
**British values:
protecting and
promoting**

Facilitator's
guide

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Contents

Introduction	1
UNDERPINNING PRINCIPLES	2
LEARNING OUTCOMES	3
DIFFERENTIATION	4
Why differentiation is important for post-16 learners	4
Common mistakes in differentiation	4
Top tips for effective differentiation	5
Strategies for learners with autism	5
CONTEXT	7
Prevent duty	7
Fundamental British values	7
Values and beliefs	8
Identity and culture	8
Civic participation	9
RELATED AREAS	10
Digital literacy	10
Influencers	10
Grooming	11
Bullying	11
Gender variance	12
KEY CONCEPTS TO CONSIDER/UNDERPIN YOUR PRACTICE	14
Trauma-informed practice	14
Mental health and wellbeing	15
Emotional resilience protects against extremism	15
Early support helps safeguard learners	15
Encouraging safe dialogue	15
Facilitator's guidance	16
OVERVIEW OF THE RESOURCES	16
Session plan approach	16

Pick and mix approach.....	16
Delivering online	17
Needs of the group	17
Safeguarding and parental involvement.....	17
Additional guidance	17
STARTER ACTIVITY	18
Facilitator preparation	18
Running the activity.....	18
Suggested key discussion points	18
Differentiation activities.....	18
Safeguarding and wellbeing.....	19
PICTURE STIMULI ACTIVITY	20
Why use emotive images with learners?	20
Running the activity.....	20
Suggested key discussions	21
Differentiation activities.....	25
Safeguarding and wellbeing.....	25
DEBATE ACTIVITY	26
Why use debating activities with learners?	26
Facilitator preparation	26
Running the debate - formal.....	27
Running the debate - dynamic.....	29
Reflection	30
Differentiation activities.....	30
Safeguarding and wellbeing.....	30
QUIZ ACTIVITY	32
Why use quiz activities with learners?	32
Facilitator preparation	32
Running the activity.....	32
Differentiation activities.....	32
Safeguarding and wellbeing.....	33
VIDEO ACTIVITY	34
Why use video activities with learners?	34
Facilitator preparation	34

Running the activity.....	34
Key discussion points	35
Optional video activities	37
Suggested key discussions points	37
Safeguarding and wellbeing.....	37
CASE STUDY ACTIVITY	38
Why use case studies with learners?	38
Facilitator preparation	38
Running the activity.....	38
Suggested key discussion points	39
Differentiation activities.....	40
Safeguarding and wellbeing.....	40
Appendices	41
OPENING SCRIPT	42
CLOSING SCRIPT.....	43
SUGGESTED GROUND RULES	44
QUIZ ACTIVITY WITH ANSWERS.....	45
SESSION PLAN – BRITISH VALUES: PROTECTING AND PROMOTING (PART 1)	47
SESSION PLAN – BRITISH VALUES: PROTECTING AND PROMOTING (PART 2)	52
GLOSSARY OF TERMS	57

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

British values: protecting and promoting

Core learning outcomes Levels 2 and 3	
• Reflect on their own responsibilities in upholding values like respect and tolerance • Recognise the importance of civic participation (e.g. voting, speaking out, challenging hate) • Recognise how extremist ideologies seek to undermine or oppose these values • Explain the purpose of values in building a safe, respectful, and inclusive society	
Level below/SEND considerations Pre entry – Level 1 <i>Simplify language, focus on recognition, description, and basic application. Use multi-sensory, visual, and role-play approaches.</i>	Stretch and challenge outcomes Experienced [ADULT] learners <i>Push towards analysis, application, demonstration, workplace relevance, and critical thinking.</i>
• Name key British values (with visual support). • Give examples of how to show respect and tolerance in everyday life. • Practice responding appropriately to hateful content (via role play or scripts). • Demonstrate how to respond safely and constructively when encountering extremist content or views	• Analyse how British values apply within the workplace • Demonstrate respectful and inclusive behaviours at work. • Advocate for equality, diversity, and inclusion in a professional role.

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 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.

Democracy:

- This refers to a system of government where power is held by the people and exercised through free and fair elections. It also includes the understanding that citizens can influence decision-making processes.

Rule of law:

- This principle emphasises that everyone is equal under the law and that no one is above it. It ensures a fair and consistent legal system that applies to all citizens.

Individual liberty:

- This value protects the rights and freedoms of individuals to make their own choices, express their opinions, and live their lives as they see fit, within the confines of the law.

Tolerance and mutual respect:

- This involves recognising and valuing the rights, beliefs, and opinions of others, even when they differ from one's own. It promotes a sense of understanding and consideration for everyone in society.

Values and beliefs

Values and beliefs are fundamental concepts that shape an individual's worldview and guide their actions. Values are deeply held principles about what is important in life, serving as standards for making choices and determining what is desirable or undesirable. Beliefs are assumptions or convictions about what is true or real, often formed through personal experiences and cultural influences.

Values and beliefs are interconnected and influence each other. Beliefs can shape the formation of values, while values can influence the acceptance or rejection of certain beliefs. Both values and beliefs act as guiding principles, shaping an individual's worldview, actions, and interactions.

Identity and culture

Identity is a person's sense of self, encompassing their individual characteristics, beliefs, values, and how they define themselves in relation to others and the world. Culture is the shared system of beliefs, values, customs, behaviours, and traditions of a particular group or society. Essentially, identity is individual, while culture is collective.

Personal identity refers to the unique aspects of an individual, like their personality, hobbies, interests, and life experiences. Social identity relates to the groups a person belongs to (e.g. family, social class, religion) and how they perceive their role within those groups. Cultural identity refers to an individual's sense of belonging to a particular culture or group, including shared characteristics like language, traditions, beliefs, and values. It's a part of one's overall identity.

Culture encompasses the fundamental beliefs, attitudes, and values that guide the behaviour of a group. Customs and traditions are the specific practices, rituals, and

celebrations passed down from generation to generation through families and groups.

The relationship between identity and culture:

- Culture shapes identity: Culture influences how individuals see themselves, how they interact with others, and how they understand the world.
- Identity shapes culture: Individuals contribute to the ongoing development and evolution of their culture.
- Culture is a component of identity: Cultural identity is a significant aspect of a person's overall sense of self.

Civic participation

Civic participation, also known as civic engagement, refers to the ways individuals and groups get involved in their communities to address public concerns and improve people's quality of life. It encompasses a range of activities, both political and non-political, aimed at shaping community wellbeing and influencing decision-making processes.

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 fourth 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 link is given below: <https://www.youtube.com/playlist?list=PLvnfxJ6uhLqDdi7WqykpxX3QdUcfpDLYK>

Starter activity

Time: 5 – 10 mins

PowerPoint slides: 4 – 6

Facilitator preparation

Before starting this activity, consider your learners' prior knowledge of British values. If you feel they may need explaining or refreshing, ensure that you do so, before progressing to the questions below. Definitions are provided below.

Running the activity

Ask learners:

- Name the four British values
- What does respect mean to you?
- What does respect look like?
- What does tolerance mean to you?
- What does tolerance look like?

Learners write responses on sticky notes or Jamboard.

Do a quick whole-group feedback activity or read the responses aloud.

Suggested key discussion points

Ask learners: 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. Definitions can be found in the Glossary of terms (Appendices) of this guidance,

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Posters could be created to help learners remember the values and to reinforce ongoing learning of meanings.	Learners could research workplace scenarios and examples of how employees should demonstrate tolerance and respect.

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: 7 - 12

Facilitator's handouts: pages 1 - 4

Facilitator preparation

Review the images in advance (PowerPoint slides 8 - 11) and make notes. If using printed copies, make one of each image per group (Facilitator's handouts, pages 1 - 4)

You can use the images we have included, but you could choose your own images better reflecting issues in your local community or setting.

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: Extinction Rebellion (XR) 'die-in' protest outside the Houses of Parliament, where activists lie down to symbolise climate crisis deaths.

(PowerPoint slide 8, Facilitator's handouts, page 1)

Civic engagement and protest

- Understand the symbolism - participants lie still to represent future victims of climate inaction.
- Discuss how non-violent direct action is used to draw public and political attention to urgent issues.

- Consider the roles of individuals, governments, and corporations in climate action.

Freedom of expression vs. public disruption

- Explore the balance between the right to protest and the impact on daily life, law enforcement, or public services.
- Debate whether disruptive protest is necessary to spark real change when other methods fail.

Discussion questions

- What do you think makes a protest 'effective'? Why?
- Have climate protests made you think or act differently?
- Should young people get more involved in climate activism? Why or why not?
- Can civil disobedience be justified when facing a global crisis?

Image 2: Key discussion points

Image description: Two white men sitting outside Parliament holding a sign saying: 'UK broken democracy, why vote?'

(PowerPoint slide 9, Facilitator's handouts, page 2)

Understanding democracy and political engagement

- Encourage learners to explore perceptions of unfairness, lack of representation, or political disillusionment.
- Discuss low voter turnout, the role of marginal seats, and how the first-past-the-post system affects outcomes.
- Encourage learners to reflect on whether lowering the voting age to 16 would help improve our democracy and political engagement.

Political disengagement and apathy

- Explore reasons for apathy, such as mistrust in politicians, media influence, lack of political education, or unaddressed issues (e.g. cost of living, housing).
- Talk about how political apathy can lead to reduced accountability and more extreme politics.

Representation and fairness

- Discuss issues like the underrepresentation of minorities, class, or youth in politics.
- Debate the pros and cons of different voting systems (e.g. proportional representation vs. first-past-the-post).

Discussion questions

- Do you think democracy in the UK is 'broken'? Why or why not?
- Should voting be compulsory or remain a personal choice?
- What opportunities exist to engage with democracy beyond voting?
- What reforms (if any) would improve political participation?

Image 3: Key discussion points

Image description: Statue of Millicent Fawcett holding a placard saying 'Courage Calls to Courage everywhere'. She campaigned for women's suffrage by legal change and in 1897–1919 led Britain's largest women's rights association, the National Union of Women's Suffrage Societies. The statue is located in Parliament Square, London. It is the first statue of a woman in Parliament Square.

(PowerPoint slide 10, Facilitator's handouts, page 3)

The statue

- Who was Millicent Fawcett, and why might she be remembered with a statue?
- What does 'Courage Calls to Courage Everywhere' mean to you?
- Why is it significant that Millicent Fawcett is commemorated in statue form in a public space?

Linking past and present

- How might this message be applied to social movements today?
- Which current issues could be described as needing 'courage' in the same way?

Interpretation and impact

- How might different people interpret the statue and its message?

- Do you think public art like this can influence attitudes and inspire change?
Why or why not?

Image 4: Key discussion points

Image description: Protesters in wheelchairs blocking the road opposite the Houses of Parliament carrying 'youth fight austerity' banners.

(PowerPoint slide 11, Facilitator's handouts, page 4)

Understanding austerity

- Introduce the concept: government cuts to public spending - especially in the areas of welfare, education, and social services.
- Discuss how austerity policies disproportionately impact young people, disabled people, and low-income communities.

Intersectionality and inequality

- Explore how someone can face overlapping disadvantages (e.g. being disabled, young, and from a working-class background).
- Encourage learners to investigate how reductions in youth services, education support, or disability care affect people's daily lives.

Democracy and direct action

- Examine the significance of protesting at the seat of power - especially through civil disobedience like roadblocks.
- Debate the balance between disruption and the need to be heard by decision-makers.

Disability rights and representation

- Discuss the importance of ensuring all communities are visible and heard in campaigns.
- Consider both physical (accessibility) and social (discrimination, assumptions) challenges.

Discussion questions

- What does this protest say about the relationship between austerity and equality?
- How can young people and disabled individuals make their voices heard?

- Do protests like this change public opinion or policy? Why or why not?
- Should certain groups be protected from spending cuts more than others?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Role-play or scenario work: explore decisions or reactions depicted.	Reflective journals: write or draw feelings and thoughts after discussion.
Work in mixed ability groups to support each other.	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: 13 - 17

Facilitator's handouts: page 5

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 5) to use with learners.

Debate motion: You should always speak out when you see hate or injustice – even if it makes you uncomfortable.

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 does it mean to be an active citizen?
- Can silence sometimes cause more harm than good?
- Can speaking out sometimes cause more harm than good?
- What risks do people face when they speak out? How can they be supported?
- What are some different ways to 'speak out'?
- Should individuals or organisations be the ones to take responsibility, and why?

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 speak out when you see hate or injustice – even if it makes you uncomfortable.

and

AGAINST: You shouldn't always speak out when you see hate or injustice, especially if it makes you feel uncomfortable.

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 does it mean to be an active citizen?
- Can silence sometimes cause more harm than good?
- Can speaking out sometimes cause more harm than good?
- What risks do people face when they speak out? How can they be supported?
- What are some different ways to 'speak out'?
- Should responsibility be on individuals or organisations, and why?

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: 22 - 47

Facilitator's handouts: pages 6 - 7

Facilitator preparation

If using printed copies, print enough copies in advance (Facilitator's handbook, pages 6 – 7). You could also use the quiz off the PowerPoint, which has the correct answers animated (slides 24 - 46), or simply just read the questions out aloud to the group (see [Quiz activity with answers](#) in the Appendices).

You can also access a copy of this as an online quiz here:

<https://wordwall.net/resource/95093247>.

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

Running the activity

Tell learners to shout out 'SNAP' if they think that the word or phrase aligns with British values. If it doesn't, learners stay silent.

Example:

- If you say/show the word 'Tolerance' then learners should shout SNAP.
- If you say/show the word 'Bullying' then learners stay silent.

Keep the pace fast and lively. To make this more competitive, you could keep a score, giving one point to the first person to answer each correctly.

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
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Working in groups to complete the quiz.	Ask learners to research the terminology used in the quiz and share their additional learning.
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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: 48 - 55

Facilitator's handouts: page 8

Facilitator preparation

Always watch the video in advance of the session and make notes for your own reference (PowerPoint slide 50) 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 8) 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 and encourage learners to reflect on what it means.

'If you don't see yourself represented, be the representation. Speak up - even if your voice shakes.'

Anita Rani

This quote sets the tone for:

- Empowerment through action – even small democratic actions like voting matter.
- Recognising when something is missing (like diversity or fairness) and taking action to change it
- The importance of using your voice to challenge injustice or speak your truth, even if it feels uncomfortable or scary.

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 (1:52 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 and then share with the wider group.

Key discussion points

Democracy is not just for politicians

- The story shows how everyday democracy works: workplace elections, representation, having a voice.
- At first, the apprentice feels invisible – 'just the apprentice' – but later learns that everyone's vote counts.

Group prompt: Can you think of small ways democracy happens in your daily life (workplace, surveys, voting for reps)?

Cynicism vs change: is voting worth it?

- The characters believe 'voting doesn't change anything' – a common belief among young people.

- But this pessimism is challenged by the apprentice's assessor, who reframes voting as power, not a formality.

Group prompt: Why do some people feel like democracy doesn't work for them? What might change their minds?

Free speech vs harmful speech

- The office 'chat' includes views that reflect intolerance (e.g. against gender-neutral toilets or building places of worship).
- The apprentice feels shocked – not just by what's said, but how casually it's shared.
- This could open a conversation about how freedom of speech doesn't mean freedom from consequence.

Group prompt: When does 'free speech' cross into hate speech?

The rule of law

- Direct action is mentioned vaguely – implying possible lawbreaking.
- The apprentice pushes back: 'Without the rule of law or democracy, we'd have no way to change things peacefully.'
- This illustrates how the rule of law is there to protect rights, especially for workers, minorities, and the vulnerable.

Group prompt: What would society look like without laws or democratic processes?

Finding your voice

- By the end, the apprentice moves from doubt to confidence - understanding that British values aren't abstract ideals, but tools to protect people like them.

Group prompt: Think of a time you stood up for something that mattered - what helped you find and use your voice in that situation?

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) **Educate Against Hate – Let's Discuss: Fundamental British Values**

https://youtu.be/iUg8ue5_vvA?feature=shared (3.24 mins)

PowerPoint slide 53

2) **True Tube: British Values**

<https://www.youtube.com/watch?v=Slp9MWQjcnw> (7.26 mins but it can be broken into 4 sections)

PowerPoint slide 54

Suggested key discussions points

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

- What values were shown in the video?
- What can we do to uphold British values?

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: 56 - 62

Facilitator's handouts: pages 9 - 12

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 9) for learners to use, or use the case study on PowerPoint (slide 57). There are comic strip versions of the case study which might be more suitable for some young people (Facilitator's handouts, pages 10 - 12, PowerPoint slides 58 - 60).

Case study: Ash's story

Ash, aged 17, is in college. One day, they see that their classmate, Sol, has posted a meme on Instagram mocking refugees and linking them to crime. The post is gaining attention and likes from other students.

Ash feels uncomfortable and knows the post goes against the values of respect and inclusion. Ash wants to speak up but worries that if they do, people will say they are overreacting or label them as 'too sensitive'.

In class the next day, someone makes a joke based on the post. No one speaks up – including Ash. Ash begins to question: *'Should I say something? Or should I just leave it alone?'.*

Running the activity

Give each group the case study handout, Ash's story, or display on the screen. Give the groups a heading each (PowerPoint slide 61) 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

Was the content harmful or just a joke?

- The meme mocks a vulnerable group (refugees) and spreads harmful stereotypes.
- It's important to be able to identify when online content promotes prejudice or discrimination, even if it's framed as 'just a joke'.

What role do you think peers played in Ash not speaking out?

- Ash's hesitation shows how hard it can be to speak out when you're worried about being labelled as 'too sensitive' or 'overreacting'.
- Peer pressure and fear of social rejection can silence people, even when they know something is wrong.
- No-one in class speaks up when the joke is made. This silence can seem like agreement or acceptance, which allows prejudice to continue.
- Choosing not to act can unintentionally reinforce harmful behaviour.

What do you think the emotional impact on them might be?

- Ash is left feeling conflicted, uncomfortable, and isolated.
- Witnessing hate, especially when no one challenges it, can affect a person's sense of safety and belonging.

How could being digitally responsible help in this situation?

- Social media can spread hate quickly, and users have a responsibility to consider the impact of what they share, like, or ignore.
- What are some of the safe ways of challenging hate online?

How could Ash have spoken up?

- Ash doesn't have to confront the classmate publicly; they could talk to a trusted adult, report the post, or offer support to others who feel affected.
- There are many forms of positive action, not just direct confrontation.
- How might Ash feel if they do nothing?
- How might Ash feel if they do speak up?
- How can small actions contribute to bigger social change?

- What might you do if you were in Ash's position?

Differentiation activities

Pre-entry Level 1	Stretch and challenge outcomes Experienced [ADULT] learners
Learners could role play using the case study characters.	Reflective journal: Identifying additional thoughts and feelings around the actions of the characters.
	Learners could undertake additional research into core themes.

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's session is about something we all live with - values.

We're going to explore what values like **respect and tolerance** really mean, and why they matter, especially when we see hate, unfairness, or extremist ideas.

We'll look at how small actions, like challenging injustice or showing kindness, actually protect our freedom and keep people safe.

Remember, this session is not about judging people - it's about practising tolerance and respect for others. 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.

Closing script

Thanks for your thoughtful ideas today. You've explored how extremist views often go against our core values and how each of us plays a part in building a respectful, inclusive society.

Remember, civic participation doesn't always mean speeches or politics. It could mean challenging a stereotype, reporting a harmful post, or listening to someone with respect.

Finally, if you are ever worried about something you see online or something a friend is getting involved in 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) Tolerate - **SNAP**
- 2) Citizenship - **SNAP**
- 3) Respect - **SNAP**
- 4) Inclusion - **SNAP**
- 5) Anarchy - **SILENCE**
- 6) Rule of law - **SNAP**
- 7) Liberty - **SNAP**
- 8) Bullying - **SNAP**
- 9) Participation - **SNAP**
- 10) Democracy - **SNAP**
- 11) Legality - **SNAP**
- 12) Censorship - **SILENCE**
- 13) Tolerance - **SNAP**
- 14) Democracy means that only elected officials have rights in the UK. - **SILENCE**
- 15) The rule of law means everyone must follow the law, including government officials. - **SNAP**
- 16) Individual liberty means people can make their own choices as long as they respect others and the law. - **SNAP**
- 17) Mutual respect means tolerating people only if they agree with your belief. - **SILENCE**
- 18) Tolerance of different faiths and beliefs means respecting people of all religions and cultures. - **SNAP**
- 19) British values only apply to British citizens. - **SILENCE**
- 20) The rule of law helps protect people from discrimination and injustice. - **SNAP**
- 21) Individual liberty allows people to break the law if they disagree with it. - **SILENCE**

22) Democracy allows citizens to vote and have a say in how the country is run. -

SNAP

23) Tolerance means accepting and valuing people who are different from you. -

SNAP

Session plan – British values: protecting and promoting (part 1)

Aim of session

To help learners explore and reflect on British values, and understand how extremist ideas can threaten those values.

Learning outcomes

1. Reflect on their own responsibilities in upholding values like respect and tolerance
2. Recognise the importance of civic participation (e.g. voting, speaking out, challenging hate)
3. Recognise how extremist ideologies seek to undermine or oppose these values

All learners will be able to:

- Name key British values (with visual support).
- Give examples of how to show respect and tolerance in everyday life.

Some learners will be able to:

- Analyse how British values apply within the workplace

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: British values: protecting and promoting

- Images (pages 1 - 4)
- Debate reflection sheet (page 5)

Timing	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	PowerPoint slide 2, Opening script
3 mins	Establishing ground the rules	Refer to listed ground rules on PowerPoint or agree these with learners.		PowerPoint slide 3, Flipchart , IWB
10 mins	Starter activity	Ask learners: • Name the four British values. • What does respect mean to you? • What does respect look like? • What does tolerance mean to you? • What does tolerance look like? Learners write responses on sticky notes or Jamboard. Do a quick whole-group feedback activity or read responses from the board.	Q&A, Review answers as a group.	PowerPoint slides 4 - 6, sticky notes, Jamboard
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 values are shown or undermined?	Q&A, Discussion	PowerPoint slides 7 - 12 or print outs of the images (Facilitator's

		• What messages are being communicated? • How do you feel about the images? • What might other people feel when they see these images? Ask each group to write their notes down and then feedback their top three points. Encourage learners to reflect on how they felt about the activity, images and whether they feel differently after the activity.		handouts pages 1 – 4)
20 mins	Debate activity	Debate motion: You should always speak out when you see hate or injustice – even if it makes you uncomfortable. Set up the discussion and use two or three discussion prompts: • What does it mean to be an active citizen? • Can silence sometimes cause more harm than good? • Can speaking out sometimes cause more harm than good? • What risks do people face when they speak out? How can they be supported? • What are some different ways to 'speak out'?	Q&A, Discussion, Observation	PowerPoint slides 13 - 16, Flipchart, IWB

		- Should individuals or organisations be the ones to take responsibility, and why? Split the group in half. One team is given: FOR: You should always speak out when you see hate or injustice – even if it makes you uncomfortable. and the other is given: AGAINST: You shouldn't always speak out when you see hate or injustice – especially if it makes you uncomfortable. Each team should: - 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 PowerPoint 15, with the group. Hold the debate.		
5 mins	Debate reflection	Ask learners: - What did you learn from the other side? - Did anyone change their mind or adjust their view? Handout copies of the Debate reflection sheet for learners to complete.	Q&A, Feedback in discussion, Handout	PowerPoint slide 17, IWB, Debate reflection sheet

3 mins	Let's discuss	Ask learners the following (they should respond using Padlet, on sticky notes or aloud): • How can you show respect and tolerance through your everyday actions? • Why is it important to speak up and challenge hate? • Why might extremists want to undermine British values? • What are your core values and why? • What one thing are you going to take away from today?	Q&A, Discussion	PowerPoint slide 18, Padlet, sticky notes
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 – British values: protecting and promoting (part 2)

Aim of session To help learners recognise how harmful online content can undermine values of respect and inclusion and build confidence to challenge hate safely and appropriately, linking their actions to British values.
Learning outcomes 1. Reflect on their own responsibilities in upholding values like respect and tolerance 2. Recognise the importance of civic participation (e.g. voting, speaking out, challenging hate)
All learners will be able to: • Practice responding appropriately to hateful content (via role play or scripts). • Demonstrate how to respond safely and constructively when encountering extremist content or views Some learners will be able to: • Demonstrate respectful and inclusive behaviours at work. • Advocate for equality, diversity, and inclusion in a professional role.
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: British values: protecting and promoting • Quiz (pages 6 - 7) • Case study: Ash's story (pages 9 - 12)

Time	Activity	Facilitator and learner activity	Monitoring and feedback	Resources
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2 mins	Opening script	Opening and introduction to the content. Read the Opening script and introduce the learning outcomes.	Q&A	PowerPoint slide 2, Opening script
3 mins	Revisit the ground rules	Revisit listed ground rules on the PowerPoint or the ones previously agreed with learners.	Discussion	PowerPoint slide 3, Flipchart , IWB
5 mins	Quiz activity/recap	Tell learners to shout out SNAP if they think an item aligns with British values. If it doesn't, learners should stay silent. Example: • If you say/show the word 'Tolerance' then learners should shout SNAP. • If you say/show the word 'Bullying' then learners should stay silent. Keep the pace fast and lively. To make this more competitive, you could keep a score, giving one point to the first person to answer each item correctly.	Q&A,	PowerPoint slides 22 - 47, IWB,
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 48 - 55, IWB,

		• 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 handout: Ash'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. Recognising the risks • What values are being undermined in this situation? • What are the risks if Ash speaks out? • What might stop someone from challenging hate? • How could silence contribute to normalising hate or misinformation? Intervention • What rewards are there for Ash speaking out? • What does civic participation look like here? • What could Ash say if they decide to speak up? • Are there ways to respond that are low-risk but still effective? Reflection	Q&Q, Discussion, Observation	PowerPoint slides 56 - 61, IWB, Case study handout, Ash's story (Facilitator's handouts pages 9 – 12)

		• How might Ash feel if they do nothing? • How might Ash feel if they do speak up? • How do small actions contribute to bigger social change? • What might you do if you were in Ash's position? Key concepts to explore • Understanding one's values and boundaries • Emotional responses to witnessing harm • Long-term effects of silence vs. action • Building confidence to act in line with personal values Ask each group to share their main points of discussion. Offer prompts and encourage learners to talk through their reasoning.		
5 mins	Reflection	Ask learners: • What do British values mean to you personally? • How might they guide your choices when you see or hear something harmful?	Q&A, Feedback in discussion,	PowerPoint slide 62, IWB,
3 mins	Let's discuss	Ask learners the following (they should respond using Padlet, on sticky notes or aloud) How do you show respect or tolerance in daily life?	Q&A, Discussion	PowerPoint slide 63, Padlet, sticky notes

		• What's one thing you will say or do this week to help create a more inclusive environment? • What one thing are you going to take away from today?		
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>Citizenship</u>	Citizenship encompasses not only legal status and rights but also a sense of belonging, responsibility, and active participation in society. It involves understanding and upholding fundamental values like democracy, the rule of law, individual liberty, and mutual respect and tolerance.
<u>Coercive behaviour</u>	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 <i>Keeping children Safe in Education (KCSIE)</i> and <i>Working Together to Safeguard Children</i>, 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
<u>First-past-the-post</u>	A voting system, where the candidate with the most votes in a constituency wins. In the UK, it is used in general elections to elect Members of Parliament (MPs) to the House of Commons.

Inclusion	An approach that ensures everyone, regardless of their background, abilities, or disabilities, has access to opportunities. In education this involves being fully integrated into the mainstream learning environment alongside their peers. Inclusion focuses on creating a welcoming and supportive environment where every person's unique needs are recognised and met. In education, this involves adapting teaching methods, providing necessary support, and fostering a sense of belonging for all learners.
<u>Intersectionality</u>	The Department for Education (DfE) in England does not provide a single, official definition of intersectionality across all its guidance documents. However, the concept is increasingly referenced in areas such as equality, diversity, inclusion, and safeguarding, especially within the context of the Public Sector Equality Duty under the Equality Act 2010. Intersectionality refers to the way different aspects of a person's identity - such as race, gender, disability, sexual orientation, religion, and socio-economic background, interact and overlap, creating unique experiences of discrimination or disadvantage.

<u>Manipulation</u>	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 <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. 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
<u>Participation</u>	This refers to citizens actively engaging in the political and civic life of their society, influencing decisions that affect them and contributing to the overall well-being of the community. This can include voting, contacting elected officials, participating in public discussions, or even joining protests. It's about citizens having a voice and playing an active role in shaping their government and society.

<u>Tolerance</u>	Tolerance is not about valuing diversity but rather about recognising other people's right to have different beliefs and practices, as long as these do not violate general moral values
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