The ACT Building Resilience Project

Scheme of Work: Exploring extremism

School: St Bedes & St Joseph’s Catholic College, Bradford

Year groups: Year 9 & Year 10 Students

Lesson number 1

Learning outcomes:
- To be able to define the key terms correctly – Far Right/Islamic Extremist/Extremism etc.
- To be able to identify choices/actions that are in the video that are examples of Ryan becoming radicalised
- To be able to identify key warning signs in a friend like Ryan that something is not right

Resources:
- Work sheets – create as an A3 handout so all the slides are on one sheet
- Video

Activities:
Task 1 – Get students to complete the left side of the worksheet before watching the video engaging with the following:
- What I think extremism is
- What I currently know about extremism e.g. groups etc.
- What a BLOOMING good question (creating a critical thinking question)
- What I think ‘Far Right’ means
- What I think ‘Islamic Extremists’ mean

The video will take 2 lessons (1 hour lessons) as you will pause the video to discuss what had happened and help the students fill in the grids (A3 handout)

Enrichment – homework task:
Now that you have watched this video I want you to write a review of it. It was made in Bradford and has been given to us as a free resource. What are your thoughts about the video? Does it make you consider extremism differently? What have you learnt from this video? Do you think it should be used in schools? Explain your answer in your books.

Lesson number 2

Learning outcomes:
- To be able to use key terms effectively
- To be able to discuss the meaning of a controversial quote
- To develop the skills to think critically and debate political questions
Resources:
- PowerPoint
- Handouts from the PowerPoint
- Access to You tube for the video links

Activities:

**TASK ONE.** Students complete a questionnaire that covers what they already know about extremism (Slide 3).

Using Slide 5 as a handout, Students use the information on the handout to create a definition for Terrorism, Extremism & Radicalisation - they are not allowed to copy the definitions on the sheet they must summarise them. Then get some of the students to read out their definitions. You should notice that there is quite a variety of definitions. Use this as an example to demonstrate that there are a lot of different definitions out there on the internet etc. Then agree as a class the definitions you will use when discussing these things.

Using Laqueur’s quote on slide 9 students discuss the questions in pairs and small groups before the class discussion. The aim of doing this exercise is to get them to understand that sometime people do ‘violent acts and justify them as acceptable’. Terrorism and extremism often follow radicalisation where individuals feel there is no democratic and peaceful alternative. Remember the Suffragettes were seen as radicals in their time.

Slide 10 **Sam Richards: A radical experiment in empathy.** However, sometimes radicalisation can lead immediately to violent acts where individuals do not recognise democracy as being acceptable. In asking students for their opinions on whether we should try to understand extremists and terrorists, the responses and reasons can be enlightening.

**Lesson number: 3**

**Learning outcomes:**
- To be able to identify actions that could be seen as ‘extreme’
- To apply information from the sources provided to a question as examples in a PEEL chain (Point-Example-Explain-Link)

**Resources:**
- PowerPoint
- Case studies printed as cards
- Handout
- Fundamental British Values list

**Activities:**

Read the case study and share it with the rest of the group. A lot of questioning and discussion. Teacher asks probing questions using the Blooms framework to get more in depth discussion about these groups.

Get the students into an opinion line - which group do they think is the most extreme and be prepared to explain why. This activity can give some interesting responses – e.g. “This group is worst because they killed people and were racist” etc.

Many extremist groups challenge the very notion of equality, justice and democracy and human rights as accepted by the UK. Partly in response to this the UK government
introduced a requirement for schools to teach about what it called fundamental British Values. Using slide 15, explore these Values and explore their role in respect of extremism.

Finally, students then write in their books a summary of their extremist group and what they have done that could be considered to be extreme.

Enrichment:
You can suggest that your students watch the Reggie Yates series as he actually met some of the modern KKK. This can form part of your discussion during the lessons as students watch it on BBC i-Player.

Lesson number: 4

Learning outcomes:
- To be able to explain what 9/11 is using details from sources
- To be able to argue whether or not 9/11 counts as a significant event

Resources:
- PowerPoint.
- YouTube videos
- Opinion handout sheet

Activities:
Students look at sources about 9/11 from YouTube videos and printed slides from the power point. I discussed what I was doing when 9/11 happened as to my generation it was a ‘where were you moment’ and why my generation might see it as this. E.g. the mass loss of life, the dramatic changes that happened to security checks post 9/11 in airports etc.

They use this information to discuss what 9/11 was and the things that happened as part of that event & afterwards.

Discuss as a class and mind-map the significance of the event. Students then answer the following question: Is 9/11 a significant event in Modern History?


*It is upsetting listening to the 999 call etc. and the discussion around it regarding how they might be feeling if they were that lady on the phone asking for help or the 999 person trying to calm her down. You should listen/watch these videos before you use them in lesson so you know when to pause it and when to cut them short (like the 999 call)*

Enrichment:
Allow students time to do additional research at home as well.
Lesson number: 5

Learning outcomes:
- To be able to explain how social media can be used as a tool for modern propaganda
- To be able to answer a thought provoking question they have designed in an essay style
- To consider citizenship actions

Resources:
- PowerPoint
- Computer access required

Activities:
At the start of this unit students were asked to create an essay question they'd like to be able to answer by the end of the unit.

Give them 30 minutes to use the computers and collect relevant sources (print them with the URL) They will then have the rest of the lesson to answer your questions using your sources to help you give examples for your PEEL Chains.

You should pause the lesson so that students have the chance to share their work and strategies of finding useful information with each other.

*You should use this SoW to consider starting of an active campaign with your students in respect of being proactive about resilience. Students might consider lobbying the local council to fund initiatives that go into schools and educate students on how to be resilient to extremism or raising understanding about radicalisation with peer groups or parents or community members. The students could be persuasive by summarising what they have learnt from the SoW and how they will be more aware of radicalisation in our community.*