
**What is extremism,
really?**

Facilitator's
guide

**educate.against.
~~hate~~**

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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

What is extremism, really?

Core learning outcomes Levels 2 and 3	
<ol style="list-style-type: none"> 1. Define terms like radicalisation, extremism, and ideology 2. Describe how people can be manipulated into harmful beliefs 3. Discuss the importance of tolerance and respect 4. Develop strategies to identify and resist extremist content 	
Level below/SEND considerations Pre-entry – Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
<i>Simplify language, focus on recognition, description, and basic application. Use multi-sensory, visual, and role-play approaches.</i>	<i>Push towards analysis, application, demonstration, workplace relevance, and critical thinking.</i>
<ul style="list-style-type: none"> • Recognise key terms through visual and practical examples • Recognise simple ways that people can be influenced by others • State why tolerance and respect are important • List ways to stay safe from harmful messages 	<ul style="list-style-type: none"> • Analyse real-world case studies of radicalisation in sector or profession • List ways that people can reflect tolerance and respect in the workplace

Differentiation

Differentiation is essential when delivering education to post-16, further education, 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 first 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 1-4) in advance. Alternatively, you can print out enough copies of the matching activity for each learner (Facilitator's handouts, page 5).

You could also use the online version of this activity:

<https://wordwall.net/resource/94387411/starter-activity-what-is-extremism-really>

(PowerPoint slide 6)

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

Running the activity

Put your learners into small groups to work together. Give each group a set of flashcards. Ask them to match the words to their definitions.

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

If needed, clarify and share definitions with the group.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
The online activity can be made simpler by switching the template to 'flashcards'.	To make this more challenging, give learners the words and ask them to write the definitions.
Encourage group work to ensure that individual learners are supported through peer work.	You could look at linking words e.g. what is the difference between extremism and radicalisation.

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?

- What story do you think is behind this image or quote?
- 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: A dark, faceless figure looms in the background, partly cloaked in shadow. From its hands extend strings, controlling several human figures below like puppets.

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

Who holds power and how?

- What types of people or organisations act as the 'puppet masters' in real life? Consider governments, businesses, extremist groups, media influencers, algorithms.

Media influence and propaganda

- How are we 'manipulated' by what we see or consume online?

- What tools (language, emotion, repetition) are used to control beliefs or actions?

Free will vs manipulation

- How much of what we believe or do is genuinely our choice? Can someone be manipulated without realising it?

Radicalisation and echo chambers

- How do extremist ideologies 'pull the strings' of individuals?
- What role does the internet play in reinforcing narrow worldviews?

Breaking the strings

- What does it mean to resist manipulation or think critically?
- What practical steps can young people take to become more media literate?

Image 2: Key discussion points

Image description: A march by the English Defence League (EDL) taking place in a typical British urban setting (Weymouth 2011). The EDL was a far-right, Islamophobic organisation active in England from 2009 until the mid-late 2010s.

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

Freedom of speech vs hate speech

- At what point does expressing political views cross into promoting hatred?

Race, identity and nationalism

- Why are such movements often dominated by white males?
- What does this say about inclusion and the construction of national identity in the UK?

Role of the police in protests

- Are the police neutral protectors of public safety, or do they play a political role?
- How do they balance protesters rights with the rights of the public or opposing groups?

Media representation and public perception

- How are groups like the EDL portrayed in the media vs how they portray themselves?

Youth engagement and radicalisation

- What attracts young people to far-right ideologies?

Image 3: Key discussion points

Image 4 description: Picture of flowers in the foreground with a draped Union Jack with a note saying, 'No room for hate at our home, All colours of love will be welcome forever'. In the background is Big Ben. This was taken following the Westminster Bridge terrorist attack in 2017. You can read more about it at SINCE 9/11's terrorism timeline: <https://since911.com/gallery/terrorism-timeline/?event=westminster-attack#fn-65>

(PowerPoint slide 11, Facilitator's handouts, page 8)

Symbolism

- What do you think the flowers, Union Jack, and Big Ben each represent in this image?
- How does the combination of these symbols affect the message being communicated?
- Do you see this more as a memorial, a protest, or both? Why?

The note

- What emotions does this wording evoke?
- How might the metaphor 'our home' be interpreted differently by different people?
- How might this image be connected to broader debates about national identity and inclusivity?
- The note mentions 'all colours of love'. What does this phrase mean to you?

Interpretation

- How might someone from another country interpret this image compared to a British person?
- If this photo appeared in a news article, how could the framing or headline change the way people understand it?
- How might social media sharing change the meaning or reach of this message?

Image 4: Key discussion points

Image 4 description: Notepad with the following written on it: 'Respect needs to be earned'.

(PowerPoint slide 12, Facilitator's handouts, page 9)

Respect

- What does respect look like to you?
- Why is respect important?
- How do people feel when they are treated with disrespect?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Role-play or scenario work: explore the decisions or reactions depicted	Role-play or scenario work: explore the decisions or reactions depicted
Reflective journals: write or draw feelings and thoughts after discussion	Reflective journals: write or draw feelings and thoughts after discussion
Creative expression: create posters or collages on related themes	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 with your group, 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: You should always engage respectfully with people spreading extremist content online.

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

- Select a subject relevant and appropriate for your group's age and maturity.
- Ideally, pick something that:
 - Has more than one valid perspective;
 - Is engaging or current;
 - 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's the difference between challenging ideas and attacking people?
- When does online engagement become unsafe or unhelpful?
- How does tolerance apply when someone is promoting hate?
- What is the difference between challenging an idea and attacking a person?

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: You should always engage respectfully with people spreading extremist content online

and

AGAINST: You should never engage respectfully with people spreading extremist content online.

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.

Learner roles

- 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:

Set up the discussion

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

- What's the difference between challenging ideas and attacking people?
- When does online engagement become unsafe or unhelpful?
- How does tolerance apply when someone is promoting hate?
- What is the difference between challenging an idea and attacking a person?

Delivery considerations

- 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
Ensure that groups are mixed in this activity and that you encourage peer support.	Use reflective journals to write or draw feelings and thoughts after discussion.
Give opportunities for learners to access the focus of the debate in advance, to help them think through areas for discussion.	You could extend the discussion by asking 'what If' questions.

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).

You can use an online version of the quiz found here:

<https://wordwall.net/resource/94384257>

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

Running the activity

Start the quiz with your learners. 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
Complete the quiz by working in groups. Create posters to reinforce previous learning.	Use the quiz questions as a basis for additional research and encourage learners to share additional knowledge.

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 - 44

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, 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.

'Persuasion is the art of getting someone to do something they wouldn't ordinarily do if you didn't ask.'

Aristotle, Greek philosopher

This quote introduces the theme of influence, manipulation, and personal responsibility. The session explores how persuasive tactics – whether online, in person, or through peer pressure – can lead someone to make poor or risky decisions.

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 (1:14 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

Immediate reactions and motivations

- Why do you think the character felt angry or 'annoyed' after seeing the posts?
- What role did boredom and social media play in his decision to join the protest?
- How did the chanting, atmosphere, and peer encouragement influence his behaviour?

Group prompt: Do you think the character is essentially bad, or are they just misguided. Why?

Reinforcement and grooming

- What did the praise and attention on social media do to the character's mindset after the event?
- Why might the fitness club invite seem appealing at this point?
- How do you think the person messaging him is trying to gain influence or control?

Group prompt: What do you think might be going on at the fitness club? How could they find out if it was legitimate or not?

Personal reflection

- Have you ever felt pressured to join in with something you weren't sure about? What helped you resist or reflect?
- How can you tell the difference between positive encouragement and manipulative persuasion?
- What would you do if a friend was being drawn into similar behaviour or being influenced in a risky way?

Group prompt: What alternatives did the character have in this situation? How could this have gone differently?

The bigger picture

- Who benefits from encouraging young people to act like this?
- What are some early warning signs that someone is being radicalised or groomed?
- How can we support each other to stay safe online and offline?

Group prompt: What long-term implications could there be for the character? How could their actions affect their future?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Role-play scenarios: Practice saying 'no' in high-pressure situations	Media literacy task: Analyse a real or fictional post to identify bias, persuasion tactics, and emotional manipulation

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 activities

Below are some suggestions of alternative, or additional, videos 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) **Exit Hate UK**

Description: Powerful real-life stories from former extremists and their families.

Topics include: Far-right radicalisation / Leaving extremist groups

Link: <https://www.exithate.com/films>

Karl, a former Nazi speaks: <https://dai.ly/x91ijdg> (3:06 mins)

PowerPoint slide 41

2) **BBC stories: 'My brother the terrorist'**

Description: Documentary by Robb Leech about his stepbrother's radicalisation and joining Al-Muhajiroun. Whilst the full one-hour documentary is not currently available, there are many excerpts which you can watch with your learners.

Why it's effective: Raw, real-life story / Highlights emotional impact on families

Link: What turns young Britons into extremists?

<https://www.bbc.co.uk/programmes/p01xs0jq> (1 min)

PowerPoint slide 42

3) **Channel Four News - YouTube Channel**

Description: Young man who was radicalised through gaming until Prevent prised him away from the far right.

Link: The young man who was radicalised until Prevent prised him away from the far-right extremists: <https://youtu.be/udRpKAlu-Q8?si=ENS-13wjezQvAKWo> (6:23 mins but could be shortened).

PowerPoint slide 43

Suggested key discussions points

Ask the learners to give feedback on their learning from the video they have watched.

- What do you notice about these stories?
- How do you feel about the changes people made to their lives?

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: 45 - 53

Facilitator's handouts: pages 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 46 - 47). There are comic strip versions of the case study which might be more suitable for some young people (Facilitator's handouts, pages 13 - 18, PowerPoint slides 48 - 51).

Case study: Tyler's Story

Tyler, aged 16, is a keen gamer and active online. They and others often spend evenings playing multiplayer games and chatting on Discord servers.

During lockdown, Tyler became more isolated and joined a new gaming server that was promoted by a YouTuber they followed. At first, the server was mostly about gaming tips and sharing memes - Tyler quickly felt part of the community.

Over time, some people on the server started sharing strong 'alternative news' that challenged what most people believe about world events. They blamed rich corporations and powerful governments for unfairness and poverty. Their posts had angry messages about fighting against capitalism and empire-building. Along with this, there were harsh attacks on big drug companies and mainstream science, plus mentions of anarchist 'truth channels'.

Because Tyler trusted the influencer and felt connected to the group, they started clicking on suggested YouTube videos and Telegram links that promoted these views. Tyler became convinced that they were being shown 'what the mainstream media won't tell you'.

As Tyler absorbed more of this content, their own posts began to change tone — becoming more aggressive and less tolerant of differing views. They shared a meme on Instagram saying – ‘They don’t want you to know that corporations are pulling the strings behind every law - the whole system is rigged to keep workers in chains’. This caused tension with their friends.

One friend, Amira, responded by respectfully questioning the content and offering alternative sources of information. They expressed concern but tried to avoid directly attacking Tyler.

Another friend, Ben, responded by calling Tyler ‘a brainwashed extremist’, which only made Tyler defensive and more convinced they were right.

Tyler is now confused, feeling torn between loyalty to the online group and doubts raised by Amira.

Running the activity

Give each group the Case study handout, Tyler’s story, or display on the screen . Give the groups a key discussion point each (PowerPoint slide 52) 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

What online tactics were used to manipulate?

- **Gradual normalisation:** The group began with harmless, shared interests (gaming, memes) before introducing more extreme content – a tactic called ‘breadcrumbing’.
- **Trust transfer:** Because Tyler already trusted the influencer and gaming community, their credibility transferred to the extremist content.
- **Emotional hooks:** Content framed as ‘the truth you aren’t being told’ created a sense of special belonging and purpose, tapping into curiosity and frustration.
- **Echo chambers:** The group selectively shared reinforcing material, limiting exposure to different perspectives and creating an insulated worldview.

- **Use of memes and humour:** Satirical or mocking memes were used to desensitise Tyler **to hateful ideas** and make extreme views feel more acceptable.

How did grooming happen in this scenario?

- **Targeting vulnerability:** Tyler was isolated during lockdown, increasing their need for connection and community.
- **Incremental exposure:** The shift from gaming discussions to conspiracy theories and extremist views happened gradually, lowering Tyler's guard.
- **Rewarding engagement:** Positive reactions and validation from group **members** reinforced Tyler's participation, making them feel valued.
- **Us vs them narrative:** Messages framed the group as enlightened and outsiders as threats, building a shared identity against a common enemy.
- **Exploiting algorithms:** Links to YouTube and Telegram content meant Tyler was drawn deeper through recommendation algorithms, which prioritise sensational content.

Were there any early warning signs?

- Tyler's language changed (more aggressive, less tolerant).
- They started sharing increasingly extremist content.
- They withdrew from offline friends or became defensive when challenged.

What was the role of Tyler's peers?

- **Constructive challenge:** Amira modelled an effective approach, questioning content respectfully and offering alternatives without shaming.
- **Escalating defensiveness:** Ben's approach (i.e. insulting and labelling) reinforced Tyler's defensiveness, which is common in radicalisation processes.

How could Tyler have better protected themselves?

- **Critical evaluation of sources:** Learning to question where information comes from and verify claims independently.
- **Recognising manipulative techniques:** Understanding how echo chambers and emotional manipulation work.
- **Safe reporting routes:** Knowing when and how to report extremist content or seek support (e.g. CEOP, trusted adults, DSLs).

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Role playing could be used to help bring the case study alive.	Learners could create some social media dialogue. They could swap them with another group, for them to respond to the remarks and close down the conversation.

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](#)

[Closing script](#)

[Suggested ground rules](#)

[Quiz activity with answers](#)

[Session plan 1: 60 mins](#)

[Session plan 2: 60 mins](#)

[Glossary of terms](#)

Opening script

Welcome everyone. Today we are going to explore an important and sometimes challenging topic: how ideas can harm - and how young people can be manipulated into extremist beliefs online or offline.

We'll be looking at what terms like radicalisation, extremism, and ideology mean, and how certain individuals or groups may try to influence our thinking in harmful ways.

This session is not about judging people, it's about understanding how to stay safe, how to practice tolerance and respect for others, and how to develop strategies to resist content that could cause harm to you or others.

Some of the things we discuss may feel personal or uncomfortable - and that's okay. You are not expected to have all the answers.

Remember, this is a safe space where everyone's voice should be respected. You don't have to share if you don't want to. You can always pass or take a break if needed.

If, at any point, something worries or upsets you, please know that you can speak privately to me or someone from the safeguarding team.

By the end of today, you will have some practical tools and ideas to help you think critically and safely about the information you see and hear online, and about how you interact with others — even when you strongly disagree with them.

Closing script

Thank you all for taking part in today's session. I know this can be a complex and sensitive subject - but by learning about these issues, you are helping to build not just your own digital resilience, but also a more respectful and tolerant community.

Today we talked about how people can be manipulated into harmful beliefs, why tolerance and respect matter even in difficult conversations, and how we can resist extremist content and help protect others from it.

Remember, developing these skills is an ongoing process. Nobody expects you to handle every situation perfectly - but knowing when to disengage, when to speak up, and where to seek help makes a real difference.

If you take one thing away from today, I hope it is this: you can challenge harmful ideas without becoming intolerant yourself. You can stand up for what is right while respecting the rights and dignity of others.

Finally, if you are ever worried about something you see online or something a friend is getting involved with please talk to a trusted adult or one of our safeguarding team.

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) Which of these best describes extremism?

- A. A mild political opinion
- B. A belief system that accepts violence, hatred, and intolerance - **CORRECT**
- C. A way of being obsessed with something
- D. A way of going far and beyond for something you want

2) Mixed influence extremism means:

- A. Extreme beliefs come from one single ideology
- B. Mixing music styles online
- C. Extreme beliefs from several different ideas or influences - **CORRECT**
- D. Only happening in other countries

3) Grievance-based violence is often linked to:

- A. Feeling happy about society
- B. Acts or threats of violence that are motivated by a perceived injustice - **CORRECT**
- C. Moving to a new school or neighbourhood
- D. Drinking too much caffeine

4) What is an echo chamber?

- A. A place where people go to meditate in silence
- B. A scientific device used to measure sound waves
- C. An online space where people only listen to views they agree with, and other opinions are shut out - **CORRECT**
- D. A type of music studio used to create sound effects

5) Which of these is an example of an ideology?

- A. Eating vegetarian food because you enjoy the taste
- B. A set of political or religious beliefs - **CORRECT**
- C. Liking a particular sports team

D. Becoming obsessed with lots of different ideas

6) Terrorism refers to:

A. A natural disaster that causes widespread panic

B. Arguing with someone online about politics

C. A way of protesting peacefully

D. Ideologically motivated violence, or threat or violence - **CORRECT**

7) Someone who believes in cultural nationalism, white nationalism and white supremacism, and advocates for violent ways to achieve this is likely to be:

A. A right wing extremist - **CORRECT**

B. A left wing extremist

C. An Islamist extremist

D. A chicken wing extremist

8) Someone who believes in an Islamic state governed by Sharia law, and advocates for violent means to do this, is likely to be:

A. An Islamist extremist - **CORRECT**

B. A right wing extremist

C. A left wing extremist

D. A High Court judge

9) Someone who believes in overthrowing capitalism, and advocates for violent means to do this, is likely to be:

A. A strict vegan

B. An Islamist extremist

C. A left wing extremist - **CORRECT**

D. A right wing extremist

10) Groups of individuals who gather on internet platforms to share, develop, and promote extremist beliefs, ideologies, or narratives are called:

A. Influencers

B. Online extremist communities - **CORRECT**

C. Terrorists

D. Gamers

Session plan - What is extremism, really? (part 1)

Aim of session

To develop learners' understanding of the terminology associated with radicalisation and extremism and to examine the importance of tolerance and respect.

Learning outcomes

1. Define terms like radicalisation, extremism and ideology
2. Discuss the importance of tolerance and respect

All learners will be able to:

- Recognise key terms through visual and practical examples
- State why tolerance and respect are important

Some learners will be able to:

- Demonstrate how workplace behaviours reflect tolerance and respect

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: What is extremism, really?

- Flashcards (pages 1 – 4, or page 5 if doing individually)
- Images (pages 6 - 9)
- Debate reflection sheet (page 10)

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 2
3 mins	Establish ground the rules	Refer to listed ground rules on PowerPoint slides or agree these with the learners.	Discussion	PowerPoint slide 3, Flipchart, IWB
10 mins	Starter activity	<p>Divide the group into pairs or small groups, give learners the mixed-up flashcards and definitions and ask learners to match the definitions to the term printed on the cards.</p> <p>Ask: Were any of these words new to you?</p> <p>Ask: Where have you seen or heard of these words before?</p>	Q&A, Review answers as a group.	PowerPoint slides 4 - 7, printed flashcards
15 mins	Picture stimuli activity	<p>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.</p> <p>Ask: What do you think the image represents?</p> <p>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.</p>	Q&A, Discussion	PowerPoint slides 8 - 13 or print outs of the images (Facilitator's handbook, pages 6 – 9)

20 mins	<p>Debate activity</p> <p>Debate motion: You should always engage respectfully with people spreading extremist content online.</p> <p>Use three or four discussion points below to spark conversations:</p> <ul style="list-style-type: none"> • What's the difference between challenging ideas and attacking people? • When does online engagement become unsafe or unhelpful? • How does tolerance apply when someone is promoting hate? • What is the difference between challenging an idea and attacking a person? • When does engagement become unsafe or unhelpful? • How does tolerance apply when someone is promoting hateful or extreme views? • What are the risks of ignoring extremist content? • How do British values (tolerance, respect, rule of law) relate to this issue? <p>Split the group in half. One team is given:</p> <p>FOR: You should always engage respectfully with people spreading extremist content online.</p>	Q&A, Discussion, Observation	PowerPoint slides 14 - 19, Flipchart, IWB
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		<p>and the other is given:</p> <p>AGAINST: You should never engage respectfully with people spreading extremist content online.</p> <p>Each team should:</p> <ul style="list-style-type: none"> • Discuss their arguments • Nominate a speaker or take turns to share views • Respond to points made by the other group <p>Discuss roles, as shown on the PowerPoint slide 16, with the group. Hold the debate.</p>		
5 mins	Debate reflection	<p>Ask the learners:</p> <ul style="list-style-type: none"> • What did you learn from the other team? • Did anyone change their mind or adjust their view? <p>Hand out the Debate reflection sheet for learners to complete.</p>	Q&A, Feedback in discussion, Handout	PowerPoint slide 19, IWB, Debate reflection sheet (Facilitator's handouts, page 10)
3 mins	Let's discuss	<p>Ask learners the following (they should respond using Padlet, on sticky notes or aloud):</p> <ul style="list-style-type: none"> • Are you able to explain the following words? <ul style="list-style-type: none"> ○ radicalisation ○ extremism 	Q&A, Discussion	PowerPoint slide 20, Padlet, sticky notes

		<ul style="list-style-type: none"> ○ ideology • Why is tolerance and respect important in everyday life? • What one thing are you going to take away from today? 		
2 mins	Closing script	<p>Read the Closing script.</p> <p>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).</p>	Q&A	Closing script

Session plan: What is extremism, really? (part 2)

Aim of session

To explore how individuals can be influenced into harmful beliefs and equip learners with strategies to identify and resist extremist content

Learning outcomes

1. Describe how people can be manipulated into harmful beliefs
2. Develop strategies to identify and resist extremist content

All learners will be able to:

- Recognise simple ways that people can be influenced by others
- State why tolerance and respect are important
- List ways to stay safe from harmful messages

Some learners will be able to:

- Analyse real-world case studies of radicalisation in sector or profession
- Demonstrate how workplace behaviours reflect tolerance and respect

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: What is extremism, really?:

- Quiz (page 11)
- Video script (page 12)
- Case study: Tyler'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. The quiz question handout 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	<p>Start by sharing the quote with your learners and encouraging them to reflect on what it means.</p> <p>Play the selected video to the learners.</p> <p>Facilitate a discussion based on the questions suggested.</p> <ul style="list-style-type: none"> • 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? 	Q&A, Discussion	PowerPoint slides 36 - 44, IWB,
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20 mins	Case study activity	<p>Divide learners into smaller groups.</p> <p>Give each group the Case study: Tyler's story or display it on the screen. Assign a different question to each group and ask learners to discuss and prepare for feedback.</p> <ul style="list-style-type: none"> • What online tactics were used to manipulate? • How did grooming happen in this scenario? • Were there any early warning signs? • What was the role of Tyler's peers? • How could Tyler have better protected themselves? <p>Ask each group to share their main points of discussion. Offer prompts and encourage learners to talk through their reasoning.</p>	Q&A, Discussion, Observation	PowerPoint slides 45 - 52, Case study: Tyler's story (Facilitator's handouts, pages 13 - 18)
5 mins	Reflection	<p>Ask the learners to think about a time they have seen content online that seemed shocking or biased:</p> <ul style="list-style-type: none"> • What made it believable? • Did you check other sources or talk to someone about it? 	Q&A, Feedback in discussion,	PowerPoint slide 53, IWB

3 mins	Let's discuss	<p>Ask learners the following (they should respond using Padlet, on sticky notes or aloud):</p> <ul style="list-style-type: none"> • What are some of the ways people can be persuaded or tricked into believing harmful ideas? • How can you spot extremist messages? What can you do if you do come across them? • How will you protect yourself from extremist content? • What one thing are you going to take away from today? 	Q&A, Discussion	PowerPoint slide 54, Padlet, sticky notes
2 mins	Closing script	<p>Read the Closing script.</p> <p>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).</p>	Q&A	Closing script

Glossary of terms

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:

1. Destroy the fundamental rights and freedoms of others; or
2. 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).

<u>Extreme Left Wing (XLW)</u>	<p>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.</p> <p>For example, involving:</p> <ul style="list-style-type: none"> • Rejection of parliamentary democracy and capitalism. • Justification of violence or criminal acts to achieve aims. • Advocacy for revolution or insurrection.
<u>Extreme Right Wing (XRW)</u>	<p>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.</p> <p>For example: These ideologies can be broadly characterised as cultural nationalism, white nationalism and white supremacy.</p>
<u>Grievance- based violence</u>	<p>Acts or threats of violence that are motivated by a perceived personal, ideological, or societal injustice. These grievances, real or imagined, can drive individuals to harm others or themselves, often without clear allegiance to an organised extremist ideology. Motivations may include feelings of marginalisation, injustice, revenge, or victimhood.</p> <p>For example: A student becomes increasingly angry over perceived discrimination and begins to express violent intent or admiration for individuals who have carried out attacks as a form of 'revenge'. This would raise a safeguarding concern linked to grievance-based violence.</p>
<u>Ideology</u>	<p>A set of beliefs, principles, and objectives to which an individual or group purports to adhere.</p> <p>For example: right wing, left wing, Islamist</p>

<p><u>Islamist extremist</u></p>	<p>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.</p> <p>For example:</p> <ul style="list-style-type: none"> • Seeks to impose a strict interpretation of Islam as law over society. <p>Often justifies the use of violence, terrorism, or non-democratic methods to achieve its aims.</p>
<p><u>Lethal mass violence</u></p>	<p>Acts of extreme violence intended to cause multiple fatalities, often in public spaces, and typically carried out with weapons such as firearms, knives, or explosives. These acts may be ideologically, politically, or personally motivated, including but not limited to terrorism. They include school shootings, terrorist attacks, and other acts aiming to inflict mass casualties.</p> <p>For example: A student expressing intent to carry out an attack on a school using weapons, while referencing violent content or manifestos online, would raise a safeguarding concern linked to lethal mass violence.</p>

<p><u>Manipulation</u></p>	<p>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.</p> <p>In the <i>Prevent duty Guidance</i> (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.</p> <p>Key features:</p> <ul style="list-style-type: none"> • 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
<p><u>Meme</u></p>	<p>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.</p>
<p><u>Mixed-influence extremism</u></p>	<p>Cases where individuals or groups are influenced by a combination of ideologies, rather than adhering to a single, coherent extremist belief system.</p> <p>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.</p>

<p><u>Online extremist communities</u></p>	<p>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.</p> <p>For example:</p> <ul style="list-style-type: none"> • 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)
<p><u>Online platforms</u></p>	<p>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.</p> <p>For example:</p> <ul style="list-style-type: none"> • 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) <p>Discussion forums (e.g. Reddit)</p>
<p><u>Terrorism</u></p>	<p>The use or threat of serious violence against a person or serious damage to property where that action is:</p> <ul style="list-style-type: none"> • Designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and <p>For the purpose of advancing a political, religious, racial, or ideological cause.</p>

<p><u>Vulnerability</u></p>	<p>A range of personal, emotional, or situational factors that make a person more susceptible to being drawn into terrorism.</p> <p>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).</p>
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