

The ACT Building Resilience Project

Lesson plans: Extremism and terrorism as reported in the media

School: Priory School, Southsea, Portsmouth

Lesson 1: Can we believe all we are told?

Learning outcomes:

- Can I describe how information is transferred?
- Can I explain the need for accurate reporting?
- Can I evaluate the impact of false information?

Do Now activity – pictures which pupils were asked to look at and make connections between (possible connections include the refugee crisis and ISIS etc.).

Starter using Chinese Whispers to consider how information is transferred and whether the information is always accurate.

Video clips from Harry Potter – showing relationship between Harry and Professor Snape and how we change our opinion of Snape as we gain more information about him. Then looking at what pupils know about the media and reporting of Brussels and Paris attacks on social media (including inaccurate posts).

Lesson 2: How extreme is extreme?

Learning outcomes:

- Can I define extreme and extremism?
- Can I describe an extreme and or/reasoned response?
- Can I analyse an example of extremism?
- Can I evaluate whether France's actions were extreme or reasonable?

Starter using pictures/videos of things like a tornado, severe haircut, rally car, skateboarding/snowboarding - what is the connection ('extreme' behaviour) - and then exploring the language of 'extremism' and what extreme might look like.

Card sort – small case studies to enable pupils to explore their ideas on what they see as 'extreme' and 'reasonable' behaviour.

Written task for pupils asking them to explore France's response (airstrikes on Syria) to the Paris attacks and whether that was 'extreme' or 'reasonable' (video clips and newspaper articles used to inform their answer to this).

Lesson 3: Islam: a religion of peace? Lesson exploring Islamophobia.

Learning outcomes:

- Can I identify and define a phobia?
- Can I analyse the actions of Anonymous?
- Can I evaluate Islamophobia and respond using artistic design?

Starter using images of different things people have phobias of and see if pupils can guess the connection.

Class define what is meant by Islamophobia – using a picture as stimulus.

Watch two video clips posted online by the digital activists/hacktivists 'Anonymous' who have been active recently in taking down websites that copy or spread propaganda from the terrorist outfit ISIS, and have produced messages following the Brussels attack (22/03/16) to explain their actions and also encourage others to join them in their fight against terrorism and Islamophobia.

Class discussion on the actions taken by Anonymous. Members of Anonymous wear a distinctive mask (used in the graphic novel 'V for Vendetta') so pupils were then asked to design a mask with words related to Islamophobia and to challenge Islamophobic ideas, and on the inside of the mask a message giving their own opinions about Islamophobia – these were drafted on templates first and then actual white masks and newspapers (linking to the idea of challenging what they see in the media) were used to produce a mask.