Acts of Unity**

Key stage 3 and 4 resources focused on how compassion and dialogue can create a more resilient global community where extremism is less prevalent. As always, be mindful of the importance of ensuring video material is suitable for your class.

https://mikehaines.globalactsofunity.com/classroom/

**Media Smarts**

Within the ‘online hate’ section of the site, there are resources aimed at KS3 students, focusing on the skill of thinking critically about online content. The interactive ‘Allies and Aliens’ activity may be of particular interest.

http://mediasmarts.ca/online-hate/resources-teachers-online-hate

**The Respect Programme**

A suite of 5 lesson plans aimed at years 8, 9 and 10. The materials include video stimulus on topics such as stereotypes.

http://therespectprogramme.org.uk/
Since 9/11
Lessons which support the History, R.E. and Citizenship subject curricula contribution to this topic area. This could be used as the basis for cross-departmental collaboration.
https://since911.com/

Think, Protect, Connect
A toolkit containing 6 sessions which intend to safeguard young people in relation to online extremism-related risks.
http://www.safeineastssussex.org.uk/think-protect-connect.html

Where’s the Line?
‘Where’s the Line?’ is an online resource using comic strips as a stimulus for discussion. There is a charge for the licence for this material. A free demo is available.
http://www.wherestheline.co.uk/
LESSON PLANS:

INCLUSION, BELONGING & ADDRESSING EXTREMISM
Lesson 1: Valuing diversity

This is the first in a series of three lessons focusing on building resilience to extremism. This lesson develops understanding of the need for criticality when assessing media content, and the impact of people’s actions on community cohesion. It supports students to be more aware of how their choices can impact others, and educates on the positive actions young people themselves can take to promote diversity.

**Learning objective**

Students will learn:

- learn about the impact of individual’s beliefs and actions on community cohesion

**Learning outcomes**

Students will be able to:

- explain the importance of respecting diversity
- assess the impact of media, social media and actions on people’s attitudes around diversity

**Key Vocabulary**

diversity, discrimination, alienation, inclusion, community cohesion, immigration

**Resources required**

- Box for anonymous questions
- PowerPoint slides
- Resource 1: Migration fact check — 1 pack per group, cut up
- Resource 1a: Migration fact check teacher notes
- Resource 1b: Migration true/false — differentiated sheet
- Resource 2: Dealing with online hate speech — differentiated sheet
- Extension activity — Resource 3: Celebrity cards — pack per group or class

**Climate for learning**

- Consider any sensitivities and prior knowledge about specific students' circumstances.
- Signpost local and national support groups or helplines.
- Invite students to write down any questions they have, anonymously, at any time, and collect them in using an anonymous question box or envelope. This should be accessible during and after every lesson.
- Establish or reinforce existing ground rules. Add or emphasise any that are especially relevant to this lesson.

See the Teacher guidance for further details.
Introduction

Explain that today’s session focuses on diversity in our communities and how individuals’ actions impact on community safety and determines whether somewhere feels a welcoming place to be.

Be sure to establish or reinforce existing ground rules. This lesson requires students to be particularly respectful of others’ contributions and mindful of language to enable positive discussion and avoid migrant or refugee students feeling victimised or upset.

Baseline assessment

Quotation response

Share the quote from Jo Cox MP’s maiden speech to Parliament which inspired the #MoreInCommon movement after she was killed by a far right extremist.

“We are far more united and have far more in common with each other than things that divide us.”

Ask students to reflect on the truth of this statement. Ask students to then discuss their thoughts in pairs before sharing comments as a class. Be sure to value contributions which conflict with the quote but ask the class to keep an open mind.

Use this to gauge attitudes and understanding around issues of tolerance and diversity.
Fact check

Pass students a set of cards (Resource 1: migration fact check) per pair/small group. Ask them to sort the cards into fact or myth. Alternatively, display each statement via a PowerPoint slide and ask students to indicate fact or myth — perhaps using mini-whiteboards.

Ask students:
- Did any of the answers surprise you?
- How did the facts make you feel about how the issue of immigration is presented in the media?

Teacher notes to support discussion are available at Resource 1a: migration fact check teacher notes.

During feedback, it is important that teaching remain politically neutral and that a range of views are respected, while reinforcing the ground rules and ensuring migrant students are not upset by thoughtless comments.

Explain that for many people, the issue of immigration evokes strong feelings which are not a rational cost/benefit analysis, but come from a sense that British identity is being changed or lost. However, it is important to stress the benefits that people from other countries bring and that the UK has an historical tradition of welcoming migrants.

A key point to bring out in discussion is that media and social media messages around immigration are often inaccurate and sensationalised so it is important to think about the impact this has on attitudes and actions.

Additional connected Citizenship learning on this topic may be valuable to explore these issues further.

Support:

Provide students with the differentiated true/false handout Resource 1b: migration true/false. The answers to this handout are False, True, False, False.

Challenge:

Ask students to investigate statistics on reports of hate crime. Consider whether there is a link between recent debate around immigration and hate crime rates. It is safe practice to provide suitable web links e.g. https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CPB-8537#fullreport

Diversity factors

Show each PowerPoint slide (from 13 to 22) in turn. For each slide, ask students how the actions of 1 or more individuals in each situation might impact on how people in a community feel.

1. A new youth club opens where people from different backgrounds can mix
2. The local council approves the opening of a new place of worship for a faith group who are a minority group in the local community
3. A school student posts a comment online about immigration and a classmate responds saying they are a racist. The student faces daily bullying having been labelled a racist.
4. The person arrested for an attack on an old resident is a recent migrant from an ethnic minority background
5. Pictures of people enjoying a multi-faith celebration day appear in the local free newspaper
6. A group of volunteers from different backgrounds regularly visit a local care home to play games and sing with residents
7. A group of young people throw stones at a woman wearing cultural/religious dress
8. A group of local builders and trades-people from a range of backgrounds and faiths give their time for free to help fix up a local community centre
9. A school trip to the Anne Frank museum is run to mark Holocaust Memorial day
10. A local campaigner speaks out against violence in their community which is often racially motivated

Summarise this activity by stressing the impact that individual actions have on how the people in a community feel — whether on a small scale (e.g. a family or office), a medium scale (e.g. a school or village), or a larger scale (e.g. city, county). As we are all connected, small actions can have national and international significance in themselves or through the knock-on impacts on each person’s feelings. We therefore have a responsibility to act in a way which promotes kind, welcoming and tolerant communities.

Hate speech

Explain that hate speech is abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation. Such hate speech contributes to the alienation and divisions we talked about in the previous activity.

Class watch the following clip — Creating Positive Narratives in Response to Online Hate Speech: https://www.youtube.com/watch?v=ufFAsmt82mg — and feed back using the following questions.

• What do you think about the messages in the clip?

• What are ‘the pro’s and con’s of easy and fast communication on the net’?

  Key points: instant communication, improves free speech, encourages open debate BUT people can post without thinking, depersonalised nature means people are more likely to post without considering others’ feelings, people can post without seeing the consequences of their actions.

• What can people do to prevent and challenge online hate speech?

  Key points: discourage offline hate speech, think before posting or sharing, challenge hate speech directly or using humour, report it, block people who post such content, avoid sharing content designed to provoke a reaction — even sharing to disapprove of something spreads a negative message more widely.

• Is it always safe to challenge online comments?

  No – if someone is very aggressive online or is likely to carry a grudge into school, it is best to report the comments anonymously instead.

• What are the consequences for our communities of online hate speech?

  Key points: discrimination reinforces divisions and makes communities less safe.

Support:

Resource 2: Dealing with online hate speech gives a list of suggestions to respond to hate speech. Ask students to tick whether they agree or disagree with the suggestion and give reasons why.

Challenge:

Ask students to write a paragraph explaining why it is important to exercise the right of free speech mindfully.
Plenary/ Assessment of learning

Self-assessment

Ask students to write an exit card explaining one thing that this lesson has helped them to think about in relation to their role in keeping their community a safe and welcoming place to be. This can be kept as evidence of progress.

Signposting further support

Ensure that students know who can help them with any issues which have come up for them in today’s session — eg their tutor or head of year. Childline can provide further support (0800 1111).

If students have concerns about someone’s behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.

True Vision — provides more information about hate speech and a place to report it.

http://report-it.org.uk/reporting_internet_hate_crime

Inappropriate content can also be reported at: https://www.gov.uk/report-terrorism

Extension activity

Collage

Students create a set of images they feel demonstrate how being part of a diverse community makes people’s lives better (this could be within school or in their wider community). Ask students to be prepared to talk about why they chose these images.

Celebrity cards

Class play in teams to guess the celebrity from the description on each card in Resource 3. Once finished, discuss findings and elicit that popular culture is made up of people from all sorts of backgrounds, cultures, genders and sexualities and that each person is unique and contributes something valuable to our community. It’s therefore important we think about whether our behaviour is truly inclusive, and allows everyone to share their unique gifts.
Lesson 2: Understanding and preventing extremism

This is the second in a series of three lessons focusing on building resilience to extremism. This lesson develops understanding of the distinctions between protest and extremism. It supports students to be more aware of how they can act to promote community safety, including if they are worried about others’ behaviour.

**Learning objective**

Students will learn:

- learn about how violent extremism differs from legitimate protest and dissent
- learn ways to respond to worrying behaviours

**Learning outcomes**

Students will be able to:

- distinguish violent extremism from legitimate behaviours in a democracy
- demonstrate the ability to advise someone who is worried about another’s behaviour
- identify behaviours which contribute to community efforts to reduce the risk of violent extremism

**Resources required**

- Box for anonymous questions
- Post-it notes
- Resource 1: True or False — 1 per student
- Resource 2: Extremism or protest scenarios — 1 per pair
- Resource 2a: Extremism or protest scenarios teacher notes
- Resource 3: How can we reduce alienation and extremism in our communities? — 1 per pair

**Key Vocabulary**

extremism, terrorism, violent extremist, fundamentalist, discrimination, radicalisation, alienation, ideology, protest, democracy

**Climate for learning**

- Consider any sensitivities and prior knowledge about specific students’ circumstances.
- Signpost local and national support groups or helplines.
- Invite students to write down any questions they have, anonymously, at any time, and collect them in using an anonymous question box or envelope. This should be accessible during and after every lesson.
- Establish or reinforce existing ground rules. Add or emphasise any that are especially relevant to this lesson.

See the Teacher guidance for further details.
Baseline assessment

Introduction

Be sure to establish or reinforce existing ground rules. This lesson requires students to be particularly respectful of others' contributions and mindful of language to enable positive discussion and avoid migrant or refugee students feeling victimised or upset.

Complete the baseline activity before sharing lesson outcomes.

Baseline assessment: True or False

Students complete Resource 1: True or False handout. As this is a baseline assessment, it is important that students attempt this on their own before collaborating and discussing with others. Do not provide hints before this activity is completed — students can leave aspects blank if they don't understand — so as to provide a true understanding of the knowledge, understanding, attitudes and values students have on this topic.

Circulate while students complete this activity to gain an understanding of their starting points.

Once students have finished, ask the class what they understand by the terms 'extremism', 'violent extremism' and 'radicalisation'. Possible definitions:

**Extremism:** holding extreme political, social or religious views.

**Violent extremism:** acts of violence that are justified by, or associated with, an extreme religious, social or political ideology.

**Radicalisation:** a process causing someone to support radical political, social or religious beliefs, often leading to association with terrorist organisations.

Use the true/false statements to develop understanding of the key terms and concepts, prioritising key ideas and addressing misconceptions in light of the baseline responses. Teacher notes are provided to aid discussions.
Core activities

15 Scenario sort and advice

Students read the scenarios in Resource 2: Extremism or protest scenarios and decide which are examples of legitimate protest, which are forms of protest which break the law, and which are examples of violent extremism.

Next, allocate a scenario to each table group and ask them to come up with advice a friend of each character wanting to help in each situation might give.

For each situation, students should address:

- whether they think the actions/proposed actions are legitimate protest, illegal forms of protest, or are forms of violent extremism;
- what the potential consequences for the character are;
- what the consequences for others in the situation might be;
- what the friend should do to help the character and others in their community.

Guidance to support feedback on this activity is available at Resource 2a: Extremism or protest scenarios teacher notes.

Support & challenge:

Carefully select differentiated groups to allow students to learn from each other, and to lead groups. Allocation of group roles may be helpful e.g. team manager, time-keeper, scribe, questioner (who asks further questions to get more detailed answers).

15 Vox pop on extremism

Ask students to read Resource 3: How can we reduce alienation and extremism in our communities? Ask them to share with a partner which actions they think are realistic and would have a positive impact to reduce extremism in the community. Share feedback as a class.

Next, ask the class to create a list of things that could reduce the likelihood of people getting involved in extremist action or support people to turn away from extremism. For example, students might note that a lack of understanding of faith could be reduced by RE lessons in schools that teach people to be tolerant and open-minded about different faiths, and more informed about their own religions’ teachings.

Ask students to reflect on how many of their ideas they could do themselves — for example, could they help people feel included, ensure they report online discrimination etc.

Support:

Create a list of the things each person did that helped to make a safer, more inclusive community.

Challenge:

Create campaign materials on a diversity issue that is important to them.
Students write a suggestion of how they (or someone like them) could act to reduce the risks from extremism in their communities on a post-it note. Ideas could include:

- ensuring they do not contribute to intolerant actions
- challenging discrimination/stereotyping/scapegoating
- promoting tolerance in their communities by taking part in events
- reporting sites that promote extremism
- helping friends/family/acquaintances to seek support if their behaviour is causing anxiety.

This should be collated on the class whiteboard. Discuss the suggestions and ask what students have learned about their role in helping their community in today's lesson. This can be noted down to support teacher evaluation and assessment.

Ensure that students know who can help them with any issues which have come up for them in today's session — eg. their tutor or head of year. Childline can provide further support (0800 1111).

If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.

True Vision — provides more information about hate speech and a place to report it.  
http://report-it.org.uk/reporting_internet_hate_crime

Inappropriate content can also be reported at:  https://www.gov.uk/report-terrorism

Watch the TED talk from a former jihadist about how a better understanding of his faith helped him to turn away from extremism.  
https://www.youtube.com/watch?v=zwpi18TBdE

The youth activist Malala Yousafzai, who was attacked by the Taliban (religious extremists), said:

‘The extremists are afraid of books and pens. The power of education frightens them.’

Ask students to reflect on the truth of this statement.
Lesson 3: How are people drawn into extremist groups?

This is the last in a series of three lessons focusing on building resilience to extremism. This lesson focuses on the radicalisation process to support supports students to be more aware of recruiter manipulation in order to safeguard young people.

Learning objective

Students will learn:

• investigate the ways people can be drawn in to extremist groups

Learning outcomes

Students will be able to:

• identify and explain techniques used to engage someone with an extremist group
• explain ways to respond if someone may be being radicalised

Resources required

Box for anonymous questions
Resource 1: Script — 1 per pair
Resource 2: Teacher copy of script
Resource 3: Self-assessment sheet — 1 per student

Key Vocabulary

group thinking, charismatic leadership, peer influence, radicalisation

Climate for learning

• Consider any sensitivities and prior knowledge about specific students' circumstances.
• Signpost local and national support groups or helplines.
• Invite students to write down any questions they have, anonymously, at any time, and collect them in using an anonymous question box or envelope. This should be accessible during and after every lesson.
• Establish or reinforce existing ground rules. Add or emphasise any that are especially relevant to this lesson.
• Ensure actors de-role following the role play.

See the Teacher guidance for further details.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baseline discussion</td>
<td>Revisit ground rules. Discuss attitudes and understanding of radicalisation</td>
<td>10mins</td>
</tr>
<tr>
<td>2. Script/role play</td>
<td>Class read (and perhaps act out) a script explaining a potential radicalisation process</td>
<td>40mins</td>
</tr>
<tr>
<td>3. Plenary and assessment</td>
<td>Students write a reflection paragraph on their learning and complete a then and now self-assessment check for the unit of work</td>
<td>5mins</td>
</tr>
<tr>
<td>4. Signposting</td>
<td>Signpost sources of support and further information</td>
<td>5mins</td>
</tr>
</tbody>
</table>
Baseline assessment

Introduction

Be sure to establish or reinforce existing ground rules. This lesson requires students to be particularly respectful of others’ contributions and mindful of language to enable positive discussion and avoid migrant or refugee students feeling victimised or upset.

Explain that today’s session focuses on the ways some people can be drawn into working with extremist organisations in order to help students understand how to be wary of being drawn in themselves, and how/when to seek help for others.

Baseline discussion

To gain an understanding of students’ starting points, read out each of the following statements and explore the class’s understanding and attitudes. Use this understanding to determine the foci for discussions during today’s lesson.

- Most people join extremist groups because they have a taste for violence.
- A person has to be easily led to get involved in extremist groups.
- There is very little we can do to stop someone getting involved with these kinds of groups — if someone seeks them out, they are already in too deep.

Key points to raise during the discussions:

- Researchers investigating violent extremists have found that they come from a variety of backgrounds — there is no standard ‘type’ of person involved.
- Many people who get involved in such groups are radicalised by skilled recruiters who take them through a process whereby they are desensitised to different levels of risk and violence — they rarely start off feeling capable of violence. This process makes it hard for a person to see they are being manipulated and/or brainwashed.
- There are different ways we can intervene to help stop a person acting in ways that threaten the safety of our communities.
- Many people joining such groups are approached or targeted after seeking legitimate guidance.

Core activities

Script/role play

Explain that to help understand how people can become radicalised, we are going to read a script as a class.

Create a space for students to sit in a circle around a performance area in the middle of the classroom.
Invite students to self-nominate for parts to read from a script. If the participants feel comfortable doing so, they could act out the roles. If volunteers are not forthcoming, nominate more confident members of the class.

While the actors are performing/reading, the rest of the group take notes on two areas of focus:

1. Loukia’s likely feelings
2. Any character’s behaviour which causes concern

After the students have read each scene in the script, ask questions provided on the teacher copy of the script.

Be sure to help those who read/acted out the script de-role after the role play is finished. This can be done by asking students to ‘shake out’ the role, to change seats in class, or to say a way they are different to the role they took on.

At the end of the play, the following questions might be useful to promote deeper understanding:

• What made Loukia vulnerable to becoming a member of an extremist group?
  
  • Loukia’s changing circumstances meant she was feeling isolated. She was also experiencing intolerant behaviour from her classmates. These factors meant that she was more vulnerable to forming unhealthy alliances.

• What techniques did Janice and Darren use (knowingly or otherwise) to get Loukia to join them in their illegal plan?
  
  • Janice used her charisma as a speaker to persuade Loukia and others.
  • She often used flawed reasoning techniques e.g. false dichotomy (‘you are either with us or against us’ which doesn’t leave room for a middle-ground), scapegoating (blaming one part of the community and making it an ‘us and them’ situation) and oversimplification (ignoring the range of reasons behind the economic downturn).
  • Janice and Darren also made it difficult for Loukia to say no e.g. Janice says ‘we don’t want people who are wasting our time’ then asks her to hand out flyers, Darren says he’s excited about doing something that will make a difference then says to Loukia ‘You’re in, aren’t you?’.
  • Janice and Darren distanced Loukia from potential help and people asking questions like Mr Hubbard.
  • Janice makes Loukia feel special – telling her that only the people she can really trust are going to find out about her ‘top secret’ plan.
  • Darren is likely playing on Loukia’s interest in him to keep her coming to the events.

• It may have helped Loukia to feel less isolated if others had behaved differently at school. We all have a part to play in challenging divisive language. What might someone need to consider when tackling intolerance?
  
  • How can we challenge effectively without causing in-class divisions? Think about how Dora might have reacted if others in the class had started yelling at her or calling her racist etc.?
Plenary/ Assessment of learning

10 Self-reflection

Display the starter statements and ask students to write a paragraph explaining how the lesson has informed their views on radicalisation, paying particular attention to the initial statements and how their views may have changed.

Support:

Provide the following prompts to support students' reflections:

- I have learnt that radicalisation is...
- I believe we can reduce the chances of a person being radicalised by...
- I will try to support my community by...

Challenge:

Ask students to read out their paragraph and take constructive feedback on what they have written.

Assessing progression:

Ask students to indicate on Resource 3: then and now self-assessment their current level of knowledge, understanding and skills and compare this with what they believe their starting point was at the beginning of the unit of work. To feedback, ask students to share key learning from the series of lessons. For example, what have they learnt about the media representation of immigration, or the way radicalisation recruiters work?

Signposting further support:

Ensure that students know who can help them with any issues which have come up for them in today's session — eg their tutor or head of year. Childline can provide further support (0800 1111).

If students have concerns about someone's behaviour, they can contact Childline 0800 1111 or their local police station (by calling 101), who can refer the case to specialists or the correct authorities.

True Vision — provides more information about hate speech and a place to report it.

http://report-it.org.uk/antidisestablishmentarianism

Inappropriate content can also be reported at: https://www.gov.uk/report-terrorism

Extension activity

Script

Students write a script about the next day(s) in the life of the characters in the script if Loukia does not take part in any extremist actions — either through her own decision-making or due to a successful intervention.
RESOURCES:

INCLUSION, BELONGING & ADDRESSING EXTREMISM
### Lesson 1: Valuing diversity

1. Immigrants make up 20% of the British population.

3. Immigrants make up a higher proportion of the prison population than their share of the national population.

5. EU migrants pay £2,300 more in taxes per year than the average UK worker.

7. Migration has no impact on crime.

### Resource 1: Migration fact check

2. The most common reason for migrating to the UK is to seek refuge from a war-torn country.

4. Migrants have little or no impact on the overall employment outcomes or wages of the UK-born workforce.

6. Over their lifetimes, EU migrants pay in £78,000 more than they take out in public services and benefits, while the average UK citizen’s net lifetime contribution is zero.

8. Migration has increased house prices by 5%.
Lesson 1: Valuing diversity

Immigrants make up 20% of the British population: **MYTH** An Ipsos MORI poll\(^1\) showed Britons think around a quarter of the population are immigrants, when it’s actually around 13%. Another survey\(^2\) showed people estimate that immigration from EU countries to be nearly three times the actual level of 6%.

The most common reason for migrating to the UK is to seek refuge from a war-torn country: **MYTH** A survey of 1000 people for The Independent found people’s mental image of migrants was of refugees and asylum seekers who need a lot of help to stay in the UK, when they’re actually the smallest category of immigrants; more commonly people come to the UK to work, study or be with family.

Immigrants make up a higher proportion of the prison population than their share of the national population: **MYTH** In The Independent’s survey of 1,000 people, the perception was that 34% of prisoners are immigrants, when in fact their share of the prison population is in line with their share of the population — 12%.

Migrants have little or no impact on the overall employment outcomes or wages of the UK-born workforce: **FACT** The Migration Advisory Council’s 2018 report on EU migration\(^3\) stated: “Taking all the new evidence into account we found that migrants have no or little impact on the overall employment and unemployment outcomes of the UK-born workforce. The impact may vary across different UK-born groups with more negative effects for the lower-skilled and more positive effects for the higher-skilled. However, our robustness checks suggest that these findings are subject to uncertainty. In terms of wages, the existing evidence and the analysis we present in the report suggests that migration is not a major determinate of the wages of UK-born workers. We found some evidence suggesting that lower-skilled workers face a negative impact while higher-skilled workers benefit, however the magnitude of the impacts are generally small.”

EU migrants pay £2,300 more in taxes per year than the average UK worker: **FACT** Source: the Migration Advisory Council’s 2018 report. This is because they tend to be employed and pay a relatively large amount in income tax and NI. They also tend to be younger so that health expenditures and pensions are much lower for them.

Over their lifetimes, EU migrants pay in £78,000 more than they take out in public services and benefits, while the average UK citizen’s net lifetime contribution is zero: **FACT** Source: the Migration Advisory Council’s 2018 report.

Migration has no impact on crime: **FACT** Source: the Migration Advisory Council’s 2018 report. The researchers used 3 different reliable data sources to conclude that there is no evidence to suggest migration has any impact on crime figures.

Migration has increased house prices by 5%: **MYTH** The Migration Advisory Council found a 1% rise in the population due to migration leads to a 1% rise in house prices. This equates to an increase of 2.6% between 2004-2017 during a period of growth of up to 45% across the UK overall. They found that the increase tended to be linked to areas where new home building faced barriers.

---


\(^2\) [https://www.kcl.ac.uk/sspp/policy-institute/research-analysis/the-publics-brexit-misperceptions.aspx](https://www.kcl.ac.uk/sspp/policy-institute/research-analysis/the-publics-brexit-misperceptions.aspx)

Lesson 1: Valuing diversity

Resource 1b: Migration
true/false

1. Most of the people who come to live in this country from abroad are trying to escape a war. T/F

2. Many people coming to the UK already have family or jobs arranged in the UK. T/F

3. People who come to live in the UK from abroad are unlikely to find jobs so the government has to spend lots of money to look after them. T/F

4. People from abroad coming to the UK is a problem because they increase crime. T/F
### Lesson 1: Valuing diversity

### Resource 2: Dealing with online hate speech

<table>
<thead>
<tr>
<th>Ways to deal with online hate speech towards someone else</th>
<th>Do you think this would work?</th>
<th>Other thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell someone the words could upset people</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Try to be kind to the person posting negative comments</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Post something funny so they know it's not okay</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Report it to someone who can take the messages down or give other help</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Lesson 1: Valuing diversity

1. I am a devout Muslim.
   I play for Liverpool FC and have played for my country of origin — Egypt.
   I perform sujud (a kneeling prayer in the direction of Mecca) when I score.
   I've supported regeneration projects in Egypt to help reduce poverty in the town where I was born.

2. I am an actor and have always loved the theatre.
   I am a vegetarian that eats fish.
   I am a co-founder of Stonewall.
   I played Magneto in the X-men films.
   I am a political activist and atheist.

3. My Mum is Catholic and my Dad is Muslim. I am spiritual but not religious.
   I come from Kosovo.
   I am a singer and actor.
   I have toured with Drake and Coldplay.
   I have been an X-factor judge and a voice coach on The Voice.

4. I grew up in Bradford.
   I am a singer song writer who shot to fame on The X-Factor as part of a boy band.
   I speak English and Urdu.
   I am an ambassador of the British Asian Trust.
   I had a cameo in 2018’s Ocean’s 8 film.

5. I am an English cricketer who grew up in Birmingham.
   I am mixed race and a Muslim.
   I am an ambassador for StreetChance.
   I have been banned from wearing political wristbands when I play for England.
   My nickname is Moe.

6. I am an actor famous for my role as a book character.
   I have Jewish heritage but my beliefs changed as I aged.
   I speak out against homophobia.
   I have dyspraxia so I sometimes find it hard to tie my shoelaces but I was named the richest teenager in the UK in 2009.
Resource 3: Celebrity cards continued...

7

I am a US comedian, writer, producer and actor.
I was the voice of Dory in the film Finding Nemo.
I have been married to my wife for 11 years.
I am the 15th highest paid entertainer in the world.
I am a vegan and animal rights activist.

8

I am a video game commentator.
I have my own YouTube channel.
I have over 100,000 subscribers to my channel which mainly focuses on Minecraft and Fortnite.
I have bright blue hair.
I married someone I met at school when I was 11.

9

I grew up in Leeds.
I am bisexual and have Caribbean heritage.
I am a boxer.
I am the first ever female boxer to become an Olympic champion as London 2012 was the first year female boxing was included in the programme.

10

I lived in Paris until I was 5 years old.
I campaign for girl’s educations, women’s rights and gender equality.
I played Belle in Beauty and the Beast.
I am a UN Goodwill ambassador.
I am a spiritual universalist.
Lesson 1: Valuing diversity

1. Mohammed Salah
2. Sir Ian McKellen
3. Rita Ora
4. Zayn Malik
5. Moeen Ali
6. Daniel Radcliffe
7. Ellen DeGeneres
8. Dan Middleton
9. Nicola Adams
10. Emma Watson

Resource 3: Celebrity Cards Answers for Quiz Master
### Lesson 2: Understanding and preventing extremism

#### Resource 1: True or false

<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most people would agree with extremist views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extremism always leads to violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Extremism includes extreme action on a range of issues including</td>
<td></td>
<td></td>
</tr>
<tr>
<td>environmental concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Once someone joins an extremist group, they cannot leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Extremism is against the law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Extremists often try to recruit people who are having a difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time in their lives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 2: Understanding and preventing extremism

<table>
<thead>
<tr>
<th>Statement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most people would agree with extremist views</td>
<td>Extremism is primarily used to refer to an ideology or actions that are considered to be far outside the mainstream attitudes of society.</td>
</tr>
<tr>
<td>2. Extremism always leads to violence</td>
<td>Holding an extremist viewpoint does not mean a person is willing to act on that viewpoint in a way which endangers others. However, radical viewpoints can lead to a person acting out if they feel there are not legitimate ways to voice or act upon their beliefs. Also, people can try to radicalise those with such beliefs.</td>
</tr>
<tr>
<td>3. Extremism includes extreme action on a range of issues including environmental concerns</td>
<td>There are historical reports of eco-terrorism and some protesters have been arrested in the past for such behaviours, but there are a wide range of ways to legitimately protest. It can sometimes be very difficult to distinguish between extremism and legitimate protest. This lesson looks to explore this further.</td>
</tr>
<tr>
<td>4. Once someone joins an extremist group, they cannot leave</td>
<td>It can be difficult to leave an extremist group but there is support available to do so from specialists. Contacting the police or the terrorism prevention team via Childline can help a person investigate their options to leave safely.</td>
</tr>
<tr>
<td>5. Extremism is against the law</td>
<td>Having extreme thoughts or beliefs is not a crime. Using unlawful force or threats to support a belief or ideology is a crime, as is encouraging others to act on those beliefs.</td>
</tr>
<tr>
<td>6. Extremists often try to recruit people who are having a difficult time in their lives</td>
<td>Radicalisation can happen in many different ways but often recruiters are trained to target people who appear vulnerable, isolated or disillusioned in some way. This will be looked at in more detail in the next lesson.</td>
</tr>
</tbody>
</table>
Lesson 2: Understanding and preventing extremism

Amelia is angry about the lack of action on climate change. She has been involved in a range of protests and recently organised a sit-in at a local government office. She was removed from the premises by police officers and was given a police caution.

The experience convinced her that more direct action was needed so she has connected with some people who are intending to organise a series of explosions to damage the fossil fuel industry.

Delmar was born overseas and moved to the UK some years ago. He’s experienced racism before and often feels his culture is misunderstood. His classmates often wrongly assume he and his family smoke cannabis and listen to certain kinds of music all the time. They tend to copy his accent whenever they see him which Delmar finds insulting.

Recently he met someone online who seemed to understand how frustrated these stereotypes made him feel. They suggested he read some passages in a holy book. They’d prepared a video to explain the meaning of the passages for him.

Delmar’s online contact agreed to meet with him to talk more about faith and Delmar’s cultural background. They were holding a meeting in the city over the weekend and invited Delmar. They offered to help him see the ways he can open people’s eyes to the hypocrisy and intolerance in their communities. They said that sometimes getting attention means doing more than just talking.

Gina loves animals and started eating a vegan diet last year. She joined a local vegan group mainly because she wanted to learn more about a healthy vegan diet but has since become involved in some of their campaigning work. She regularly talks in favour of veganism at the vegan group’s stand at a local food market and has written a range of blogs and emails aimed at local politicians and supermarkets. She recently attended a demonstration held to protest about the intention to build a new zoo and was filmed being very unkind about the sort of people who support keeping animals in cages. This was then anonymously posted online and shared with classmates.

Jimmy’s dad has been involved in the local branch of a political party that have a lot of members with far-right viewpoints. He has been attending protests with his dad but is not particularly comfortable with some of the comments he hears. He has been asked to hand out leaflets that he thinks are offensive and there has been talk of him joining in on ‘something big’.

Jamil has seen the May Day anti-capitalist protests in London and likes the idea of vandalising the banks as a way of venting his anger about economic inequalities. He has booked a ticket to London and has bought spray cans and a mask.
Lesson 2: Understanding and preventing extremism

Resource 2: Extremism or protest scenarios teacher notes

1. **Protest or extremism:** Amelia’s protest involved trespass in a government building. This is a more direct form of protest which has legal consequences. The planned explosions are forms of violent extremism.

   **Consequences for Amelia:** a police caution will remain on her police record and will be disclosed in more detailed background checks (required for jobs like teaching or nursing) for 6 years if cautioned as an adult or 2 years if under 18 when cautioned. Her intended actions regarding the explosions are very serious and even taking part in the planning of this extremism could lead to a serious conviction and punishment. This would have an impact on her future life chances.

   **Consequences for others:** someone could be seriously injured or killed by her intended actions. The unrest and upset caused by such incidents affects the wellbeing of those in the community. The financial costs of such activities impact on all of society through legal costs (police, courts, prison etc.), repair and insurance costs (even if the companies pay the initial bill, consumers will pay these costs in the future prices charged).

   **Advice to a friend:** Amelia’s actions could result in massive loss of life and damage so it is important she does not participate, and reports the group’s plan to police and/or a trusted adult.

2. **Protest or extremism:** Delmar has not taken part in either protest or extremist behaviour yet. However, he needs to be aware that this seems to be a radicalisation process which could involve him in extremism very quickly.

   **Consequences for Delmar:** the online recruiter seems to be distorting Delmar’s thinking and using his legitimate upset over the discrimination he has experienced to radicalise Delmar. This could leave Delmar confused and angry at the very least, but could lead to him being arrested for involvement in extremist activities.

   **Consequences for others:** the potential consequences for others are determined by the actions which Delmar’s online contact is engaged in. The amplification of Delmar’s isolation and anger are not supportive of community cohesion.

   **Advice to a friend:** Delmar should speak to a trusted adult about the situation and his intention to meet his online contact. The friend should do the same or report it directly via an online portal or the police so that the person contacting Delmar can be investigated.

3. **Protest or extremism:** All Gina’s actions are forms of legitimate protest. The unkind comments could constitute something more serious if they are discriminatory or incite violence, for example, but in the circumstances, this would be considered protest.

   **Consequences for Gina:** Video footage of her involvement in the protest could have social consequences if classmates believe she is unkind to others, as well as consequences for her reputation more generally, and therefore career/education aspirations.

   **Consequences for others:** Those insulted on the day of the protest are less likely to engage with Gina’s messages. Gina’s parents are likely to have concerns about her actions.

   **Advice to a friend:** Gina’s friend could support her in ensuring the video footage is taken down. They could help Gina to see how valuable her contributions on the issues have been, and that these are more constructive ways to get her voice heard.
4. **Protest or extremism:** Jimmy’s attendance at demonstrations is a legitimate form of protest. The scenario does not discuss the content of the flyers but their distribution could be illegal if it contains hate speech. The ‘something big’ sounds as if it could be extremist in nature.

**Consequences for Jimmy:** Jimmy is being involved in a potentially extremist group when he does not want to be. He may end up with a police record or harming others which will have clear consequences (see above).

**Consequences for others:** Jimmy’s community will be affected by the protests. Far-right extremism creates community divisions and heightens the risk of violence in the area.

**Advice to a friend:** Jimmy needs to talk to a trusted adult about the situation. Although it may feel uncomfortable to talk about the group and his dad’s involvement, his dad is likely to get in a lot of trouble if the ‘something big’ is illegal and leads to serious consequences. Jimmy’s friend should talk to a trusted adult (e.g., a teacher) if Jimmy does not as this is a serious concern.

5. **Protest or extremism:** Jamil intends to take part in vandalism which is against the law. He does not appear to be acting truly to make a political point. There is the suggestion that this is more about a reason to engage in criminal activity.

**Consequences for Jamil:** Vandalism is a form of criminal damage which is against the law. Even going equipped to commit such a crime is enough for Jamil to be arrested. There will be consequences in terms of his employment options if he is cautioned or convicted of an offence related to these intended actions. Some countries refuse entry if a person is convicted of any crimes which would reduce Jamil’s travel options — for work or leisure.

**Consequences for others:** London businesses and workers suffer when protests become violent or result in criminal damage. This in turn impacts the national economy which Jamil claims to be protesting about.

**Advice to a friend:** It is important to try to stop Jamil taking part in these protests in this way. Telling a trusted adult can help to ensure help for Jamil.
Lesson 2: Understanding and preventing extremism

Resource 3: How can we reduce alienation and extremism in our communities

Some of my friend’s posts on social media made me cringe. Loads of people seemed to find it funny so I didn’t tend to say anything. But I realised I could report anonymously which got some removed. I also started posting funny memes to show I didn’t agree — they got loads of likes and they’ve stopped posting so many nasty comments.

We go to a youth group where this guy tried to get us involved in a protest. Something about it didn’t feel quite right so we told our parents.

I am worried that my culture is disappearing and that the people in power aren’t listening to these concerns. So I joined a political party that reflected my opinions and I regularly join my local branch to campaign on issues that are important to me.

In the past, I have had comments about my faith which have made me feel like I wasn’t part of my local community. But I have also been inspired by the respect and interest shown by young people visiting our local Gurdwara.

I think people these days are far too worried about being politically correct! I make fun out of everyone — rich, poor, tall, short — so it’s hardly discrimination if I make jokes about religion or disability is it?! But someone in my office told me they were upset by a joke I made. At first I thought they were being oversensitive but I guess it helped me see their point of view a bit. I stopped telling jokes about minority groups at work and the person came up to me the other day to say how much it meant that I’d listened to them. I think even my line manager has noticed which has got to be good for my promotion prospects, hasn’t it?!

I remember reading about someone who’d been arrested for extremist activities. They’d started reading all these radical websites as they’d been bullied at school. They’d been angry about the way people seemed to behave and the sites had given them an easy answer — that certain people were to blame. I felt really saddened by their story. It inspired me to help people feel more included and talk to people if I thought they were having a bad time. I ended up feeling much more connected to people and I made some really cool friends because of my change in attitude.

Life at home was tough. We didn’t have a lot of money so when I got this promise of a better life, it sounded like a quick way out of a pretty horrible situation. But there was something telling me that the great life they were trying to get me to sign up to wasn’t the full truth. I spoke to some people I could trust who showed me what life was really like for people who’d joined. I’m so glad I talked to someone before I did something that wasn’t really me.
Lesson 3: How are people drawn into extremist groups?

<table>
<thead>
<tr>
<th>Main roles available:</th>
<th>Smaller roles available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrator</td>
<td>Akeem</td>
</tr>
<tr>
<td>Loukia</td>
<td>Tara</td>
</tr>
<tr>
<td>Darren</td>
<td>Dora</td>
</tr>
<tr>
<td>Janice</td>
<td>Mr Hubbard</td>
</tr>
<tr>
<td></td>
<td>Toby</td>
</tr>
</tbody>
</table>

Scene 1: Afternoon registration

**Narrator:** Loukia’s parents lost their jobs in Greece due to the financial crisis, so when her mum found a good job in the UK, the family decided to move. Now she has to start afresh in a new school in a new country, speaking a different language. She was taught English at school, but she doesn’t feel confident talking with her classmates in case she gets something wrong and people laugh.

It’s the end of Loukia’s first week at Trivale school. She has only spoken to a few people and has been feeling a little left out.

**Akeem:** Where’s my PE folder? Loukia — you borrowed it to catch up on what we did last year. Did you give it back?

**Loukia:** I gave it straight back to you. Don’t you remember?

**Akeem:** Your sort are all the same — can’t be trusted.

**Narrator:** Akeem walks off, leaving Loukia wondering what just happened.

Scene 2: Youth group

**Narrator:** Loukia’s form tutor realised that she was finding it hard to settle in at the school, so she recommended a local youth group which Loukia could join.

**Loukia:** Hi — I’m Loukia.

**Tara:** I’m Tara — great to meet you. I’ve not seen you here before — you must be new.

**Loukia:** Yeah — I’ve just moved here. Thought I’d come along and see what this group was like.

**Tara:** Everyone’s really friendly here. Do you go to school close by?

**Loukia:** Yeah, I’ve just joined at Trivale Comprehensive—just up the road.

**Tara:** I know it — let me introduce you to Darren, my brother. Hey Dazza! This is Loukia.

**Darren:** Great to meet you. You new in town?

**Loukia:** New in the country really.

**Darren:** Oh cool — where are you from?

**Loukia:** Greece — just outside Athens.

**Darren:** Wow! My family are thinking of getting a holiday home out there. My mum is even talking about retiring there one day. What’s it like with all the tourists?
Loukia: It's a really beautiful place. The tourists were really annoying — they kept clogging up the roads and cafes — but most were really friendly and tourism's important for the economy, so ...

Darren: Yeah — I can understand that.

Toby: Are you coming, Dazza, or what?!!

Darren: Look, I've gotta dash — I said I'd help out a mate. Catch you later.

Narrator: Loukia and Tara hang out some more and even manage a game of pool with a broken cue.

Scene 3: Geography lesson

Narrator: Loukia and Tara have become good friends. They sometimes hang out with Darren too, and Loukia has developed a bit of a crush on him. But things haven't really improved for Loukia much at school.

Mr Hubbard: Migration is the movement of people from one country to another.

Dora: That's like them immigrants, Sir?

Mr Hubbard: What do you mean, Dora?

Dora: Well they come to this country, steal all the good jobs and houses and talk in some stupid language no one understands.

Narrator: A number of people in the class laugh and voice extra comments of agreement. Loukia tries not to make eye contact with anyone as she barely knows her classmates and doesn't want to disagree with anyone, but when they say those things, they’re talking about her and her family.

Scene 4: Tara’s home

Loukia: All right Dazza! How was your weekend?

Darren: Amazing!! I went to a festival with a bunch of friends. It was epic!!

Loukia: Now I remember — I saw some of your posts — looks like there were some great bands there.

Darren: There were — it was the best. Actually, I was just about to talk to you both about something. When I was at the festival, I met this great group of anti-capitalist demonstrators. They’re off-the-wall but really know their stuff. They’ve invited me along to a meeting tonight — did you two want to come along?

Tara: Can’t — I’ve got a Psychology test tomorrow I’m revising for. And anyway, I don't have any interest in being lectured after school — it’s bad enough when I’m in school.

Darren: Have it your way, sis. Loukia?

Loukia: Ummm … yeah, I think I can make it.

Darren: Great. Janice — this person I met at the festival — she says they organise protest marches, talks and stuff. She says they have been up to all sorts to get people’s attention.

Tara: What kind of things?

Darren: Look — I can’t explain it all properly. But you should definitely come with me to this thing tonight, Loukia. I think they’re showing a movie so we should get there early to find a seat.

Narrator: Even though Loukia isn’t really sure what an anti-capitalist demonstration is — she’d have to look it up on a translation site for a start — she really likes Darren so decides to go to the meeting.
Scene 5: At the anti-capitalist group

**Narrator:** The pair watch the film — it is a pretty hard-hitting film on how lives have been ruined by the economic crash and how it is all the fault of bankers gambling with people’s money. It makes Loukia feel really upset. A speaker takes to the stage ...

**Janice:** ... if you feel the way I feel about this, I know you want to do something about it! There can be no excuses! The corporate machine that ruins people’s lives needs to be stopped. If you aren’t part of the solution, you’re part of the problem. Come and speak to me if you want to be part of the solution!

**Narrator:** Loukia is really impressed by the speaker. Janice knows a lot about what has happened and seems to feel exactly like her. She and Darren decide to go over to talk to the speaker (who turns out to be Janice, the friend Darren was talking about) now that everyone has started to drift away.

**Darren:** Hi Janice — great speech. This is Loukia — we’d like to help.

**Janice:** That’s great, I’m so glad you stayed behind to talk to me. We really need to take action now, before people forget what the bankers did and let them get away with it. But you’ve got to really commit — we want you to really make a difference — so we don’t want people who are planning on wasting our time. Are you free to hand out some flyers at the protest on Saturday?

**Narrator:** Feeling embarrassed, and not wanting to look flakey in front of Darren, Loukia overcompensates by promising to do whatever it takes — she says she’s free at the weekend.

**Darren:** Count me in!

Scene 6: In town at the protest stand

**Narrator:** Loukia hears Darren and Janice talking and gets really inspired; maybe she should go on a big protest march. After all, she agrees that the economic crash has made things difficult for people — it changed her family’s lives completely — and it makes sense if she is handing out flyers about it that she should support the organisation properly. She’s part of a group now — she has to act like a member of the group.

**Loukia:** I’ve decided to go to the march in London.

**Janice:** That’s my girl.

**Narrator:** Just then, Loukia’s teacher comes past and starts talking to Loukia about the flyers she is handing out.

**Mr Hubbard:** Hello, Loukia. How are you doing?

**Loukia:** I’m great thank you, Sir.

**Mr Hubbard:** I’m glad you have found something to keep you occupied on this sunny Saturday. But I’m not quite sure about some of the information on these flyers. Where are these statistics from?

**Loukia:** Ummm ...

**Janice:** We don’t expect people like you to understand. You establishment cronies working for schools are just like all the rest — teaching people to ignore what’s going on right in front of them. Leave Loukia alone, she doesn’t have to talk to you outside of school.

**Narrator:** Janice pulls Loukia away and starts to confide in her that she can’t trust people like her teacher — they will always try to keep the status quo so they don’t feel guilty for not doing what is necessary to change society and make it better.
Scene 7: Mr Hubbard’s office

Mr Hubbard: I’m glad we have a chance to talk. Don’t worry — you aren’t in any trouble. I was just a little surprised by your reaction when we bumped into each other at the weekend. Perhaps you could tell me a little bit more about the group you are with.

Loukia: They are just some friends. We talk about the economy and things. I’ve learned a lot from them.

Mr Hubbard: I’m really glad you are making friends. And that you are involving yourself in the community — that’s really important. But you need to be careful. Sometimes people like your friend aren’t the best people to listen to.

Loukia: She said you’d be like this. She was right!

Mr Hubbard: I just want you to be careful. I am sure you are making really good decisions. But it can sometimes be difficult to see other sides of a story if someone you respect tells you something.

Narrator: Loukia is embarrassed and angry and just wants to leave, so she stops listening and talking and just nods until her teacher lets her leave. When she’s finished, she texts Darren, who says to ‘ignore fascists like old Hubbard — he doesn’t know what he’s talking about! Who do you trust more — me and Janice or that stuffy git?!’

Scene 8: At Janice’s house

Narrator: Loukia and Darren have been attending lots of meetings and stands in the town centre recently and have been asked by Janice to come to a special meeting to talk about doing something different that will really have an impact.

Darren: So what did you call us here for?

Janice: We need to do something serious to make a difference, don’t you think?

Loukia: Yes — but what more can we do?

Janice: I’m glad you asked. I’ve been working on a plan. It’s top secret, and only the people I really trust know about it. At the march this weekend, a group of us are going to break into a bank and spray a message on the walls so everyone knows how evil the banks are. You’re in, aren’t you?

Darren: Finally, we get to do something that will make people really stand up and think. You’re in, aren’t you Loukia?
Lesson 3: How are people drawn into extremist groups?

Scene 1: Afternoon registration

Narrator: Loukia’s parents lost their jobs in Greece due to the financial crisis, so when her mum found a good job in the UK, the family decided to move. Now she has to start afresh in a new school in a new country, speaking a different language. She was taught English at school, but she doesn’t feel confident talking with her classmates in case she gets something wrong and people laugh.

It’s the end of Loukia’s first week at Trivale school. She has only spoken to a few people and has been feeling a little left out.

Akeem: Where’s my PE folder? Loukia — you borrowed it to catch up on what we did last year. Did you give it back?

Loukia: I gave it straight back to you. Don’t you remember?

Akeem: Your sort are all the same — can’t be trusted.

Narrator: Akeem walks off, leaving Loukia wondering what just happened.

Questions

- What do you think Akeem meant?
- How would Loukia be feeling?
- What could others in the registration group have done in this situation to help?

Scene 2: Youth group

Narrator: Loukia’s form tutor realised that she was finding it hard to settle in at the school, so she recommended a local youth group which Loukia could join.

Loukia: Hi — I’m Loukia.

Tara: I’m Tara — great to meet you. I’ve not seen you here before — you must be new.

Loukia: Yeah — I’ve just moved here. Thought I’d come along and see what this group was like.

Tara: Everyone’s really friendly here. Do you go to school close by?

Loukia: Yeah, I’ve just joined at Trivale Comprehensive — just up the road.

Tara: I know it — let me introduce you to Darren, my brother. Hey Dazza! This is Loukia.

Darren: Great to meet you. You new in town?

Loukia: New in the country really.

Darren: Oh cool — where are you from?

Loukia: Greece — just outside Athens.

Darren: Wow! My family are thinking of getting a holiday home out there. My mum is even talking about retiring there one day. What’s it like with all the tourists?

Loukia: It’s a really beautiful place. The tourists were really annoying — they kept clogging up the roads and cafes — but most were really friendly and tourism’s important for the economy, so ...!
Darren: Yeah — I can understand that.

Toby: Are you coming, Dazza, or what?!!

Darren: Look, I've gotta dash — I said I'd help out a mate. Catch you later.

Narrator: Loukia and Tara hang out some more and even manage a game of pool with a broken cue.

Questions

- What might people think about Darren's mum hoping to retire in Greece? How do you think the local population might feel about it?
- How would Loukia be feeling after meeting Tara and Darren?

Scene 3: Geography lesson

Narrator: Loukia and Tara have become good friends. They sometimes hang out with Darren too, and Loukia has developed a bit of a crush on him. But things haven't really improved for Loukia much at school.

Mr Hubbard: Migration is the movement of people from one country to another.

Dora: That's like them immigrants, Sir?

Mr Hubbard: What do you mean, Dora?

Dora: Well they come to this country, steal all the good jobs and houses and talk in some stupid language no one understands.

Narrator: A number of people in the class laugh and voice extra comments of agreement. Loukia tries not to make eye contact with anyone as she barely knows her classmates and doesn't want to disagree with anyone, but when they say those things, they're talking about her and her family.

Questions

- Where do you think Dora's views have come from? Are they accurate?
- How would Loukia be feeling after the comments in this lesson?
- What could others in the class have done which would have made Loukia feel less alienated?

Scene 4: Tara’s home

Loukia: All right Dazza! How was your weekend?

Darren: Amazing!! I went to a festival with a bunch of friends. It was epic!!

Loukia: Now I remember — I saw some of your posts — looks like there were some great bands there.

Darren: There were — it was the best. Actually, I was just about to talk to you both about something. When I was at the festival, I met this great group of anti-capitalist demonstrators. They're off-the-wall but really know their stuff. They've invited me along to a meeting tonight — did you two want to come along?

Tara: Can't — I've got a Psychology test tomorrow I'm revising for. And anyway, I don't have any interest in being lectured after school — it's bad enough when I'm in school.

Darren: Have it your way, sis. Loukia?

Loukia: Ummm ... yeah, I think I can make it.

Darren: Great. Janice — this person I met at the festival — she says they organise protest marches, talks and stuff.
She says they have been up to all sorts to get people's attention.

**Tara:** What kind of things?

**Darren:** Look — I can't explain it all properly. But you should definitely come with me to this thing tonight, Loukia. I think they're showing a movie so we should get there early to find a seat.

**Narrator:** Even though Loukia isn't really sure what an anti-capitalist demonstration is — she'd have to look it up on a translation site for a start — she really likes Darren so decides to go to the meeting.

**Questions**
- *What is an anti-capitalist demonstration?*
- *Is there anything that Darren said which should make Loukia think hard about joining the group, even if she decides to go to the meeting?*

**Scene 5: At the anti-capitalist group**

**Narrator:** The pair watch the film — it is a pretty hard-hitting film on how lives have been ruined by the economic crash and how it is all the fault of bankers gambling with people’s money. It makes Loukia feel really upset. A speaker takes to the stage ...

**Janice:** ... if you feel the way I feel about this, I know you want to do something about it! There can be no excuses! The corporate machine that ruins people's lives needs to be stopped. If you aren’t part of the solution, you’re part of the problem. Come and speak to me if you want to be part of the solution!

**Narrator:** Loukia is really impressed by the speaker. Janice knows a lot about what has happened and seems to feel exactly like her. She and Darren decide to go over to talk to the speaker (who turns out to be Janice, the friend Darren was talking about) now that everyone has started to drift away.

**Darren:** Hi Janice — great speech. This is Loukia — we'd like to help.

**Janice:** That's great, I'm so glad you stayed behind to talk to me. We really need to take action now, before people forget what the bankers did and let them get away with it. But you've got to really commit — we want you to really make a difference — so we don't want people who are planning on wasting our time. Are you free to hand out some flyers at the protest on Saturday?

**Narrator:** Feeling embarrassed, and not wanting to look flakey in front of Darren, Loukia overcompensates by promising to do whatever it takes — she says she's free at the weekend.

**Darren:** Count me in!

**Questions**
- *Given what we know about media reporting, is it likely that the banking sector were entirely to blame for the recent difficult economic situation?*
- *Is there anything that could be affecting Loukia's decision-making in this situation?*
- *Is there anything worrying about Janice's behaviour?*

**Scene 6: In town at the protest stand**

**Narrator:** Loukia hears Darren and Janice talking and gets really inspired; maybe she should go on a big protest march. After all, she agrees that the economic crash has made things difficult for people — it changed her family's lives completely — and it makes sense if she is handing out flyers about it that she should support the organisation properly. She's part of a group now — she has to act like a member of the group.
Loukia: I’ve decided to go to the march in London.

Janice: That’s my girl.

Narrator: Just then, Loukia’s teacher comes past and starts talking to Loukia about the flyers she is handing out.

Mr Hubbard: Hello, Loukia. How are you doing?

Loukia: I’m great thank you, Sir.

Mr Hubbard: I’m glad you have found something to keep you occupied on this sunny Saturday. But I’m not quite sure about some of the information on these flyers. Where are these statistics from?

Loukia: Ummm ...

Janice: We don’t expect people like you to understand. You establishment cronies working for schools are just like all the rest — teaching people to ignore what’s going on right in front of them. Leave Loukia alone, she doesn’t have to talk to you outside of school.

Narrator: Janice pulls Loukia away and starts to confide in her that she can’t trust people like her teacher — they will always try to keep the status quo so they don’t feel guilty for not doing what is necessary to change society and make it better.

Questions

• Is there anything that could be affecting Loukia’s decision-making in this situation?
• Is there anything worrying about Janice’s behaviour?
• Is there anywhere that Loukia could have gone for advice about this situation?

Scene 7: Mr Hubbard’s office

Mr Hubbard: I’m glad we have a chance to talk. Don’t worry — you aren’t in any trouble. I was just a little surprised by your reaction when we bumped into each other at the weekend. Perhaps you could tell me a little bit more about the group you are with.

Loukia: They are just some friends. We talk about the economy and things. I’ve learned a lot from them.

Mr Hubbard: I’m really glad you are making friends. And that you are involving yourself in the community — that’s really important. But you need to be careful. Sometimes people like your friend aren’t the best people to listen to.

Loukia: She said you’d be like this. She was right!

Mr Hubbard: I just want you to be careful. I am sure you are making really good decisions. But it can sometimes be difficult to see other sides of a story if someone you respect tells you something.

Narrator: Loukia is embarrassed and angry and just wants to leave, so she stops listening and talking and just nods until her teacher lets her leave. When she’s finished, she texts Darren, who says to ‘ignore fascists like old Hubbard — he doesn’t know what he’s talking about! Who do you trust more — me and Janice or that stuffy git?!’

Questions

• Is there anything that could be affecting Loukia’s decision-making in this situation?
• How would Darren’s text have made Loukia feel?
• What else could Mr Hubbard have done in this situation if he was still worried about Loukia?
Scene 8: At Janice’s house

Narrator: Loukia and Darren have been attending lots of meetings and stands in the town centre recently and have been asked by Janice to come to a special meeting to talk about doing something different that will really have an impact.

Darren: So what did you call us here for?

Janice: We need to do something serious to make a difference, don't you think?

Loukia: Yes — but what more can we do?

Janice: I’m glad you asked. I’ve been working on a plan. It’s top secret, and only the people I really trust know about it. At the march this weekend, a group of us are going to break into a bank and spray a message on the walls so everyone knows how evil the banks are. You’re in, aren’t you?

Darren: Finally, we get to do something that will make people really stand up and think. You’re in, aren’t you Loukia?

Questions

• Is there anything that could affect Loukia’s ability to make a sound decision in this situation?
• What might be the consequences of taking part in Janice’s plan?
• What are the difficulties for Loukia if she decides not to take part?
• What should Loukia do next? [Think about whether Loukia should take part, what to do about Darren’s potential involvement, what to do about Janice and her group.]
Lesson 3: How are people drawn into extremist groups?

Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, this series of lessons.

*1 means lowest level, 5 means highest.

<table>
<thead>
<tr>
<th>My self-assessment against the learning outcomes of this unit</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can explain the importance of respecting diversity</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I can assess the impact of media, social media and actions on people’s attitudes around diversity</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I can distinguish violent extremism from legitimate behaviours in a democracy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I can demonstrate the ability to advise someone who is worried about another’s behaviour</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. I can identify behaviours which contribute to community efforts to reduce the risk of violent extremism</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. I can identify and explain techniques used to engage someone with an extremist group</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I can explain ways to respond if someone may be being groomed to engage in extremism</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before the lessons</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>After the lessons</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>