The ACT Building Resilience Project

Scheme of Work: Exploring issues of extremism and radicalisation through enquiry

School: Addey and Stanhope School, Lewisham, London

Year group(s): Year 9

Lesson number 1 - Exploring issues of terrorism

Learning outcomes:
- Understand the causes of terrorism
- Be more able to define terrorist behaviour, citing case studies of those labelled terrorist

Resources:
- PowerPoints
- Web links

Activities:
- Pupils begin by examining the language around extremism, radicalisation and terrorism
- They look at this language and the varied definitions in relation to the Prevent strategy and listed British Values
- They move to consider what a terrorist might look like and look at stereotypical images before exploring case studies of ISIS and the Animal Liberation Front

Lesson number 2 - How are people radicalised?

Learning outcomes:
- Understand issues of radicalisation
- Be able to understand and explain what motivates young people to be open to radical calls
- Explain these notions to a third party through a written activity

Resources:
- PowerPoint
- News articles

Activities:
- Discussion activity using PowerPoint slides to get thinking started
- Pupils read articles and documents and are set the written task
Lesson number 3 and 4 - Are all terrorists the same?

Learning outcomes:

- To more carefully discuss notions of terrorism by asking critical questions about different groups defined as terrorist
- Be able to explain understanding of terrorist behaviour

Resources:

- PowerPoint
- Researchable articles and case studies

Activities:

- Class discussion on notions of terrorism and perceptions of different types e.g. religious v political
- Group discussion and exploration of case studies of different groups including ISIS and IRA
- Examine how the world might counter a move into terrorist behaviours

Lesson number 5 - Is a terrorist always a terrorist?

Learning outcomes:

- To be able to define closely what a terrorist might be and why they are described as such
- To understand the complex nature of defining terrorism and extremist acts, now and in the past

Resources:

- PowerPoint
- Documents and links to the ANC, apartheid in South Africa and the protest movements of anti-apartheid SA

Activities:

- Explore what apartheid is/was in South Africa
- Use historical sources to examine critically resistance to apartheid
- Discuss and answer key questions about labelling of terrorists and the notion of freedom fighters

Lesson number 6 - How helpful is government advice to schools in meeting the challenge of radicalisation?

Learning outcomes:

- To be able to understand how the UK government advises schools in respect of radicalisation, extremism and terrorism
- To be able to explain differing viewpoints on the advice given to schools and offer opinion on strengths and weaknesses
- To draw conclusions and share these with UK government

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**Resources:**

- PowerPoint
- Prior learning and discussion across the previous lessons
- Government documents on advice to schools including reference to Prevent and FBV
- Work sheets and templates

**Activities:**

- Pupils investigate the nature of government advice to schools using resources provided
- Working in pairs and small groups they exchange findings and share thoughts about the advice
- They critique the advice using a template and prompt questions
- They write their own guidance for schools on how to address radicalisation and extremism, noting the role schools and teachers can play and the scope of their responsibility for this