Online traps: how extremists target you

Facilitator's guide

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Contents

Introduction

Since September 2015, further education and skills providers have been under a legal duty to have due regard to the risk of learners being drawn into terrorism and they must also actively promote fundamental British values.

Young people's age and cognitive development can make them particularly susceptible to extremist ideas and targeting, which in turn can mean they are more vulnerable to being drawn into terrorism.

Further education providers are vital in helping young people find a place in their local community, to instil values, and to build resilience to extremist ideologies to prevent learners from being drawn into terrorism.

DfE has commissioned Since 9-11 to deliver a suite of four teaching packs and accompanying guidance to meet the specific needs of students and teachers in further education and training settings. The resources cover extremism, online traps and targeting by extremists, lies and conspiracies, and British values.

You know your learners best. These resources are designed for flexible delivery across a wide range of learning contexts – helping you tailor your approach to your students' needs. They are designed to be used as either standalone lessons or as bitesize sections in tutorial time, and include:

- Ready-to-use lesson plans
- Practical guidance
- Flexible teaching resources
- podcasts
- videos

Underpinning principles

Underpinning principles are the core values, beliefs, or foundations that guide the development, implementation, and evaluation of learning practice and delivery. In this context their purpose is to provide a clear, consistent, and values-based foundation that guides thinking, planning, and action across ALL delivery and practice.

All four resources in this series are based on the following underpinning principles:

1. **Safeguarding** is an underpinning principle because it is a fundamental value and guiding force in creating safe, supportive, and protective environments, especially for young people, and vulnerable individuals.

2. **Relationships, Sex and Health Education** (RSHE) is not typically considered an underpinning principle itself, but rather a curriculum subject or statutory educational requirement in England. However, it is a curriculum area shaped by and delivering principles such as equality, inclusion, and personal responsibility.

3. **Resilience** is an underpinning principle because it supports the broader goals of education and safeguarding by fostering emotional strength, adaptability, and personal growth in young people and adults.

4. **Respect and tolerance** are essential underpinning principles in education and safeguarding, forming the basis for inclusive, safe, and values-driven environments that promote mutual understanding and positive social interaction.

Learning outcomes

Online traps: how extremists target you

Core learning outcomes Levels 2 and 3	
1. **Explain** what online radicalisation is and how it happens 2. **Identify** signs that someone may be being drawn into extremism 3. **Discuss** how to protect yourself and others online 4. **Demonstrate** where and how to get help	
Level below/SEND considerations **Pre entry – Level 1** *Simplify language, focus on recognition, description, and basic application. Use multi-sensory, visual, and role-play approaches.*	**Stretch and challenge outcomes** **Experienced [ADULT] learners** *Push towards analysis, application, demonstration, workplace relevance, and critical thinking.*
• **Recognise** unsafe online situations through role play or case studies. • **List** trusted adults or services who can help with online worries. • **Identify** simple online safety rules (e.g. privacy settings). • **Recall** when and how to ask for help if worried about online content.	• **Discuss** risks of online radicalisation in personal and professional contexts. • **Describe** warning signs of radicalisation in colleagues, friends, and clients.

Differentiation

Differentiation is essential when delivering education to post-16, further education, and adult learners because this group has diverse abilities, experiences, motivations, and learning preferences.

Why differentiation is important for post-16 learners

Diverse academic backgrounds - Learners may have varying levels of prior knowledge. Some may have recently completed GCSEs, while others may be returning to education after years away. Differentiation helps ensure all learners are appropriately challenged and supported.

Varied learning needs - This age group may include learners with SEND (Special Educational Needs and Disabilities), English as an Additional or Second Language (EAL/ESOL), or different cognitive and emotional needs. Differentiation ensures inclusion and accessibility.

Different learning styles and preferences - Some learners may prefer visual aids, others hands-on tasks or group work. Differentiated methods help cater to multiple intelligences and learning preferences.

Motivation and engagement - Post-16 learners are more autonomous, but they need learning to be relevant, meaningful, and tailored to their goals. Differentiation helps maintain motivation and improves outcomes.

Preparation for work or higher education - Differentiated tasks can be used to develop independence, critical thinking, and transferable skills that are key to future progression.

Common mistakes in differentiation

- **One-size-fits-all lessons** - Delivering lessons as if all learners are at the same level leads to disengagement or frustration.

- **Only differentiating by task difficulty** - Focusing solely on easier vs harder work misses other valuable methods of differentiation like varying outcomes, support, process, or groupings.

- **Labelling or singling out learners** - Making differentiation too obvious can embarrass or stigmatise some learners.

- **Overcomplicating planning** - Trying to create entirely separate lesson plans for each learner is unsustainable and unnecessary.

- **Neglecting stretch and challenge** - Failing to extend more advanced learners can lead to boredom and underachievement.

Top tips for effective differentiation

- **Use tiered activities** - Create core tasks with extension or support options built in – same objective, different levels of complexity.

- **Flexible grouping** - Mix learners strategically for peer support, collaboration, or challenge and change groups regularly.

- **Scaffold learning** - Provide templates, sentence starters, checklists, or visual aids for those who need them – remove as confidence grows.

- **Use formative assessment** - Use questioning, quick checks, and peer/self-assessment to adjust pace and pitch in real time.

- **Offer choice** - Allow learners to choose how they demonstrate understanding (e.g. write an essay, make a video, present findings).

- **Know your learners** - Use ILPs (Individual Learning Plans), diagnostics, and ongoing observation to tailor your approach.

- **Differentiate process, not just product** - Vary how learners access material – e.g. some may use a podcast, others a written article, some may need 1:1 explanation.

- **Embed universal design for learning** - Plan from the outset to meet a variety of needs rather than retrofitting support later.

Differentiation is key to making post-16 learning inclusive, challenging, and relevant. It's not about creating 20 different lesson plans, but about knowing your learners and using smart, flexible strategies to meet their needs. When done well, it improves **engagement**, **attainment**, and **learner confidence**.

Strategies for learners with autism

Social stories are narratives made to illustrate certain situations and problems and how people deal with them. They help children with autism understand social norms and learn how to communicate with others appropriately. Social stories can help

young learners adjust to new routines, participate in conversations, develop certain life skills, or learn how to interact with peers. Whatever the situation might be, social stories can help tell kids what to expect and what might be expected of them. Find out more by visiting: How to Write a Social Story (A Step-By-Step Guide) - https://lifeskillsadvocate.com/blog/how-to-write-a-social-story/

The Education and Training Foundation (ETF) has published the following resources to support learners with autism:

- Making British values meaningful for learners with autism - https://www.et-foundation.co.uk/wp-content/uploads/2022/05/3.2-JG1125-Natspec-ETF-documents-British-Values.pdf

- Helping learners with autism understand how to keep safe from radicalisation and extremism - https://www.et-foundation.co.uk/wp-content/uploads/2022/05/3.7-JG1125-Natspec-ETF-documents-Keeping-safe-from-extremism.pdf

Context

Prevent duty

The Prevent duty is a statutory obligation placed on specified bodies, including schools and further education providers, under Section 26 of the Counter-Terrorism and Security Act 2015. It requires them to have due regard for the need to prevent people from being drawn into terrorism. The duty applies to all schools, FE colleges, training providers, and academies. Its key function is to safeguard individuals from radicalisation and extremism by identifying and supporting those at risk before they commit criminal acts. The Prevent duty places a legal responsibility on schools and education providers to act proportionately and reasonably to prevent radicalisation. Compliance is monitored by Ofsted and other regulatory bodies.

Fundamental British values

Fundamental British values (FBvs) is the name given to a set of core principles; under the Education Act 2002 (Section 78), educational settings in England and Wales are legally required to provide a curriculum that promotes these values. The values aim to support young people to understand and appreciate democratic processes and the rule of law; to build resilience against extremism and radicalisation by fostering respect and tolerance; and to prepare learners for participation in British society as responsible citizens. The promotion of British values is a statutory part of the Prevent duty (Counter-Terrorism and Security Act 2015). The Department for Education (DfE) sets out this requirement in 'Keeping children Safe in Education' (KCSIE) and associated Prevent guidance.

Online Safety Act 2023

The Online Safety Act 2023 is a UK law that sets out legal obligations for online platforms to protect users, especially children and young people, from harmful, illegal, or abusive content on the internet. It is one of the most comprehensive internet safety laws ever introduced in the UK and gives the communications regulator, Ofcom, the power to enforce compliance, including through fines, site blocks, or criminal charges for serious breaches.

The key purposes of the act are to:

- Protect children and young people from harmful content (e.g. pornography, self-harm, bullying, grooming).

- Hold tech companies accountable for illegal content (e.g. terrorism, hate speech, abuse).

- Create a safer digital environment while protecting freedom of expression.

- Empower users with more control over what they see online (e.g. filters, reporting tools) and act swiftly in response to harmful or false content (including deepfakes and online scams).

Related areas

During the delivery of this resource, you may have opportunities to link to other subjects and/or build in opportunities to embed other areas for discussion. These may include:

Digital literacy

The ability of individuals to use digital technologies effectively, safely, and critically to access, manage, create, and communicate information. It encompasses a range of skills, including understanding how to use devices (like computers, smartphones, tablets), navigating the internet, evaluating online content for reliability, protecting personal data, and engaging responsibly in digital environments. The UK government and educational frameworks emphasise digital literacy as essential for participation in modern society, education, and the workforce. For example, the UK's Digital Skills Framework and initiatives like the Digital Capabilities Framework developed by Jisc outline competencies required to thrive in a digital world.

Influencers

Individuals who have the power to affect the opinions, behaviours, and purchasing decisions of their followers through social media platforms, blogs, or other digital channels. The key roles of influencers for young people in the UK are given below:

1. **Trendsetters and role models:** Influencers often introduce young people to new fashions, music, technology, and lifestyle choices. They can become role models whose behaviours and values young audiences might emulate.

2. **Information sources:** Many young people turn to influencers for advice or information on topics ranging from beauty and fitness to mental health and social issues. Influencers can raise awareness and educate their followers on important matters.

3. **Community and identity:** Influencers help young people, especially those who may feel marginalised or underrepresented, to feel connected to communities. They can create spaces for shared identity and belonging.

4. **Shaping opinions and behaviours:** Influencers can influence attitudes towards social, political, or cultural issues, encouraging activism or social change among young audiences.

5. **Potential risks:** Because young people are impressionable, influencers' messages can sometimes lead to unrealistic expectations, peer pressure, or exposure to harmful content.

Grooming

This refers to the process by which individuals or groups build trust and manipulate vulnerable/at-risk people, often young people, to influence, exploit, or control them. In the UK, grooming in the context of radicalisation specifically involves persuading or coercing someone to adopt extremist views or to support or engage in terrorist activities.

Key aspects of grooming for radicalisation are given below:

- **Targeting vulnerable individuals:** Groomers identify individuals who may feel isolated, confused, or disenfranchised and exploit these vulnerabilities.

- **Building trust and relationships:** Groomers often use friendship, emotional support, or shared ideology to create a sense of belonging and loyalty.

- **Gradual indoctrination:** Radicalisers may slowly introduce extremist ideas, normalising violent or extremist beliefs over time.

- **Use of online and offline channels:** Grooming can happen through social media, messaging apps, gaming platforms, or face-to-face interactions.

- **Manipulation and coercion:** Victims may be manipulated into participating in extremist activities or spreading extremist messages.

Bullying

This is repeated, intentional behaviour that is meant to hurt someone emotionally or physically. It can involve threats, teasing, exclusion, spreading rumours, or physical harm. Bullying can occur in-person or online (cyberbullying). Bullying may involve any or all of the factors below:

- **Social isolation and vulnerability:** Victims of bullying may feel excluded, angry, or misunderstood - making them more susceptible to extremist narratives that offer a sense of identity or belonging.

- **Search for identity and revenge:** Some individuals who are bullied may become drawn to ideologies that promise empowerment or retaliation against perceived injustices.

- **Exploitation by extremist groups:** Extremist recruiters may exploit the emotional distress and isolation caused by bullying to build trust and manipulate individuals toward adopting radical beliefs.

- **Online environments:** Victims of cyberbullying may encounter extremist content online or be approached in online spaces where radicalisation efforts are active.

Gender variance

While anybody can be vulnerable to radicalisation, the pathways, ideologies, and tactics used by recruiters often differ based on gender or gender identification. For example:

Boys/young men

- More often targeted by male-dominated extremist groups, such as far-right or Islamist networks.

- Recruited through violent or hyper-masculine narratives, such as heroism, honour, or defending their group or community.

- Are often groomed in key online gaming communities, YouTube, and Reddit-style forums

- May be drawn to extremist ideologies that offer status, belonging, or a sense of power.

Girls/young women

- May be groomed through emotional manipulation, promises of love, friendship, or belonging.

- Extremist groups may use romantic or religious narratives, such as becoming a 'bride' or moral guardian (e.g. cases involving ISIS).

- Often radicalised through social media platforms, especially where identity and appearance are central (e.g. Instagram, TikTok).

- May be targeted for non-violent extremist roles (e.g. propaganda, logistics, or recruitment).

LGBTQ+

- May be rejected by family, peers, or community which can create feelings of loneliness and alienation.

- Often explore identity in digital spaces where radicalisers also operate; grooming may occur via private messaging or forums disguised as safe spaces, but which push extremist narratives (e.g. anti-establishment, anti-West, or even extreme gender ideology)

- May experience internalised shame or guilt; in religious or conservative environments, LGBTQ+ youth may experience identity conflict.

- Extremist recruiters (including Islamist or religious fundamentalist groups) may exploit this by offering 'redemption' or purpose through ideological submission or conversion

Key concepts to consider/underpin your practice

Trauma-informed practice

This is an approach that recognises and responds to the impact of traumatic experiences on individuals' behaviour, emotions, and learning. It involves understanding that trauma can affect how people engage, process information, and react to sensitive topics.

Key principles of trauma-informed practice:

- **Safety:** Creating a physically and emotionally safe environment for learners

- **Trustworthiness and transparency:** Building trust through clear communication and consistency

- **Peer support:** Encouraging supportive relationships

- **Collaboration and empowerment:** Involving learners in their own learning and decision-making

- **Cultural, historical, and gender awareness:** Recognising how background and identity affect trauma and responses.

Potential impact when delivering sessions on extremism and radicalisation:

- **Recognising vulnerabilities:** Learners exposed to trauma (e.g. violence, discrimination, abuse) may be more vulnerable to extremist narratives or distrustful of authority.

- **Sensitive delivery:** Sessions need to be delivered with care to avoid retraumatising learners or triggering distress; they also need to avoid language or content that may provoke fear, shame, or alienation.

- **Building resilience:** Trauma-informed approaches help build emotional resilience by providing support and coping strategies.

- **Enhancing engagement:** When learners feel safe and understood, they are more likely to engage openly and critically with challenging topics like extremism.

Mental health and wellbeing

This refers to a person's emotional, psychological, and social state. It influences how individuals think, feel, and behave, and how they cope with stress, relate to others, and make choices.

Emotional resilience protects against extremism

Learners with strong mental wellbeing are more likely to think critically, resist manipulation, and make informed decisions. Poor mental health may increase vulnerability to extremist messages that promise a sense of identity, belonging, or purpose.

Early support helps safeguard learners

Sessions that support emotional wellbeing can uncover underlying issues such as anxiety, trauma, loneliness, or social isolation - all of which may heighten the risk of radicalisation.

Encouraging safe dialogue

A mentally healthy environment allows learners to explore sensitive topics openly and respectfully. It reduces stigma and promotes thoughtful discussion, reducing the fear or shame that may lead to disengagement or secrecy.

Facilitator's guidance

This facilitator's guide has been designed to support to deliver these Let's Discuss resources in a flexible and practical way. You have the freedom to pick and choose the activities to suit the needs, experiences and maturity of your learners. While two suggested session plans are provided for convenience (see Appendices), you are encouraged to adapt, combine, or replace activities as appropriate.

Overview of the resources

This is the second resource in a series of four. The titles in the series are given below:

1. What is extremism, really?

2. Online traps: how extremists target you

3. Truth or trick?: Spotting online lies and conspiracies

4. British values: protecting and promoting

Each resource pack contains:

*   Facilitator's guidance (which includes: introductory guidance, 6 x activities, 2 x 60 min lesson plans and a glossary)

*   PowerPoint slides (covering all 6 activities)

*   Facilitator's handouts (containing optional photocopiable resources for use with learners)

Each guide contains a range of activities: a starter, picture stimuli, a debate, a quiz, videos and a case study. These are all supported by key discussion points and questions for reflection.

Session plan approach

If you have sufficient time and would like a more structured approach, you can use the session plans, found in the Appendices. These offer a ready-made path, but you do not need to follow every step if it doesn't suit you or your learners.

Pick and mix approach

You may prefer to select the activities that best fit the age, needs, or interests of your group. You don't even need to follow a linear order. This means you could start with

a starter or quiz from one resource, incorporate a case study or group discussion from another and finish with the debate activity from a third resource.

Delivering online

You can also upload any of the activities onto your online learning platform to help in your delivery. Additional guidance can be accessed here: Creating a safe space for online teaching and learning online, ETF: https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF001_SafeSpace_2021.pdf

Needs of the group

Activities should work with different group sizes, and with young people in different settings.

Ensure the subject matter and level of challenge in the activities matches your learners' academic level. Also consider if the activities are relevant and accessible for everyone in the group, and be mindful of their experiences and any triggers. We have provided suggestions for differentiation, where possible, but you can also adapt to suit your learners.

Safeguarding and parental involvement

Before delivering sessions that cover potentially sensitive topics, always refer to and follow your organisation's procedures for involving parents and carers. This ensures trust, transparency, helps address any concerns, and can create supportive partnerships between school and home.

Also make sure that you communicate with your pastoral team, if you have one – they may be able to come into the session and support discussions around some of the more sensitive issues addressed. It is also important to make sure that your safeguarding team is aware of what you intend to deliver as they may have information about your learners that you don't.

Always remind learners of the safe space they are in and be prepared to follow your organisation's safeguarding procedures if any disclosures arise.

Additional guidance

Here is a series of four podcasts to help you in your delivery. The links are given below:

https://www.youtube.com/playlist?list=PLvnfxJ6uhLqDdi7WqykpxX3QdUcfpDLYK

Starter activity

Time: 5 - 10 mins

PowerPoint slides: 4 - 7

Facilitator's handouts: pages 1 - 5

Facilitator preparation

Print and cut up the flashcards (Facilitator's handouts, pages 1 - 3) in advance. Alternatively, you can print out enough copies of the matching activity for each learner (Facilitator's handouts, pages 4 or 5).

You could also use the online version of this activity here:

https://wordwall.net/resource/95330824

NB: If using the online versions, you will not have access to your learners' answers.

Suggested key discussion points

Ask - Were any of these words new to you? If not, where have you heard them used before?

If necessary, clarify and share definitions with the group.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
A simpler version of the same activity can be accessed online here: https://wordwall.net/resource/94618578	A more challenging version of this activity is included in the Facilitator's handouts (page 5)

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately**.

Picture stimuli activity

Why use emotive images with learners?

- **To engage interest**: Visual content can capture attention more powerfully than text alone.

- **To stimulate critical thinking**: Images evoke personal reactions that can be discussed, analysed, and questioned.

- **To encourage empathy and perspective-taking**: Young people can consider how others might feel or think.

- **To support inclusive participation**: Visual prompts help those who may struggle to express ideas verbally or in writing.

Time: 10 – 20 mins
PowerPoint slides: 8 - 13
Facilitator's handouts: pages 6 - 9

Facilitator preparation

Review the images in advance (PowerPoint slides 9 - 12) and make notes. If using printed copies, make one of each image per group (Facilitator's handouts, pages 6 - 9).

Running the activity

Prepare the environment

- Explain the purpose: 'We will look at some powerful images to help us explore different views and feelings.'
- Revisit or set the ground rules: respect, listening, no judgment, confidentiality if sensitive topics arise.
- Provide opt-out options: allow young people to step out or take a break if overwhelmed.

Present the image thoughtfully

- Give young people a moment to look quietly, then ask open-ended questions:

  - What do you notice first?
  - How does this image/quote make you feel?

- o   What story do you think is behind this image or quote?

- o   Who might be affected by what is shown here?

- Avoid leading questions that assume a 'correct' response.

Encourage different viewpoints

- Invite contributions from everyone (consider using small groups or pairs first).

- Validate different feelings - there is no 'wrong' reaction.

- Prompt reflection: 'Can anyone see this differently?'

- Use scaffolding language: 'Some people might think… others might feel…'

Manage strong emotions

- Be prepared for emotional responses - allow space for learners to process these.

- Model calm, non-judgmental reactions.

- Provide reassurance if young people feel upset.

- Follow up privately if needed (especially with safeguarding concerns).

Suggested key discussions

Encourage learners to reflect on how they felt about the activity, images and whether they feel differently now.

Image 1: Key discussion points

Image description: Multiple images of different people in the background with the central point as a laptop/computer.

(PowerPoint slide 9, Facilitator's handouts, page 6)

Understanding digital connectivity

- How technology connects people across different cultures, locations, and experiences.

- How the internet creates communities and networks beyond physical borders.

Communication in the digital age

- The shift from face-to-face to screen-based communication.

- The benefits and challenges of online interaction, such as miscommunication, tone, and digital empathy.

Digital identity and representation
- How individuals present themselves online (e.g. avatars, filters, curated profiles).
- The impact of digital platforms on self-image and self-expression.

Media literacy and critical thinking
- How digital content is created, shared, and consumed.

The fact that online content can be edited, manipulated, or filtered, and why it matters

Image 2: Key discussion points

Image description: Person falling into a computer screen.

(PowerPoint slide 10, Facilitator's handouts, page 7)

Understanding digital immersion
- Individuals becoming deeply absorbed in or dependent on digital technology.
- The concept of digital escapism and how it can affect behaviour and lifestyle.

Identity and online personas
- How people may construct different identities online.
- The differences between real-life self and digital self.

Maintaining balance
- Strategies for managing screen time and building a balanced relationship with technology.
- The importance of setting boundaries between online and offline life.

Image 3: Key discussion points

Image description: A cartoon of a young person developing another persona online to change other people's views.

Exploring online identity and personas

- How and why people create alternate or anonymous personas online.

- How personas can be used to manipulate, provoke, or influence others.

Understanding trolling and online manipulation

- What the difference is between trolling and harmless jokes, disruptive behaviour, and targeted harm.

- How trolls exploit emotion, controversy, and algorithms to change conversations or spread ideas.

Ethics and accountability online

- Moral implications of pretending to be someone else to manipulate views.

- Boundaries between freedom of speech, satire, and harmful behaviour.

Digital footprints and consequences

- Online actions, even under fake accounts, and how they can have real-life consequences (social, legal, psychological).

- How trolling can escalate to cyberbullying, harassment, or online radicalisation.

Building digital resilience

- Strategies for dealing with trolls and manipulative content online.

Image 4: Key discussion points

Image description: Person watching a burning police van during the Southport riots, whilst filming on social media.

Digital citizenship

- The responsibilities of individuals when using social media during public incidents.

- Bystander vs. participant

- Does filming a crime or violent act make someone complicit, neutral, or helpful?

- Implications of posting riot footage online on the public's perception of safety and authority.

Ethical boundaries:
- The role of social media platforms in the spread of riot or protest footage.

- The line between documenting events for awareness and exploiting traumatic situations for views or influence.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Role-play or scenario work	Reflective journals: write or draw feelings and thoughts after discussion
Choose images 1 and 2 as easier in terms of context.	Review an article associated with image 4, *The Guardian*: https://www.theguardian.com/lifeandstyle/2024/dec/29/they-thought-they-were-going-to-die-the-asylum-seekers-who-survived-rioters-trying-to-burn-down-their-accommodation?utm_source=chatgpt.com
	Debate preparation: research facts behind the issue shown

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately.**

Debate activity

Why use debating activities with learners?

- They can build confidence in speaking.

- They can help learners develop critical thinking and listening skills.

- They can reinforce British values around respect and tolerance.

- They allow learners to practice reasoned argument rather than personal disagreement.

Time: 20 – 30 mins
PowerPoint slides: 14 - 19
Facilitator's handouts: page 10

Facilitator preparation

If you are unfamiliar with how to run a debate you may find this YouTube video helpful: Teaching a Class Debate (https://youtu.be/KCDePzmP-B8?feature=shared). Print copies of the Debate reflection sheet (Facilitator's handouts, page 10) to use with learners.

Debate motion: Social media companies should be more responsible for monitoring extremist content.

You could change the motion to be more local or topical. However, if you do, we would advise you follow the points given below:

- Select a subject relevant and appropriate for your group's age and maturity.

- Ideally, pick something that:

    o Has more than one valid perspective;

    o Is engaging or current;

    o Is suitable for discussion in a safe environment.

- To make this activity longer, you could set the question in advance and ask learners to go and research the topic in groups before they debate.

Running the debate - formal

Introduce the motion and set up the discussion by using three or four of the discussion points below to spark thinking and conversations:

- What are the current challenges in monitoring extremist content on platforms like YouTube, TikTok, Discord, Instagram, and Telegram?

- How do algorithms and influencers contribute to the spread of extremist content?

- What responsibilities should individual users have in reporting harmful content?

- Should governments regulate online platforms more strictly — or would that be censorship?

- What is the role of digital literacy in helping people avoid being drawn into extremist content?

- How might online monitoring affect freedom of speech? Where is the line?

Revisit or set the ground rules

Explain the expectations for the activity clearly:

- Respect all speakers

- Listen carefully

- Avoid personal comments

- Stick to time limits

- Raise hands to contribute

Explain the structure of the debate – formal debate

A simple format could be:

- Introduction by chairperson (facilitator)

- Welcome everyone

- Introduce the motion and the teams

- Explain the structure and timings

Organisation

Split the group into the following two teams:

> **FOR: Social media companies should be more responsible for monitoring extremist content.**

and

> **AGAINST: It is not the responsibility of social media companies to monitor extremist content.**

Each team will need time to prepare by:

- Discussing their arguments

- Nominating a speaker or take turns to share views

- Considering how to respond to points made by the other group

Opening statements

- Proposition (for the motion): 2 - 3 minutes.

- Opposition (against the motion): 2 - 3 minutes.

Main arguments

- Each team presents their points (alternating speakers)

- Each speaker has 2 - 3 minutes

Questions/challenges

- The other team can ask questions or challenge points

- Speakers respond briefly

Closing statements

- Proposition (for the motion) sums up

- Opposition (against the motion) sums up

Vote

- Hands up or written votes to decide which team was more persuasive.

Facilitator role

- Facilitate the discussion – add comments where needed but refrain from taking over. Keep learners focused on being respectful.

- Step-in if comments become personal or unsafe.

<u>Learner roles</u>

- Be respectful of others' opinions.

- Listen carefully to opposing views.

- Ask questions to clarify or challenge ideas.

- Support your arguments with examples or evidence.

- Use language that reflects tolerance and respect.

Running the debate - dynamic

You could find a more informal approach would work better with your group. If this is the case then you could follow the guidelines below:

<u>Set up the discussion</u>

Set up the discussion using three or four of the following prompts:

- What are the current challenges of monitoring extremist content on platforms like YouTube, TikTok, Discord, Instagram, Telegram?

- How do algorithms and influencers contribute to the spread of extremist content?

- What responsibilities should individual users have in reporting harmful content?

- Should governments regulate online platforms more strictly — or would that be censorship?

- What is the role of digital literacy in helping people avoid being drawn into extremist content?

- How might online monitoring affect freedom of speech? Where is the line?

<u>Delivery considerations</u>

- Use seating arrangements to your advantage - circles or semi-circles promote more inclusive discussion.
- Stay observant - keep an eye on body language, side chats, or disengagement.
- Redirect distractions calmly - address off-task behaviour subtly to avoid embarrassment.

- Keep a calm, confident tone - your demeanour sets the tone for the room.
- Use names to maintain attention and personalise interaction.
- Balance freedom with boundaries - allow open dialogue but step in if the discussion goes off-topic or becomes inappropriate.
- Reinforce positive behaviour - acknowledge thoughtful contributions and respectful listening.
- Have a plan B - if the discussion stalls or becomes unproductive, be ready to switch gears (e.g. small groups, written reflection).

In both formats you need to:

Encourage participation

- Check that all learners have an opportunity to speak

- Prompt quieter participants with questions if they are comfortable to contribute.

Reflection

After the debate, encourage learners to complete their Debate reflection sheet individually. Then facilitate group reflection:

- What went well?

- What was challenging?

- What did you learn about the topic?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Expert: ask your technology tutors to come in and discuss with your learners the various elements of the Online Safety Act and how this will impact them on a day-to-day basis	Use reflective journals to write or draw feelings and thoughts after discussion.
Give opportunities for learners to access the focus of the debate in	You could extend the discussion by asking 'what If' questions.

advance, to help them think through areas for discussion.	

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately.**

Quiz activity

Why use quiz activities with learners?

Using a quiz enables you to check initial awareness and understanding, and used as a refresher, it helps to give you a sense of how much knowledge has been retained by the group or individuals.

Time: 5 -10 mins

PowerPoint slides: 24 - 35

Facilitator's handouts: page 11

Facilitator preparation

Print out copies of the quiz (Facilitator's handouts, page 11) to give to learners. You could also use the quiz off the PowerPoint, which has the correct answers animated (slides 25 – 34), or simply just read the questions out aloud to the group (see Quiz activity with answers in the Appendices).

We have created an online quiz found here:

https://wordwall.net/resource/94621309

NB: If using the online version, you will not have access to your learners' answers

Running the activity

Start the quiz. They could either call out their answers, or write them down. You could make it more competitive by awarding points for each right answer.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Ensure that groups are made up of mixed abilities.	Extension activities: take the words and ask learners to discuss and debate by linking words

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately**.

Video activity

Why use video activities with learners?

Videos can simplify complex concepts and support learners to develop some more abstract ideas. They often feel more dynamic and relatable, especially if they include real-life scenarios, expert interviews, or storytelling, and learners are more likely to stay focused and absorb information when the format is stimulating and responsive to different learning styles.

Time: 10 - 20 mins

PowerPoint slides: 36 - 42

Facilitator's handouts: page 12

Facilitator preparation

Always watch the video in advance of the session and make notes for your own reference (PowerPoint slide 38) or visit [Educate Against Hate's YouTube Channel](#)). It is important that you check that the content will not potentially trigger individuals in your group. You should always ensure that learners are informed of the content within the session so they can exercise choice about if and how to engage.

Access the written script (Facilitator's handbook, page 12) and ensure there are copies available for learners if needed.

Running the activity

Ensure the group is divided into small groups initially, balancing ability and confidence appropriately. The video can be watched by individuals but is best when there is a group working together as it encourages discussion and different perspectives.

To introduce, share the quote and discussion points on the PowerPoint (slide 37) and encourage learners to reflect on what it means.

'Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.'
Martin Luther King Jr.

Move on to explain the purpose of the session: 'We will be looking at a video with powerful imagery and comments to help us explore different views and perspectives'.

Present the video (2:34 min run time). You may choose to pause it at points to open up discussion or wait until the end to do so. Give learners enough time to watch and then make their own notes, then ask them to discuss the video in groups.

Ask open-ended questions, for example:

- What did you notice first?

- How did this video make you feel?

- What is the story behind this video?

- Who might be affected by what is shown here?

Invite the groups to discuss the video and then share their thoughts with the wider group.

Key discussion points

Loneliness, isolation, online validation, early grooming via extremist spaces

- Why might someone feel more understood online than in real life?

- What are some reasons people might feel rejected or angry at school or college?

- How do extremist groups exploit negative emotions like frustration, anger, or isolation?

- What makes online support feel more real or intense than face-to-face support?

- Why might someone start trusting strangers online so quickly?

- Are there warning signs in online conversations that someone might be being groomed or manipulated?

- Why is it dangerous when "friends" begin to normalise extreme views or hateful content?

Group prompt: Are there people who you only know in an online context? What do you really know about them?

Radicalisation, desensitisation, online manipulation, echo chambers, and influence

- How does someone start to see hate as truth or violence as justified?

- What impact can watching violent content online have on a person over time?

- Why do algorithms start feeding more extreme content the more you engage with it?

- What role do online influencers or strangers play in shaping beliefs and worldviews?

- What are the dangers of reinforcing 'us vs them' thinking (e.g. 'most people are brainwashed')?

- Why is it important to be critical of content you see online, even if it feels emotionally powerful?

- What would you do if someone you know started talking like this or sharing similar content?

Group prompt: Have you ever encountered anything disturbing online? What might be some ways of dealing with this if and when you do?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Ensure groups are mixed in terms of ability and experience.	Additional discussion opportunities have been included. This could be for self-research or further discussion.
Role-play - use the narrative to create a play as this enables reinforcement for less able learners	

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately.**

Optional video activity

Below is a suggestion of an alternative, or additional, video that you could use with your young people.

NB: These videos are all hosted externally to Educate Against Hate and therefore could be moved, or taken off-line at any time.

1) The Edge - (UK Counter Terrorism Policing)

Content: A short film showing how an ordinary young man is radicalised online through social media content and direct contact from extremists.

Why use it: Specifically made to show online grooming for terrorism. Good discussion starter about recruitment tactics.

Where to watch: The Edge – Counter Terrorism Policing – John's Story: https://youtu.be/-CCj_c5y-OI?feature=shared (4:32)

PowerPoint slide 41

Suggested key discussion points

Ask the learners to give feedback about their learning from the video.

- What do you notice about John's story?

- How do you feel about John being changed?

- Does it make you think differently about what you have seen online recently?

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately.**

Case study activity

Why use case studies with learners?

Using case studies helps to introduce and reinforce vocabulary and the main steps of radicalisation in an easy-to-relate-to format.

Time: 20 - 40 mins

PowerPoint slides: 43 - 51

Facilitator's handouts: page 13 - 18

Facilitator preparation

Read through the case study below and Glossary of terms (Appendices) in advance. Make copies of the case study (Facilitator's handouts, page 13) for learners to use, or use the case study on PowerPoint (slides 44 - 45). There are comic strip versions of the case study which might be more suitable for some young people (Facilitator's handouts, pages 14 - 18, PowerPoint slides 46 - 48).

Case study: Jamie's story

Jamie is a 15-year-old who enjoys online gaming and spending time on social media platforms. Over the past several months, Jamie has increasingly withdrawn from offline friendships and become more involved in a private Discord server dedicated to gaming. While the group initially shared gaming tips and funny memes, over time, the content began to shift.

Some of the older members in the server regularly posted memes, videos, and links to livestreams containing extreme political messages. At first, Jamie saw this material as just 'edgy' humour designed to provoke reactions. However, the repetition of similar ideas, blaming specific groups for social problems and glorifying violence started to influence Jamie's views.

The group members encouraged Jamie to follow certain online influencers who promoted conspiracy theories and violence. They directed Jamie to carefully curated websites and private channels that presented biased information often mixing half-truths with outright misinformation. These platforms made Jamie feel part of a community with 'special knowledge' that outsiders did not understand.

Gradually, Jamie started to see the world through the lens promoted by the online group. Group chats regularly framed immigrants, religious minorities, and people with different political opinions as 'the enemy', accusing them of deliberately destroying society. Violence was increasingly discussed as a legitimate or heroic way to 'fight back'.

Jamie's behaviour offline began to change. Friends and teachers noticed that Jamie became more irritable, withdrawn, and suspicious of others. Jamie started using new phrases and slogans picked up from the online group, expressing hostility towards people Jamie had never previously talked about negatively. When a friend gently challenged these ideas, Jamie reacted defensively, accusing them of being 'brainwashed by the mainstream'.

Jamie's parents remain unaware as Jamie has become secretive about online activity and dismissive of concerns.

One of Jamie's close friends is now genuinely worried. They have noticed how the online content has escalated from provocative jokes to open calls for hatred and violence, but they are unsure how to help Jamie or who to tell.

Running the activity

Give each group the case study handout, Jamie's story, or display on the screen. Give the groups a heading each (PowerPoint slide 49) and ask them to discuss the questions and form their answers. Advise learners that they need a spokesperson to give feedback to the wider group. Allow time for learners to feed back.

Suggested key discussion points

Is Jamie gradually being radicalised?

- It doesn't happen overnight - it can start with harmless or funny content that shifts over time.

- Repeated exposure to the same ideas normalises extreme beliefs.

Why was the online community so powerful for Jamie?

- Private servers, Discord groups, and curated channels can build a sense of belonging and identity.

- Feeling part of a group with 'special knowledge' makes it harder to question the group's ideas.

- Older or more influential members can groom younger users by mixing friendly interaction with extremist content.

What were some of the tactics used to persuade Jamie?
- Memes and humour lower defences: people dismiss harmful ideas as 'just jokes'.

- Content often blames a target group and creates an 'us vs them' mentality.

- Misinformation and half-truths are packaged as 'the truth the mainstream media hides'.

- Echo chambers reinforce the same messages, making alternative viewpoints seem suspect.

Were there any early warning signs?
- Withdrawal from offline relationships.

- Increased secrecy about online activities.

- Irritability, defensiveness, and hostility toward others.

- Use of new language or slogans that come from extremist spaces.

- Viewing violence as a justified solution.

Is challenging these beliefs always the right thing to do?
- Jamie reacts by accusing friends of being "brainwashed," which shows how strong the group identity has become.

- When confronting radical beliefs, supportive and non-judgmental approaches are often more effective than direct confrontation.

Do you think Jamie knew they were being targeted?
- Jamie didn't set out to join an extremist group - what began as gaming and memes escalated.

- Recognising vulnerabilities (e.g. feeling isolated or misunderstood) helps to understand why someone might be drawn in.

Who should help Jamie?
- Friends can share their concerns with a trusted adult - they are not betraying Jamie but showing care.

- Parents and carers need awareness of online spaces their children use.

- Schools and communities can provide education on critical thinking and online safety.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Use the cartoon strip to encourage further engagement and pre-discussion.	Use the discussion points above to extend the activity.
	Role-playing would work here also, but we suggest you ask the learners to research the characters and extend the case study.

Safeguarding and wellbeing

- Be aware of any known triggers for individuals.

- Signpost to support (pastoral support, trusted adults, helplines)

- If disclosures occur, **follow your organisation's safeguarding policy immediately.**

Appendices

Opening script

Hello everyone, and welcome to today's session on **staying safe online**.

We're going to explore how you can be influenced online, sometimes in dangerous ways, and how extremist ideas can spread through things like social media, gaming, and online groups.

The goal today is not to scare you, but to help you understand what online radicalisation is, what the warning signs might look like, and how you can protect yourself and support others.

This is a sensitive subject, and some of you may have personal experiences or strong opinions about this topic. That's okay. I want to remind you that this is a safe space where you can ask questions and share ideas - but always in a respectful and considerate way.

If at any point you feel uncomfortable or want to step out for a break, that is okay.

Closing script

Thank you all for your contributions and thoughtful discussion today.

We've covered some important - and sometimes challenging - topics about how people can be influenced and radicalised online. We've also talked about how to spot the warning signs, protect yourself and others, and where to go for help.

Remember, it is never your responsibility to manage this kind of risk alone. If you are ever worried about something you see online, about a friend, or even about your own experiences, please know that there is support available.

You can talk to a trusted adult (for example, a tutor, parent, or carer) or our Designated Safeguarding Lead (DSL) - if you're not sure who this is, please ask me or another staff member.

I will stay here for a few minutes if anyone wants to ask questions privately or talk one-to-one.

Suggested ground rules

Below are our suggested ground rules for the sessions. Facilitators can display these on a slide or read them aloud:

Do:

- Respect, listen, and let others finish

- Share ideas, not others' personal details

- Pass if you wish

- Raise any concerns with staff

- Use respectful language

- Keep things private unless safety is at risk

- Ask questions

Don't:

- Interrupt

- Share private information about others

- Use offensive/extremist language

You may also want to work with your group to develop their own ground rules. This article from FE News has advice on how to do so:

https://www.fenews.co.uk/exclusive/establishing-ground-rules-with-your-learners/

Quiz activity with answers

1) What is online radicalisation?

    A. Learning how to fix computers online

    B. Being influenced online to support extreme idea or actions **- CORRECT**

    C. Watching films and TV online

    D. Using the internet for shopping

2) Which of these could be a warning sign that someone is being drawn into extremism?

    A. Posting lots of photos of food online

    B. Becoming secretive about who they're speaking to online **- CORRECT**

    C. Talking about everyday hobbies

    D. Sharing funny videos

3) Why do extremist groups often use the internet instead of recruiting people face-to-face?

    A. It's more expensive

    B. It's easier to stay anonymous and reach more people **- CORRECT**

    C. People don't like talking online

    D. Social media is always private

4) How might algorithms contribute to the spread of extremist content?

    A. They hide all extremist content

    B. They only show funny cat videos

    C. They recommend similar content, keeping people in a "bubble" of the same ideas **- CORRECT**

    D. They block all messages from strangers

5) Why might it be difficult for social media companies to monitor all extremist content?

    A. There are too few people on social media

B. People only post photos, not messages

C. Extremist messages are always obvious and easy to spot

D. There's a huge volume of content and hidden or coded language is often used **- CORRECT**

6) What is one argument against governments creating stricter rules for social media platforms?

A. People would never use social media again

B. It could be seen as censorship and limit free speech **- CORRECT**

C. Social media companies want to ban all users

D. Only young people use social media

7) Which is a responsibility of an individual online user?

A. Ignoring harmful content

B. Reporting extremist or harmful content when they see it **- CORRECT**

C. Sharing everything they find online

D. Keeping quiet about their opinions

8) Which of these is a good way to protect yourself from extremist content online?

A. Reply to everyone who contacts you

B. Keep your accounts public so everyone can see them

C. Avoid suspicious links and check sources of information **- CORRECT**

D. Share your personal details with strangers

9) Which combination of behaviours might suggest someone is being radicalised online?

A. Posting recipes and cat videos

B. Suddenly changing opinions, isolating themselves, and using new or secretive online accounts **- CORRECT**

C. Sharing funny memes with friends

D. Using strong passwords and security tools

10) Apart from telling a trusted adult, which two actions help protect you from extremist content online?

A. Responding to all friend requests and clicking unknown links

B. Keeping your profile public and sharing personal details

C. Fact-checking information and adjusting privacy settings **- CORRECT**

D. Sharing extremist posts so friends can see them

Session plan: Online traps: how extremists target you (part 1)

Aim of session
To enable learners to understand how online radicalisation occurs, recognise warning signs of extremism, and explore ways to protect themselves and others when engaging online.

Learning outcomes
1. Explain what online radicalisation is, and how it happens
2. Identify signs that someone may be being drawn into extremism
3. Discuss how to protect yourself and others online

All learners will be able to:
- Recognise unsafe online situations through role play or case studies.
- Identify simple online safety rules (e.g. privacy settings).
- Recall when and how to ask for help if worried about online content.
Some learners will be able to:
- Describe warning signs of radicalisation in colleagues, friends, and clients.

Facilitator preparation:
Read through the Facilitator's guide and the accompanying slides. Familiarise yourself with the Opening and Closing scripts in the Appendices. If using paper copies, print enough of the following from the pack Facilitator's handouts: Online traps: how extremists target you
- Flashcards (pages 1 - 3, or pages 4 or 5 if doing individually)
- Images (pages 6 – 9)
- Debate reflection sheet (page 10)

Timing	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
2 mins	**Opening script**	Read the Opening script and introduce the learning outcomes.	Q&A	Opening script
3 mins	**Establish the ground rules**	Refer to listed ground rules on PowerPoint slides or agree these with the learners.		PowerPoint slide 3, Flipchart or IWB
10 mins	**Starter activity**	Divide group into pairs or small groups, give learners the mixed-up flashcards and definitions and ask learners to match the definition to the term printed on the card. Ask: Were any of these words new to you? Ask: Where have you seen or heard these words before?		PowerPoint slides 4 - 7, Printed flashcards (Facilitator's handouts, pages 1 – 3) or IWB
15 mins	**Picture stimuli activity**	Keep the group in their pairs or small groups. Lay images on the tables or share them on the screen and ask for discussion, prompting as you go around. Ask: What do you think the image represents? Encourage each group to write their notes down and then feed back their top three points. Encourage learners to reflect on how they felt about the activity and whether they feel differently after the activity.	Q&A, Discussion	PowerPoint slides 8 - 13 or print outs of the images (Facilitator's handouts, pages 6 – 9)
20 mins	**Debate activity**	**Debate motion: Social media companies should be more responsible for monitoring extremist content.** Set up the discussion by using three or four of the discussion points below to spark thinking and conversations:	Q&A, Discussion, Observation	PowerPoint slides 14 - 18, Flipchart, IWB

Timing	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
		• What are the current challenges of monitoring extremist content on platforms like YouTube, TikTok, Discord, Instagram, Telegram? • How do algorithms and influencers contribute to the spread of extremist content? • What responsibilities should individual users have in reporting harmful content? • Should governments regulate online platforms more strictly — or would that be censorship? • What is the role of digital literacy in helping people avoid being drawn into extremist content? • How might online monitoring affect freedom of speech? Where is the line? Split the group in half. One team is given: **FOR: Social media companies should be more responsible for monitoring extremist content.** and the other is given: **AGAINST: It is not the responsibility of social media companies to monitor extremist content.** Each team should:		

Timing	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
		• Discuss their arguments • Nominate a speaker or take turns to share views • Respond to points made by the other group Discuss roles, as shown on the PowerPoint, with the group. Hold the debate.		
5 mins	**Debate reflection**	Ask the learners: • What did you learn from the other team? • Did anyone change their mind or adjust their view? Hand out the Debate reflection sheet for learners to complete.	Q&A, feedback in discussion, Handout	PowerPoint slide 19, IWB, Debate reflection sheet (Facilitator's handouts, page 10)
3 mins	**Let's discuss**	Ask learners the following (they should respond using Padlet, on sticky notes or aloud): • Tell us what you think online radicalisation means, and describe ways how it can happen. • How might you be able to tell that someone might be getting pulled into extremist ideas? • How might you be able to keep yourself and others safe online? • Name a trusted adult you can talk to and get help from if you are concerned. • What one thing are you going to take away from today?	Q&A, discussion	PowerPoint slide 20, Padlet, sticky notes

Timing	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
2 mins	**Closing script**	Read the Closing script. **Safeguarding reminder:** If you have any concerns about a learner, **follow your internal safeguarding procedure**. Do not promise confidentiality - explain that you may need to share concerns with the Designated Safeguarding Lead (DSL).	Q&A	Closing script

Session plan: Online traps: how extremists target you (part 2)

Aim of Session To help learners spot dangers of extremism online, know how to stay safe online and how to seek help when they need it
Learning outcomes 1. Identify signs that someone may be being drawn into extremism 2. Demonstrate where and how to get help 3. Discuss how to protect yourself and others online
All learners will be able to: • List trusted adults or services who can help with online worries • Recall when and how to ask for help if worried about online content. **Some learners will be able to:** • Discuss the risks of online radicalisation in personal and professional contexts • Describe the warning signs of radicalisation in colleagues, friends, and clients
Facilitator preparation: Read through the Facilitator's guide and the accompanying slides. Familiarise yourself with the Opening and Closing scripts in the Appendices. Familiarise yourself with the videos and decide which you feel is best suited to your learners. If using paper copies, print enough of the following from the pack Facilitator's handouts: Online traps: how extremists target you, • Quiz (page 11) • Video script (page 12) • Case study: Jamie's story (pages 13 - 18)

Time	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
2 mins	**Opening script**	Opening and introduction to the content. Read the Opening script and introduce the learning outcomes.	Q&A	Opening script, PowerPoint slide 22
3 mins	**Revisit the ground rules**	Revisit listed ground rules on the PowerPoint or the ones previously agreed with learners.	Discussion	PowerPoint slide 23, Flipchart , IWB
5 mins	**Quiz activity/recap**	Start a five-minute quiz with questions on the definitions. A printed copy of the quiz could be given to learners, transferred to a PowerPoint, or simply just read out to the group. OR Use the link to an online version shown on the PowerPoint.	Q&A,	PowerPoint slides 24 - 35, IWB, Quiz (Facilitator's handouts, page 11)
20 mins	**Video activity**	Start by sharing the quote with your learners and encouraging them to reflect on what it means. Play the selected video to the learners. Facilitate a discussion based on the questions suggested. • What did you notice first? • How did this video make you feel?	Q&A, Discussion	PowerPoint slides 36 - 42, IWB,

Time	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
		• What is the story behind this video? • Who might be affected by what is shown here?		
20 mins	**Case study activity**	Divide learners into small groups. Give each group the Case study: Jamie's story or display it on the screen. Assign a different heading and its questions to each group and ask learners to discuss and prepare for feedback. • Is Jamie gradually being radicalised? • Why was the online community so powerful for Jamie? • What were some of the tactics used to persuade Jamie? • Were there any early warning signs? • Is challenging these beliefs always the right thing to do? • Do you think Jamie knew they were being targeted? • Who should help Jamie?	Q&Q, Discussion, Observation	PowerPoint slides 43 - 49, IWB, Case study: Jamie's story (Facilitator's handouts, pages 13 – 18)

Time	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
		Ask each group to share their main points of discussion. Offer prompts and encourage learners to talk through their reasoning.		
5 mins	**Reflection**	Ask the learners to think about the following: • What early signs of radicalisation can you spot in Jamie's story? • Why do you think Jamie felt drawn to the online group? • How might friends or teachers approach Jamie in a supportive way? • What could Jamie's friend do now if they're worried? • What would you do if you noticed similar changes in someone you know?	Q&A, Feedback in discussion	PowerPoint slide 50, IWB,
3 mins	**Let's discuss**	Ask learners the following (they should respond using Padlet, on sticky notes or aloud): • Name something you learned today. • How might you know if someone is getting drawn into extremist ideas? • What are your tips for staying safe online?	Q&A, Discussion	PowerPoint slide 51, Padlet, sticky notes

Time	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
		• Who or where could you go to for help if you have any worries about yourself or someone else? • What one thing will you do differently as a result of today's session?		
2 mins	**Closing script**	Read the Closing script. **Safeguarding reminder:** If you have any concerns about a learner, **follow your internal safeguarding procedure.** Do not promise confidentiality - explain that you may need to share concerns with the Designated Safeguarding Lead (DSL).	Q&A	Closing script

Glossary of terms

<u>Algorithms</u>	Automated sets of rules used by digital platforms (like TikTok, Instagram, YouTube, or Google) to decide what content users see, based on their behaviour, preferences, and engagement patterns. In the context of misinformation (false or misleading content shared without intent to harm) and disinformation (deliberately false content shared to deceive or manipulate), algorithms play a critical role in how that content is amplified, spread, and consumed.
<u>Clickbait</u>	Online content that uses sensational, exaggerated, or misleading headlines and thumbnails to encourage people to click on a link. Key points from DfE guidance on digital literacy and online safety (e.g. *Teaching Online Safety in Schools*): - Clickbait often overstates or distorts the actual content to attract attention - Clickbait can lead to low-quality, misleading, or harmful information. - Clickbait is frequently used to generate advertising revenue through page views ('clicks'). It may also be used to spread misinformation or extremist material.

Coercive behaviour	Coercion is when someone uses force, threats, intimidation, or pressure to make another person do something against their will. It can be direct (e.g. threats of violence) or indirect (e.g. social pressure, fear of exclusion). In *Keeping children Safe in Education (KCSIE)* and *Working Together to Safeguard Children*, coercion is referenced in relation to exploitation, peer-on-peer abuse, county lines, and radicalisation. It is recognised as a tool used to control behaviour, especially in grooming and abuse scenarios. Key features: - Involves pressure, threats, or manipulation - Removes a person's ability to make free, informed choices Can be emotional, physical, or psychological
Extremism	The promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to: - Destroy the fundamental rights and freedoms of others; or - Undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or - Intentionally create a permissive environment for others to achieve the results in (1) or (2).

Extreme Left Wing (XLW)	A political ideology that seeks to radically transform society through revolutionary, anti-democratic, or violent means, often aiming to overthrow capitalism, established democratic institutions, or the rule of law. For example, involving: • Rejection of parliamentary democracy and capitalism. • Justification of violence or criminal acts to achieve aims. Advocacy for revolution or insurrection.
Extreme Right Wing (XRW)	A political ideology that typically involves a belief in the superiority of one nation, race, or culture, and a corresponding rejection of multiculturalism, immigration, and other forms of diversity. For example: These ideologies can be broadly characterised as cultural nationalism, white nationalism and white supremacism.
Islamist extremist	An ideology that promotes the establishment of an Islamic state governed by Sharia law and rejects democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. For example: • Seeks to impose a strict interpretation of Islam as law over society. Often justifies the use of violence, terrorism, or non-democratic methods to achieve its aims.

Manipulation	Manipulation is the deliberate and often subtle influence of a person's thoughts, feelings, or behaviours to achieve the manipulator's agenda, often without the person realising it. It is commonly used in grooming, radicalisation, and other exploitative situations. In the *Prevent duty Guidance* (DfE), manipulation is often described as a tactic used by radicalisers or groomers to exploit emotional vulnerability, isolate individuals, and distort their understanding of truth through misinformation or propaganda. Key features: • The perpetrator often appears friendly, persuasive, or supportive at first • May involve emotional appeals, misinformation, or flattery Aims to influence without the person's informed consent
Meme	A humorous or culturally significant image, video, phrase, or piece of text that is copied and spread rapidly by internet users, often with slight variations, to comment on social trends, events, or shared experiences.
Mixed-influence extremism	Cases where individuals or groups are influenced by a combination of ideologies, rather than adhering to a single, coherent extremist belief system. For example: A learner might express views combining white nationalist ideas, anti-vaccine conspiracy theories, and Islamist narratives, without being formally aligned to any one group — this would be considered mixed, unstable, or idiosyncratic extremism.

Online extremist communities	Groups of individuals who gather on internet platforms (such as forums, social media, chat apps, or dedicated websites) to share, develop, and promote extremist beliefs, ideologies, or narratives.
	For example:
	- Neo-Nazi and white supremacist forums (e.g. Stormfront)
	- Jihadist propaganda channels on encrypted apps
	- Incels (involuntary celibates) congregating on dedicated boards
	Conspiracy-driven extremist groups (e.g. QAnon communities)
Online platforms	A digital service or website that enables users to create, share, access, or interact with content or services over the internet. It serves as a virtual space where different users- such as individuals, young people, or communities - can connect, communicate, and perform various activities.
	For example:
	- Social media platforms (e.g. Facebook, Instagram, TikTok)
	- Video sharing sites (e.g. YouTube, Vimeo)
	- Learning platforms (e.g. Google Classroom, Moodle)
	- Gaming platforms (e.g. Steam, Roblox)
	- Discussion forums (e.g. Reddit)

Trolling	Sending menacing or upsetting messages on social networks, chat rooms or online games. Key points: - Trolling involves intentionally provoking others to upset or anger them. - It can occur across platforms (social media, gaming, forums). Though sometimes disguised as "banter," it can cause serious emotional harm and may be considered a form of cyberbullying or harassment depending on the content and impact.
Vulnerability	A range of personal, emotional, or situational factors that make a person more susceptible to being drawn into terrorism. For example: Personal factors (e.g. low self-esteem, mental health issues, or personal crisis); external influences (e.g. peer pressure, exposure to extremist material); social factors (e.g. isolation, discrimination, or a sense of grievance).