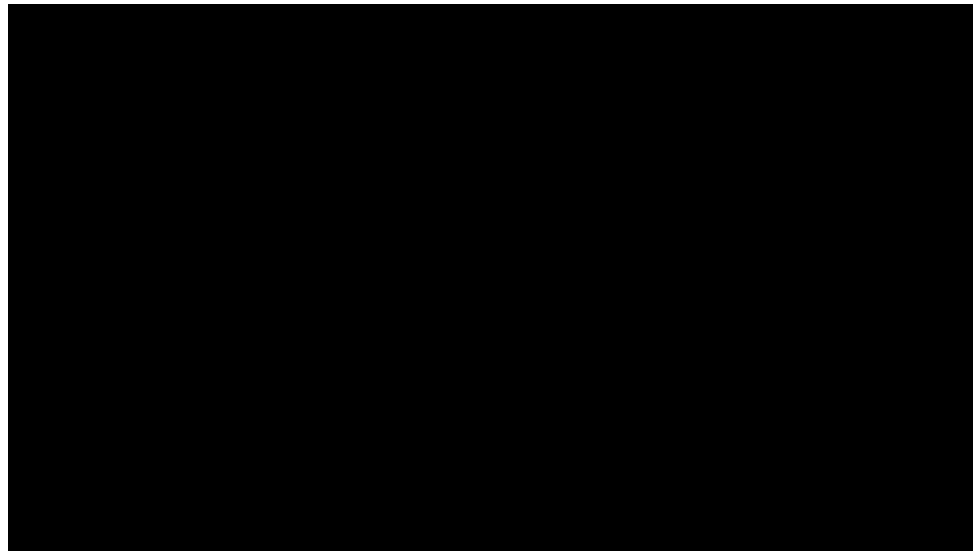


**Support material for
tutors and LSP's.**

**This brief video clip outlines the Prevent Agenda. You
may find this useful when discussing extremism and
radicalisation.**

[\(415\) What is the government's PREVENT strategy? - Qube
Learning – YouTube \(3.30\)](#)



Prevent

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and reduce their impact

Climate for learning

Guidance for tutor team:

- Read the session through before delivery in order to be prepared for the delivery of challenging content
- The aim is to create a safe Teaching and Learning Environment

3 Points to remember

- 1) Establish Ground Rules for discussion
- 2) Distance the Learning – no personal examples
- 3) Encourage Questions (and allow for anonymous questions)

B4L

- **DO** encourage students to **discuss** their thoughts and opinions. Building **oracy skills** within Character Development will improve their oracy skills within your subject area too.
- **DO** insist on the same standards and expectations that students are expected to follow in all lessons. E.g. respect for others, participation in class.

Safeguarding

The content of Character Development can lead to student disclosures. If staff have concerns about a young person, then please follow our usual safeguarding procedures. Record on CPOMS and report to DSL.

Resources

- **Check links:**

Check the 4 links embedded within the ppt.

[\(415\) Counter Terrorism Policing | Careers - YouTube](#)
(0.30)

Further guidance

For additional expert support in answering students' questions, refer to KP (DSL) or SK (CL Personal Development) or CC (ACL Personal Development) or RAO (Careers Lead).

3 TO START



QUICK QUIZ

NEW Knowledge: Question from this week – Preventing Extremism

True or False?

Extremism, Terrorism and Radicalisation all mean the same thing.

OLD Knowledge: Question from previous week – Break-ups

Name one of the three forms of abuse in an UNHEALTHY relationship.

Older Still: Question from previous topic – Types of Relationships

What are the 3 forms of communication?



NEW Knowledge: Question from this week – Preventing Extremism

True or False?

Extremism, Terrorism and Radicalisation all mean the same thing. **False.**

You will learn about the definitions in today's lesson!

OLD Knowledge: Question from previous week – Break-ups

Name one of the three forms of abuse in an UNHEALTHY relationship.

Physical abuse – The intentional use of physical force that can result in physical injury.

Sexual abuse – Pressuring or forcing someone to engage in sexual acts.

Emotional abuse – Behaviors that harm a person's self-worth or emotional well-being.

Older Still: Question from previous topic – Types of Relationships

What are the 3 forms of communication?

Passive

Aggressive

Assertive

Glue in your evaluation sheet.

5mins

Character Development | Values Evaluation



Character Values		Student comments	Teacher signature	Parent/Carer comments <small>(Please see overleaf for details of what your child has been studying this term.)</small>
	Intellectual This is about how you think and learn. It is about the ability to critically evaluate evidence and make judgements. This virtue encourages creativity and curiosity making you knowledgeable and inquisitive.	Provide examples of a time when you were able to demonstrate intellectual virtues. This could be within the Academy, at home or during extra-curricular activities.		Over the course of the term, I can think of examples when my child has questioned what they see/hear rather than take information at face-value. <small>[Think about social media/ news/ their friends.]</small> <small>Please circle the most appropriate number. Please add any comments if you wish to do so.</small>
	Moral This virtue develops your moral compass. It encourages emotional intelligence, empathy and tolerance. As well as, opening your eyes to global issues.	Provide examples of a time when you were able to demonstrate intellectual virtues. This could be within the Academy, at home or during extra-curricular activities.		Over the course of the term, I can think of examples when my child demonstrated respect and compassion for others. <small>Please circle the most appropriate number. Please add any comments if you wish to do so.</small>
	Civic This concerns society and your lives as citizens of OSCA, Sandwell and the wider world. It encourages you to be charitable and considerate people.	Provide examples of a time when you were able to demonstrate intellectual virtues. This could be within the Academy, at home or during extra-curricular activities.		Over the course of the term, I can think of examples when my child has been involved with social action within or outside of the Academy. <small>[Think about volunteering/ donating to charity.]</small> <small>Please circle the most appropriate number. Please add any comments if you wish to do so.</small>
	Performance This virtue provides the qualities needed to perform, present, interview and communicate effectively. In addition, you evaluate how you present yourself to others.	Provide examples of a time when you were able to demonstrate intellectual virtues. This could be within the Academy, at home or during extra-curricular activities.		Over the course of the term, I can think of examples when my child has presented their point of view in an articulate and respectful manner. <small>Please circle the most appropriate number. Please add any comments if you wish to do so.</small>

Remember, whilst you will gain an understanding and awareness of Character Values within the lesson, it is likely that you will demonstrate and display these key values at home too!

Therefore, you should have had the opportunity to take your evaluation sheet home and share your examples with your parent/carer.

Your parent/carer should have evaluated how well they think you have demonstrated each of these Character Values at home.

In today's lesson we will be focusing on:

Moral Virtues



Developing a moral compass
Exploring emotional responses
Developing empathy
Building a set of values and morals
Becoming tolerant and acceptant
Exploring global issues.

In today's lesson we will be focusing on:

Civic Virtues



How you behave in society
How you are viewed as a citizen
Being charitable
Being considerate
Understanding your place in society
Understanding your community
Understanding the world around you

Title: How can we prevent extremism?

STARTER - 5mins

Look at the statements below. Decide which are true and which are false.
Click to reveal each answer in turn.

	True or False?
You can spot someone with extreme beliefs purely by looking at them.	False
Extremism always leads to violence.	False
Extremism can apply to issues such as nuclear weapons, rights for fathers and animal testing.	True
Extremism exists all over the world.	True
Some extremist groups believe that they are following God's instructions.	True
Extremist groups sometimes target susceptible young people.	True

Task 1 - 5mins

In your book complete the sentence starters. Leave 5 lines between each one as we will return to this at the end of the lesson and revise/add to our answers.

- 1) I think extremism means....
- 2) I think terrorism is....
- 3) I think radicalisation means ...
- 4) I think the causes of extremism are...



Stretch & Challenge:

4) I think we could tackle terrorism by...

Title: How can we prevent extremism?

Key terms

Extremism: Holding extreme political or religious views.

Far-right extremism: Focusing on the superiority of your ethnic/racial/ religious group above all others to the extent that other types of people are discriminated against and / or seen as inferior.

Terrorism: The unlawful use of violence and intimidation to bring about political or social change.

Radicalisation: The action or process of causing someone to adopt radical positions on political or social issues.

Nationalism: The concept that your country is superior to all others and its people deserve better treatment and living conditions – even at the expense of people from other nations or migrants to your country.

Learning Outcomes:

- Explain what is meant by the terms extremism, terrorism and radicalisation.
- Suggest factors which contribute to the formation of extremist ideologies.
- Consider several ways people can reduce the risks associated with extremism in their communities.



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educate.against.
~~hate~~


HM Government

Watch the following clip (1.02) about **extremism**. Then, discuss the questions on the next slide.



DISCUSSION POINT 1 - 5mins

Tutors please see notes section to facilitate discussion.

Jot down key words as you listen to the clip. This will help you to articulate your discussion.

1. What is (far-right) extremism?

S = Speak in full sentences.

H = Hands away from mouth.

A = Articulate don't mumble

P = Project your voice.

E = Ears and Eyes tracking the speaker.



Extreme Right-Wing Terrorism

educate.against.
~~hate~~


HM Government

Watch the following clip (1.23)
about **extremism then and now**.
Then, discuss the question on the
next slide.



DISCUSSION POINT 2 - 5mins

- 1) What examples of far-right groups can we see in history?
- 2) How do extremist groups spread their hatred?

S = Speak in full sentences.
H = Hands away from mouth.
A = Articulate don't mumble
P = Project your voice.
E = Ears and Eyes tracking the speaker.

British Union of Fascists



educate.against.
~~hate~~


HM Government

Watch the following clip (1.26)
about **recruitment and
radicalisation**. Then, discuss the
question on the next slide.



DISCUSSION POINT 3 - 5mins

1. What is radicalisation?

- S** = Speak in full sentences.
- H** = Hands away from mouth.
- A** = Articulate don't mumble
- P** = Project your voice.
- E** = Ears and Eyes tracking the speaker.



educate.against.
~~hate~~


HM Government

Watch the following clip (1.50)
about **extreme right-wing and
violence**. Then, discuss the
question on the next slide.



DISCUSSION POINT 4 - 5mins

1. How did the video make you feel?
2. What did you learn?

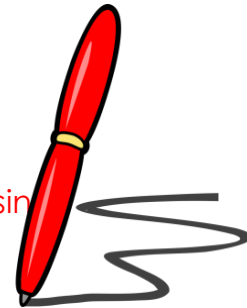
S = Speak in full sentences.
H = Hands away from mouth.
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E = Ears and Eyes tracking the speaker.



**No matter what
our differences,
we have so much
more in common.**

Let's return to our original ideas. In a PEN PEN add your new knowledge.

- 1) I think extremism means.... focusing on the superiority of your ethic, racial or religious group above all others to the extent that other types of people are discriminated against and seen as inferior. They **blame** people who are different for the problems in society.
- 2) I think terrorism is.... the unlawful use of violence and intimidation to bring about political or social change.
- 3) I think radicalisation is ... when someone is **persuaded** to support extremist ideas. For example based on **race, religion, sexuality, nationality, gender orientation**.
- 4) I think the causes of extremism are...
 - A lack of identity, purpose or sense of belonging
 - Demonising of others as different, leaving people feeling separate and/or insecure
 - Sense of injustice regarding the treatment of their culture or beliefs
 - Pressure or influence from violent extremist groups, including through social media
 - Dehumanisation – indifference to violence through violent games, radicalisation process dehumanising 'others'
 - Lack of understanding of faith
 - Lack of critical assessment of information
 - Poverty, unemployment, lack of education and the promise of a better life



Stretch & Challenge:

4) I think we could tackle terrorism by...

Support & Guidance

- Your Tutor
- Head of Year
- Pastoral Team

ACT | ACTION
COUNTERS
TERRORISM

www.actearly.uk

Info about radicalisation and how to report or support someone.

STOP HATE UK
STOP HATE. START HERE

www.stophateuk.org

You can report hate crime on this website.

Add these to your Safeguarding sheet at the front of your book.

 thesharpsystem

ChildLine
0800 1111 

CAREER FOCUS



Watch the clip: [\(415\) Counter Terrorism Policing | Careers - YouTube](#) (0.30)
Discuss: Which of the many different roles within the Counter Terrorism Police do you find most interesting?
Why?

RESOURCES

None to print out.