

IN SIGHT: BUILDING YOUNG PEOPLE'S RESILIENCE TO RADICALISATION AND EXTREMISM.



In Sight: Building Young People's Resilience to Radicalisation and Extremism.

A Guide for Educators

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The project grant allowed us to meet and discuss at great length what types of lessons would be effective in meeting the aims of this project. We believe we have produced a document that will be accessible to all teachers across Europe and will give them the confidence to address and explore these sensitive topics in a meaningful way with their students.

We hope that all who read it find it useful and informative and we are grateful to all the teachers across the three countries who took the time to contribute to the resource and trial the lessons with their students.

SUMMARY

Aims	7
Why is this Work Important?	7
Key Terms.	11
Far-Right Extremism in Context	12
Islamist Extremism in Context	19
What can We do to Prepare for the Work?	24
How can We Start a Dialogue with Pupils about Radicalisation and Extremism?	26
Activities and Lesson Plans:	30
Exploring Identity	30
Combatting Stereotypes and Misinformation, and Building Critical Thinking Skills	43
Understanding Extremism and Terrorism.	64
Preventing Radicalisation.	84
What is Safeguarding?	92
Model United Nations	96
References	100

Aims

The aims of the resource are to:

- Outline the importance of opening up conversations with young people to build their resilience to radicalisation and extremism across different countries in Western Europe.
- Impart techniques to support educators to undertake effective conversations with young people about radicalisation and extremism
- Provide guidance and procedures to support schools to embed this work throughout their practice
- Bring together good practice from across the region and provide initiatives and activities that schools can run with young people
- Provide signposting information for further support

Why is this Work Important?

Terrorism and violent extremism have, to a large extent, defined the last twenty years of European politics. It is unlikely that these forces will cease to present a challenge to European societies in the near future, but educators and teachers can play an important role in reducing the damaging effects of these forces in the present.

This educational resource will help teachers minimise the impact of violent extremism on their school communities. It provides tools and information that can help teachers limit the damage that violent extremism can have on classroom relationships, school dynamics and young people's education, well-being and safety.

The Threat: Past and Present

Terrorism is not a new phenomenon in Western Europe, nor is it a resurgent one. The UK, France and Spain have all experienced political violence in the last half of the twentieth century.

The UK witnessed the deadly violence of the Northern Ireland conflict during the 1970s, 80s and 90s. In Spain, the Basque separatist group Euskadi Ta Askatasuna (ETA), active since the 1960s, only began to lose popular support in 1997, after the assassination of politician Miguel Angel Blanco (El Pais, 2017). France also experienced waves of terrorism in the later decades of the twentieth century, carried out by the Organisation de l'Armée Secrète during the Algerian War of

Independence; the communist group Action Directe in the 1980s; and the Group Islamique Armé during Algeria's Civil War in the 1990s.¹

The majority of the most high-profile terrorist incidents in Europe in the twenty-first century have been carried out or inspired by Islamist groups.² Some of these incidents have been sophisticated and coordinated, others have been simple and clumsy. On the one hand, London has witnessed the precision of 7/7; Madrid, 11-M; and Paris, November 2015. On the other, Nice has experienced the bluntness of the Bastille Day truck attack; Barcelona, La Rambla—an event that echoed Nice; and London, the public execution of British soldier Lee Rigby.

Though these high-profile events have coloured public perception of the contemporary threat facing Europe, it is important to remember that terrorism motivated by Islamophobia and far-right movements in Europe and around the world has proven to be equally deadly to European citizens³. Terrorist incidents in Europe inspired by Islamist philosophies are in the minority (Europol, 2017). The bulk of contemporary incidents are, in fact, motivated by ethno-nationalist or separatist ideologies (Europol, 2017), and young people are no less likely to encounter extremist narratives along these political lines as they are to come across material from Islamist extremist groups.

Recent attacks worldwide have also contributed to a growing climate of far-right extremism in Europe and around the world. The Global Terrorism Index reported that far-right groups and individuals killed 66 people between 2013 and 2017, with 47 of these attacks carried out in 2017 (Koehler, 2019). In 2019, New Zealand's Christchurch far-right terrorist attack killed 50 Muslims. The perpetrator's live-streaming of the attack and dissemination of a far-right manifesto, which was later translated into a number of different languages including French, Dutch, Spanish, Bulgarian, Russian and Ukrainian, inspired further acts of global racist violence and terrorism (TellMAMA, 2019). Attacks in California, El Paso, Texas, Baerum, Norway

¹ For information on the OAS, please see: <https://www.britannica.com/place/Algeria/Cultural-life#ref46535>; for more information on Action Directe, please consult: <https://www.britannica.com/topic/Direct-Action>; and for the GIA, please follow: <https://www.counterextremism.com/countries/france>.

² Islamist terrorism has claimed more casualties in Europe than any other strand of terrorism (Europol, 2018, p5). For a graph of deaths by terrorism in Europe, constructed from data from the Global Terrorism Database, please see: <https://www.datagraver.com/case/people-killed-by-terrorism-per-year-in-western-europe-1970-2015>.

³ For instance, the 2011 Oslo attacks.

and Surrey, England were all linked to inspiration from the Christchurch Attacks (TellMAMA, 2019).

The Dangers Facing Young People

All terrorist groups use the internet to publish violent extremist material and recruit new members.⁴ Young people are vulnerable to online propagandists because of the challenges the autonomy of cyberspace poses to safeguarding. European governments have generally discussed this danger under the rubric of radicalisation, though radicalisation is by no means simply an online affair.

One danger of radicalisation is that targeted young people become radicalised in their ideas, i.e. they are convinced to prematurely adopt a dogmatic and violent worldview. This outcome can conceivably lead to targeted young people rejecting education aimed at developing them into rounded, critical adults; and radicalised young people can, in turn, transform schools and classrooms into unsafe spaces for their peers.

A second danger of radicalisation is that targeted young people become radicalised in their actions. The danger here is that targeted young people can become increasingly supportive of political violence, so much so that they become willing to engage in terrorism, enlist in terrorist organisations and put themselves, their peers and others at risk of physical harm.

Beyond radicalisation, the threat of worsening societal tensions poses a danger to young people. Terrorism breeds terrorism—terror attacks prompt emotions that can move ‘a whole nation [...] toward increased support for violence against perceived enemies’ (McCauley and Moskalenko, 2011, p4). One form of terrorism can work to strengthen the narratives of other forms, and in the midst of this downward spiral, comparatively small-scale acts of political violence can move towards becoming normalised.

Classroom relationships and school dynamics are not immune to the effects of this societal trajectory. Young people are no less likely than adults to be the targets of racist abuse. Young people are also vulnerable to being moulded into perpetrators of hate crimes. They may be radicalised at home by parents or carers, adults who may

⁴ Europol’s 2017 TE-SAT makes clear that both far-left and far-right groups use the internet for propagandist purposes on pages 43 and 47, respectively. Europol’s 2018 TE-SAT states that their Internal Referral Unit had 42,000 pieces of content removed from the internet between 2015 and the end of 2017. Such a high volume implies that terrorist groups of many stripes make use of the web to propagandise and organise. themselves be swept up in broader societal movements towards intolerance and hostility.

Why Our Approach is Effective

In the UK, 56% of 16 to 24-year-olds use social media as their primary source of news, with 34% using Facebook, making it very likely that a lot of young people are regularly receiving misinformation about the world (Ofcom, 2018). Young people who carry misinformation are potentially more likely to also accept prejudicial beliefs; and young people who accept prejudicial beliefs are vulnerable to manipulation by extremist narratives.

This resource's approach tackles misinformation by offering tools for teaching controversial topics and issues—the axes that violent extremists turn upon—in schools. The activities in this resource will help teachers introduce a non-traditional, non-didactic style of teaching into their classrooms. This teaching style bypasses common barriers that can hamper successful controversial issues teaching. One such common barrier is teachers' confidence (Council for Curriculum, 2015). This resource weakens this barrier by offering teachers tried-and-tested lesson plans that relieve them from the responsibility of having to adjudicate what is right, true or correct — 'teachers' are repositioned as 'facilitators.'

A second common barrier to teaching controversial issues is the strong emotional response that controversial issues can prompt in both adults and young people (Kerr and Huddleston, 2015). The exploratory nature of the teaching style this resource follows, as well as the concept of 'safe spaces' which it subscribes to, encourages conversation over competition, thereby weakening the common impulse to defend one's existing beliefs and refuse to engage with other people's perspectives.

Research by Ross argues that children from primary age are capable of dealing with political issues and developing an understanding of political concepts including power, authority, law and order (Ross in Association for Citizenship Teaching, 2015). This resource, by providing the knowledge and tools to allow young people to engage in participatory debate and critical thinking, will help young people explore these concepts and therefore reduce their pessimism and develop a more positive outlook (Alexander et al. in Association for Citizenship Teaching, 2015).

Key Terms

Radicalisation

The movement of an individual's beliefs away from a position of moderateness and towards a position of extremism on policies fundamental to contemporary European life (such as democracy, pluralism, etc.).

It is important to note that there is no single cause behind radicalisation; each case is unique. Also, academics recognise a difference between (1) radicalisation of ideas and (2) radicalisation of action (Moskalenko and McCauley, 2017). Contrary to popular belief, radical ideas do not mechanically lead to violent action (as is implied by the widespread 'conveyor belt' metaphor), and political violence is often motivated by factors others than radical ideology (Moskalenko and McCauley, 2011).

Violent Extremism

Violent extremism is an umbrella term used to refer to the variety of active political groups in Europe that (1) strongly differ ideologically from the political mainstream (extremism) and (2) advocate or perpetrate violence or terrorism as part of an ideology and/or in order to further the reach of an ideology (violent extremism).

Terrorism

An act of terrorism is an illegal, often violent act intended to advance a political or ideological cause.⁵

Islamism

Islamism refers to the broad spectrum of political movements that centre Islam in their politics. It is important to stress that Islam is a peaceful religion and that any Islamism that condones violence or terrorism cannot be taken to be representative of the majority of Islamisms.

Far-right

Far-right groups are political organisations whose politics can be positioned on the extreme right side of the traditional left/right political spectrum. Far-right ideologies focus on patriotism, tradition, conservatism, nationalism and/or ethno-nationalism (the belief that a nation's population should be defined in terms of ethnicity). Far-right politics tend to promote racism, religious intolerance and xenophobia.

⁵ This definition follows both the UK and EU definitions of terrorism.

Far-Right Extremism in Context

The Far-Right in Britain since the 1930s

The most recognisable forms and political tendencies of the far-right today descend from the European Axis powers of the Second World War. Hitler and Mussolini were the faces of the far-right and of fascism on the continent. Their reflection in Britain was Oswald Mosley, leader of the British Union of Fascists.

Mosley sat in the Commons as a Conservative, Independent and then Labour Member of Parliament, before founding his own party, the New Party, in 1931. The New Party's handful of MPs, including Mosley, lost their seats at the 1931 General Election.

After losing his seat, Mosley visited Benito Mussolini's Italy. Mosley was impressed during his trip, and upon returning The New Party began to take a more openly far-right form, with Mosley modelling himself on Mussolini. This political shift led to Mosley forming the British Union of Fascists (BUF)

In 1936, the BUF attempted a provocative antisemitic march in East London, an area with a large Jewish population at the time. Around 3,000 BUF fascists were escorted by 6,000 police officers. They were met by 20,000 anti-fascist protesters from various political groups, who clashed violently with the BUF's police escorts. The anti-fascist protesters were successful in halting the fascist's march, despite the police's efforts to clear a path for the BUF through Cable Street. This event is known as The Battle of Cable Street and continues to be evoked in British politics today.

The BUF were banned by the British Government in 1940 as a result of the UK being at war with Germany.

After World War II, far-right groups in Britain took up opposition to both the dissolution of the British Empire and increased immigration to the UK from Commonwealth countries. During the 1950s far-right groups took firm anti-immigration stances backed up by racist ideologies. These groups were small and scattered, however. The next sizeable far-right force in Britain was The British National Party (BNP), founded in 1960. The BNP was an amalgamation of smaller anti-immigration groups. Towards the end of the 1960s, the BNP was itself amalgamated into a larger organisation: The National Front, which persists as a minor party to this day. The National Front was the primary vehicle for far-right politics in the UK during the 1970s. It never won a seat in the House of Commons, however.

A new version of the BNP emerged from a split in the leadership of The National Front in the early 1980s. The new BNP also performed poorly in elections, due in part to its anti-immigration stance being undercut by Margaret Thatcher and the Conservative Party's adoption of anti-immigration rhetoric. In the late 1990s a BNP faction promoting modernisation of the party emerged, favouring adopting softer, more coded rhetoric, and downplaying some of its more extreme policies. The modernisers wanted the party to shed its violent, thuggish reputation in favour of a more electable image.

The modernisers took control of the party in the late 1990s. Nick Griffin was elected leader of the BNP in 1999. Under Griffin, the party expanded its policies and adopted Islamophobia as a key component of its rhetoric. A softer rhetoric regarding cultural incompatibility (rather than racial inferiority) allowed the party to promote racist ideologies under rhetoric targeted at Islam.

Griffin led the party to electoral success at a local politics level, but the BNP failed to gain any seats in the House of Commons during the 2000s. In 2009, the BNP succeeded in securing two seats at the European Parliament, however. Griffin himself was one of the two successful MEPs.

Despite this relative success, the BNP were being wildly outperformed in the 2009 European elections by the UK Independence Party (UKIP), a single-issue group formed in 1993. UKIP had found success in European elections since 1999. In early 2015, the party's high-point, UKIP had two MPs in the Commons, and more seats in the European Parliament than any other UK party. UKIP's rise marked the BNP's decline.

Through the 2000s and up until the mid-2010s, UKIP were described as a right-wing populist party. UKIP's rhetoric consistently emphasised an idea of 'the British people' and contrasted this idea with a British 'political elite'. UKIP claimed to represent the will of the British people. Brexit, UKIP's political legacy, has arguably led to the mainstreaming of right-wing populist politics in the UK.

In the early 2010s the BNP spawned smaller far-right groups. Notable groups include The English Defence League (EDL) and Britain First, both anti-immigration and explicitly Islamophobic groups.

The 2010s in the UK also saw the emergence of National Action, an explicitly neo-Nazi group that borrowed heavily from Nazi iconography and rituals. In 2016,

National Action were banned by the British Government, becoming the first far-right organisation to be banned since the British Union of Fascists in 1940.

A number of terrorist attacks in the UK have been carried out by far-right extremists. In 1999, neo-Nazi David Copeland planted three nail bombs in London, specifically targeting people of colour and LGB people, killing three and injuring some 140 people (Cobain, Parveen & Taylor, 2016). In 2016, Jo Cox, a British Labour Party Member of Parliament and passionate defender of immigrant rights, was brutally murdered by Thomas Mair. Mair, whose house was filled with far-right books and Nazi propaganda, regarded Cox as 'a traitor to his race' (Cobain, Parveen, & Taylor, 2016). In 2017, Darren Osborne rammed a van into a group of Muslims outside of Finsbury Park Mosque, killing one man and injuring others (Crew & Wardle, 2018).

In the UK, the number of far-right terrorist arrests more than tripled from 2017 to 2018 (Koehler, 2019). Four of the 18 terrorist plots in the UK that have been thwarted in the last three years have been coordinated by the far-right. Out of the 394 individuals who were referred to the UK's Channel programme in 2017-2018, which is designed to counter potential violent extremism, 44 percent were referred due to concerns connected to right-wing extremism (Merrick, 2019).

The French Far-Right After World War II

France was occupied by Nazi Germany during World War II. The northern half of France was governed by Germany, and the southern half was governed by a French regime known as the Vichy Regime. This Government's ideological programme included anti-parliamentarianism, state-sponsored antisemitism, and 'traditional values'. The Vichy Regime collaborated with the Nazis extensively, helping them capture 'undesirables' within France.

In 1959, the first French President and leader of France's current form of Government, the Fifth Republic, Charles de Gaulle capitulated to the burgeoning Algerian independence movement and grant Algeria the chance to determine its own future. This controversial decision led to the formation of the Organisation Armée Secrète (Secret Army Organisation) (OAS), a far-right, nationalist terrorist group that sought to reverse this decision through terrorism campaigns in both France and Algeria, including through assassination attempts on de Gaulle's life. OAS members went on to create various other far-right parties and movements.

Jean-Marie Le Pen, the future leader of the Front National (FN), tried to rally the right-wing, pro-OAS vote in the 1965 presidential election, but failed.

In the late 60s and early 70s, the French far-right existed as the small militant group Occident and its neo-fascist successor Ordre Nouveau (New Order). A number of Occident members went on to hold prominent positions in right-wing French parties. The Nouveau Droit (New Right), a long-running "revolutionary conservative" movement, elements of which have been described as fascist, was also born in France in the 60s.

The Front National was formed by Ordre Nouveau to be a party that could form a coalition of all the far-right tendencies in France. Jean-Marie Le Pen was chosen to be its first leader. Le Pen took the party to a 'moderately' far-right position after its poor electoral performance in 1973.

Le Pen did not fare well in the 1974 presidential election, and FN dissidents split to form a rival organisation, Parti des Force Nouvelles (Party of New Forces) (PFN). PFN contained the more extreme right-wing elements of the Front National.

FN's electoral breakthrough came in the early 1980s. The French political landscape was divided into two blocs in the 80s, both of which were centrist and indistinguishable on the surface. FN threatened to split the centre-right's vote, and, when faced with the choice between working with Le Pen's party and losing to the centre-left, centre-right parties often chose to work with FN. This situation legitimated Le Pen, and in the 1984 European elections Front National won 10% of the French vote and 11 seats in European parliament.

In 1986 the party won 35 seats in France's legislative house, the National Assembly. Several of the NF's legislative proposals were extremely controversial: NF proposed reinstating the death penalty and expelling foreigners. Throughout the next ten years, NF's electoral fortunes rose and fell. It also weathered scandals regarding Le Pen's antisemitism. In 1997, however, a split in the party halved NF's vote, leaving the group in a worse position electorally than they were in 1984.

2002 marked a turning point for the NF. Due to a divided French left and a media focus on issues of law and order, Le Pen succeeded in becoming one of the final two candidates in the 2002 presidential election. Le Pen ran against incumbent President Jacques Chirac, but lost heavily. After the election, which was a political shock to France, the French voting system was reformed in a way which damaged NF. Though their support remained the same, the votes they received now translated into far fewer seats.

Le Pen was succeeded by his daughter, Marine Le Pen, as leader of NF in 2011. Marine Le Pen sought to transform and modernise the party's image. The party has enjoyed considerable success under Marine Le Pen: in the 2014 European elections it secured 25% of the vote, making it the largest French party in the European parliament. In the 2017 presidential election, Marine Le Pen was one of the final two candidates for the Presidency.

In 2018 Marine Le Pen renamed the party 'Rassemblement National' ('National Rally') (RN) as part of her rebranding strategy. In 2019 the newly-named party won the European elections in France, securing 23% of the vote. Today, RNs politics remain firmly nationalist, anti-Islamic, Eurosceptic and anti-mass migration.

Since 2003 in France, a political-intellectual movement known as Bloc Identitaire or Les Identitaires (The Identitarians) has been active. One of this movement's most prominent views is that the only true European identity is a White, Christian identity. The youth wing of Les Identitaires, Génération Identitaire (Generation Identity), has successfully spread across Europe, with branches set-up in Austria, Italy, Germany and the UK.

In 2017 Al Jazeera exposed links between Génération Identitaire and Le Pen's Rassemblement National, discrediting Le Pen's rebranding of the former Front National.

In recent years, France has seen a number of far-right terror incidents and attempted violence by various right-wing extremist actors. In 2015, in the aftermath of the Charlie Hebdo massacre (see section on Islamist Extremism and France), six mosques, as well as a restaurant were attacked in an incident categorised by the authorities as right-wing terrorism (Europol, 2016). In 2018, 6 people connected to the far-right were detained in connection with a violent attack against the French president, Emmanuel Macron (Koehler, 2019). The same year, French authorities over suspicions its members were planning an anti-Muslim attack. The raid revealed the group was harbouring 36 guns and thousands of munitions (Ebner & Guerin, 2019).

The Spanish Far-Right

Any understanding of the far-right in contemporary Spanish politics must be set against the backdrop of the Spanish Civil War and the dictatorship of General Francisco Franco that followed it.

The Spanish Civil War broke out in 1936. It was fought by two political blocs, one left-leaning and the other right-leaning. The War began when the Nationalist bloc staged a military coup against the already weak Republican Government. After three years of fighting, during which time Fascist Germany and Italy lent support to the Nationalist military effort, the left was beaten, and the Nationalist military leader General Francisco Franco was established as dictator of Spain. Despite the fact that Hitler and Mussolini had supported Franco during the Spanish Civil War, Francoist Spain did not play a large role in World War II.

In consolidating its power, the Francoist regime committed various atrocities. Political killings took place en masse. Regional languages were suppressed. Hundreds of thousands of children were abducted from jailed or killed Republican parents and passed over to families loyal to the Francoist regime. Around half a million Republicans were sent to forced labour camps; the last of these camps only closed in 1947, 11 years after the war broke out.

Political parties were forbidden under Franco. Notably, the far-right party Falange Española Tradicionalista (Traditionalist Spanish Phalanx) was an exception to this rule.

After Franco's death in 1975, Spain began to transition to democracy. In 1977, the country held its first free elections since 1936, and in 1978, the current Spanish constitution was established.

Post-Francoist Spain did not see an overtly far-right party win seats in the Spanish parliament for 40 years. This is not to suggest that with the transition to democracy Francoist and ultra-nationalist tendencies simply disappeared from Spain, however. Far-right elements of Franco's regime were incorporated into democratic Spain's conservative right. Jacobin Magazine writes: 'For forty years the far-right could feel comfortable within conservative ranks, without having to differentiate itself' (Maestre, 2018). In light of this, claims that Spain experienced an absence of far-right politics until recently are misleading.

The Spanish right post-transition was represented by the Alianza Popular (People's Alliance) (AP), a party formed by seven Francoists, six of whom had held cabinet level positions in Franco's regime. AP did not fare well in general elections. In 1989 the

party merged with several smaller Christian and Liberal parties to form Partido Popular (The People's Party) (PP), a more moderate, centre-right group, with a much weaker extremist wing. PP have been the governing party in Spain twice: from 1996 to 2004 and 2011 to 2018.

Spain's far-right today is occupied by Vox (Voice). Vox was formed in 2013 as a split from PP. Since being founded, Vox have distinguished themselves as an ultra-nationalist group. It is openly anti-feminist (Spain enjoys a flourishing feminist movement: in 2018 5 million women went on strike to mark International Women's Day), anti-Islamic and opposed to immigration from Muslim countries. The group have seemingly adopted Trumpian politics by calling for walls to be built around Spain's North African enclaves; for 52,000 "illegal" immigrants to be expelled from Spain; and for Spanish citizens to receive the right to be armed.

The rise of far-right parties across Europe has helped legitimise Vox. Until 2017, Vox had failed to find representation at any level of Spanish politics (though in 2014, they narrowly failed to secure a seat in the European parliament). In the space of forty days in late 2017, however, Vox's membership surged by 20%. This increase in support was largely explained by commentators as a nationalist reaction against the Catalan independence referendum and the so-called Islamic State-style attack in Barcelona in August 2017. Vox's increased membership soon translated into electoral success. In 2018, the party secured twelve seats on the Andalusian regional Government, and in the 2019 general election, Vox won 10% of the national vote. Vox are the first far-right party to take up seats in Spain's national parliament since the Spanish transition to democracy. Later in 2019, Vox secured 3 seats in the European parliament.

In 2018, Spanish authorities arrested a man for planning an assassination of Prime Minister Pedro Sánchez (Koehler, 2019). In 2019, the Spanish Government recognised the growth of 'identity-based extremism' promoting the notion of a superior ethno-nationalist identity, with the Interior Ministry citing the ideology as 'one of the most worrying issues today' (Counter Extremism Project, 2019).

Islamist Extremism in Context

Islamist Extremism and the UK

In 1986, Syrian Omar Bakri Muhammad founded the Islamist extremist network Al-Muhajiroun alongside Anjem Choudary. The network has existed under various names and guises since it was established. Successive British Governments have banned its various iterations.

In July 2005, the UK witnessed its first Islamist extremist suicide bomber attack, now referred to as the 7/7 attacks, when a coordinated series of explosions occurred across London's transport networks. Three bombs were detonated on Underground trains, and one bus was destroyed by an onboard explosion. All four assailants behind the attack died destroying their respective targets. Al Qaeda claimed responsibility for the attack, but an official inquiry concluded that the assailants had no direct assistance from Al Qaeda. Videotaped statements made by two of the bombers sought to legitimise the actions through reference to the war in Iraq, characterising it as a war against Islam. 52 people were killed and more than 600 injured (Counter Extremism Project, 2019).

In the 12 years following the 7/7 attacks, only one notable Islamist terror incident, the murder of British soldier Lee Rigby in 2013, took place on British soil. Rigby was off duty when he was attacked and killed in Woolwich by two assailants. His assailants remained at the scene until police arrived, explaining to the crowds that they had murdered Rigby because "Muslims are dying daily by British soldiers". The assailants were reportedly connected to Al-Muhajiroun (Pantucci, 2018).

2015 saw two notable terror attacks on the UK, one abroad and one at home. In June, a sympathiser of so-called Islamic State murdered 30 British tourists in Sousse, Tunisia. Eight non-British tourists also died in the attack (Counter Extremism Project, 2019). In December, at an East London tube station, a man stabbed civilians before being apprehended by police. The knifeman reportedly proclaimed, "This is for Syria" (the attack came days after the UK Government voted to extend airstrikes against so-called Islamic State in Syria).

In 2017, the UK experienced a flurry of high-profile attacks, the majority of which have been claimed by so-called Islamic State. The two deadliest incidents were the Manchester Arena bombing in May, in which 23 people died and a further 139 people were wounded, and the London Bridge ramming and stabbing attack in June,

which saw eight people lose their lives and 48 people receive injuries. In March 2017, a man drove into pedestrians on Westminster Bridge, before fatally stabbing a police officer outside the Houses of Parliament. In September, an 18-year-old attempted to detonate an explosive device on a District Line underground service in South-West London. The device only partially detonated; 30 people were wounded but no one was killed.

In addition to attacks on British soil, it is estimated that approximately 850 Britons have travelled to Syria and Iraq to fight for so-called Islamic State in the Syrian Civil War (BBC, 2019). High-profile cases have included a four-person execution squad nicknamed 'The Beatles' for their British accents. One member of the group, nicknamed 'Jihadi John' by the British media, achieved worldwide notoriety by executing American hostages on camera in 2014-15. In 2015, the UK Government stripped 150 suspected Islamist terrorists of their British citizenship (Press Association, 2017). All were dual nationals. In 2019, the British Government took steps towards criminalising the act of being in Syria. British nationals in Syria would have to excuse their presence in Syria or face 10 years in jail.

British aid workers have also been targeted abroad by Islamist extremist groups. In 2013, David Cawthorne Haines was kidnapped by the so-called 'Beatles' and beheaded the following year. Alan Hennings, a British volunteer humanitarian aid worker, was also beheaded that year.

In 2019, the question of how to treat British members of so-called Islamic State seeking to re-enter the UK re-emerged with the case of Shamima Begum. Ms Begum travelled from London to Syria in 2015, along with two other girls, all of whom were 15 years old when they left the UK. In 2019, in an interview with a British journalist, Ms Begum expressed her wish to return to the UK, citing concern for her unborn child's future as a motivation for returning. British media reacted angrily, and the British Government stripped Ms Begum of her citizenship. The Government's decision was controversial, as it is not clear that Begum has citizenship of any other nation, potentially rendering her stateless (Selby, 2019).

Islamist extremism continues to be proselytised through social networks and by various individuals and organisations. Al-Muhajiroun and its front groups are believed to have as many as 1,500 followers in the UK and perhaps another 1,500 abroad (Counter Extremism Project, 2019). Anjem Choudary, spokesman for Al-Muhajiroun and its successor organisations, was imprisoned in 2016 for encouraging British Muslims to join a proscribed organisation, namely, so-called Islamic State.

British law enforcement believe he is connected to more than 80 individuals implicated in terrorism cases in the UK. Choudary was sentenced to five and half years in prison but was released in 2019 to serve the remainder of his sentence under strict supervision outside of jail (Counter Extremism Project, 2019).

Following his release and the release of several other affiliated prisoners the previous year, British media reported a revival of al-Muhajiroun, reportedly inspiring a new generation of Islamist extremist activists (Counter Extremism Project, 2019).

Islamist Extremism and France

Although the majority of Islamist extremist attacks in France have occurred over the last two decades, France experienced a number of attacks throughout the 1990s by the Algerian-based Armed Islamic Group. The group hijacked a French aircraft in Algeria and allegedly intended to crash the plane into the Eiffel Tower, though was intercepted by French counter-terrorism forces (Riding, 1995). From 1995-1996, the group executed a number of bombings primarily targeting French infrastructure but killing 16 and injuring more than 300 (Counter Extremism Project, 2019).

France saw no notable extremist violence on home soil in the 2000s, though a number of terrorist attacks on military personnel abroad did occur during these years. However, the 2010s have proven to be a radical departure from this relatively peaceful decade.

In 2011, the offices of French satirical magazine 'Charlie Hebdo' were firebombed, after the paper renamed its November issue 'Charia Hebdo' and used a cartoon image of the Prophet Muhammed (listed as that month's 'editor-in-chief') on the cover. Just over three years later, in January 2015, two heavily armed, masked men stormed the magazine's offices, killing 12 staff members. This incident was followed immediately by multiple, sporadic shooting attacks in and around southern Paris. This series of coordinated attacks, which stretched across three days, concluded with a hostage situation at a kosher supermarket in eastern Paris, in which four Jewish hostages were killed. Al Qaeda's Yemen branch claimed responsibility for these attacks, but the individual behind the supermarket siege had pledged allegiance to so-called Islamic State on an online video before the attack.

These attacks highlight the surge of Islamist terrorism inflicted on Jews and Jewish sites in France during this time. In 2012, the Toulouse and Montauban shootings were carried out: the assailant opened fire at a Jewish day school, killing a

rabbi and three Jewish children (Associated Press, 2012). In November 2015, a Jewish schoolteacher was reportedly stabbed in Marseilles by three assailants, who claimed to be supporters of so-called Islamic State.

In November 2015, Paris suffered from a highly sophisticated and coordinated assaults. Eight assailants attacked sites throughout Paris: the Stade de France, the Bataclan concert hall, and numerous restaurants in central Paris were all targeted. 130 people were killed, and a further 100 people were left in serious condition, making this attack the worst in Europe since Spain's 11-M. The attack was claimed by so-called Islamic State, leading France to increase their military campaign against the group in the Levant. One of the assailants is reported to have told hostages, 'it's [former French President] Hollande's fault... he should not have intervened in Syria' (Boffey & Zeffman, 2015).

2016 - 2018 saw a demoralisingly consistent stream of so-called Islamic State-inspired violence in France. The deadliest post-'15 attack was the 2016 Nice incident, which saw a large white truck drive through crowds celebrating Bastille Day; 86 people were killed and over 400 people were wounded. In 2018, a series of terrorist attacks were carried out in Carcassonne and Trebes, killing five people. The assailant pledged allegiance to so-called Islamic State and demanded the release of Salah Abdeslam, the only surviving suspect of the 2015 Paris attacks (Christafis & Willsher, 2018).

These attacks reveal the significant pressure on France's counter-terrorism infrastructure to monitor some 15,000 terrorism suspects in the country (Counter Extremism Project, 2019). Islamist extremists have managed to recruit and radicalise French nationals using online and social networks. In November 2014, so-called Islamic State disseminated a video directed at French Muslims, encouraging them to execute attacks in France if they could not travel to territory held by so-called Islamic State. A French language magazine called *Dar al Islam* was launched by the group and online propaganda videos have also played a significant role in Islamist extremist recruitment, with an emphasis on targeting teenage girls in France. In late 2016, French police uncovered an all-female cell of so-called Islamic State operatives planning an attack in Paris (Counter Extremism Project, 2019).

France has been the largest producer of foreign fighters out of any EU country, with an estimated 2,000 French nationals joining so-called Islamic State and other Syrian Islamist extremist groups to date (Counter Extremism Project, 2019). In 2019, Iraq sentenced three captured French nationals to death for joining so-called Islamic

State. French authorities have outsourced the trial of 450 citizens to Iraq: The French foreign minister, Jean-Yves Le Drian, said that there were 450 French citizens affiliated with so-called Islamic State being held in camps in northeastern Syria. But with memories still fresh of the terrorist attacks in 2015 – 2018, polls show that a vast majority of French people do not want these citizens returned, even if they were to be detained and tried (Ruben, 2019). Indeed, 82% of French citizens think French Islamist terrorists should be tried in Iraq and Syria (Rosemane, 2019). In 2017, it came to light that the French Government was cooperating with Iraqi ground forces to hunt and kill French Islamist terrorists, to prevent them from returning home (McKernan, 2017). Concerns about Islamist terror attacks remain high across France.

Islamist Extremism and Spain

In the last two decades, Spain has been a prominent target for a number of Islamist extremist attacks. Until the late 15th century, significant regions of Spain were under the control of an Islamic caliphate. As a result, a number of Islamist extremist groups have promised to “re-conquer al-Andalus” - their historic name for the Iberian mainland in Arabic (Counter Extremism Project, 2019). Commentators have noted that Spain’s history as an Islamic Caliphate has been weaved into propaganda from so-called Islamic State, making Spain a potential future target for Islamist extremist recruitment and radicalisation.

On 11th March 2004, more than ten bombs were detonated simultaneously across Madrid’s underground rail network. 192 deaths were recorded, and a further 1,800 people were injured (Counter Extremism Project, 2019). Al Qaeda claimed responsibility for the ‘11-M’ attack, but Spanish investigations into who authored the attack were inconclusive.

Following the Paris attacks carried out by so-called Islamic State in 2015, the leader of so-called Islamic State, Abdelhamid Abaaoud, reportedly made concerted efforts to recruit Spaniards using social networks, with an emphasis on women, to join and “repopulate the caliphate” (Counter Extremism Project, 2019).

The next significant attack on Spanish soil following the 2004 attack occurred in 2017 when a van raced through a crowd of people on the La Rambla pedestrian walkway in Barcelona, killing 14 people and wounding 100 others, while an almost identical attack in Cambrils added another fatality to the death toll of this event. 130 people were wounded in the attacks, making them the deadliest in Spain since the 11-M attack (Counter Extremism Project, 2019). So-called Islamic State appropriated this series of attacks as their own immediately.

Spain has witnessed a significant rise in online radicalisation in recent years. In 2016, “Islam en Español,” a Facebook page glorifying so-called Islamic State and promoting violent extremism, had close to 32,500 followers. After the 2017 attacks in Barcelona and Cambrils, so-called Islamic State reportedly released its first propaganda video in Spanish, encouraging Muslims to carry out violent acts of terror wherever they are. As of March 2019, the Government of Spain estimated that 237 Spanish citizens or residents had travelled abroad, primarily to the Middle East, to become Islamist extremist fighters (Counter Extremism Project, 2019). Spain, like the rest of Europe, is nervous about repatriating extremists as some could be released in their country of origin because there is not enough evidence to sentence them. As yet, the European Union does not have a common framework to address this issue (Sancha, 2019).

The 2019 counter-terrorism strategy of the Spanish Government determined that “the activity of lone actors and cells radicalised by themselves in Spanish territory” poses the greatest threat to Spain (Counter Extremism Project, 2019). The use of social media continues to play a significant role in such radicalisation and is also considered a central component in counter-terrorism strategy.

What can We do to Prepare for this Work?

The Role of the Facilitator

The facilitator’s role is to support pupils as they learn to assess evidence, negotiate, make informed decisions, solve problems and work both independently and with others. It is important to remember that the facilitator’s role is to enable pupils to find out for themselves and to support them in taking responsibility for their own learning (Oxfam, 2008).

Prior to beginning any work on exploring radicalisation and extremism, it is important for facilitators to ensure that they are confident with their subject knowledge and the accuracy of their sources of information.

Everyone is influenced by our environment and experiences and everyone makes assumptions and subconscious prejudices. Facilitators can do something about their biases and/or prejudices by being aware that they might exist, reflecting on opinions and looking for further information.

Facilitators should consider the following questions:

- How do I know what I know?
- What sources have I used?
- What value judgements am I bringing to the discussion?

Engagement with External Agencies or Local Groups

Working in partnership with local community groups and/or external agencies can help to strengthen knowledge bases and provide different perspectives on an issue. They might be able to highlight issues that the Senior Leadership Team and teachers have not identified.

Inclusion of Parents and Carers

Many parents and carers may have concerns about the teaching of these topics. Being open and transparent with parents and carers at the beginning of the work can increase engagement and reduce misunderstandings and confrontations after the work has taken place. Share information about the work that is planned and allow the opportunity for parents and carers to speak to you about questions and concerns. Provide young people with resources to take home so that they can continue conversations outside school.

Preparation for Discussion

- Do you know the young people well enough to understand what issues are likely to be sensitive or difficult?
- Are you clear where you should draw the line and how you will communicate this with the young people?
- Have you already practised debates and discussions and reflected on how to make them successful?
- Is there a departmental/school policy which supports teachers in tackling controversial issues?

The Association of Citizenship Teaching: The Prevent Duty and Teaching controversial issues: creating a curriculum response through Citizenship (2015)

How Can We Start a Dialogue with Pupils about Radicalisation and Extremism?

Creating a Safe Space for Discussion

"Schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments" (DfE, 2015)

"Young people said they were more likely to follow rules they themselves had thought of and articulated" (DfE, 2011)

Authentic work cannot take place in a space where young people feel they may be ridiculed or penalised for sharing their opinion. This means taking the time, prior to commencing work, to set out commonly-agreed ground rules for healthy discussion and debate.

Examples of such rules might be:

- Give others the opportunity to share their opinion uninterrupted
- Show respect for one another's opinions, even where there is disagreement – if you disagree, do so respectfully
- Direct challenges towards the front of the classroom and not at one another
- Don't laugh at others' opinions
- Depersonalise comments
- Own your own values – use 'I' statements
- Think of the impact of your words on others – use language that won't offend or upset other people. If unsure about language, ask the facilitator
- Comment on what was said, not the person who said it
- Be open and honest – the conversation stays in the room (although the limits of confidentiality should be explained to pupils)
- Everyone has the right to be heard and respected

Providing sentence starters, such as the A, B and C framework below, can help young people to structure their responses respectfully.

Further resources to help facilitate dialogue with young people are available from the Institute for Global Change and can be found here: <https://institute.global/insight/co-existence/essentials-dialogue>

Start from Where the Young People are

'A failure to acknowledge young people's pre-conceptions can lead to their feeling that the given resilience-building activity lacks authenticity, ultimately resulting in disengagement' (DfE, 2010).

There are several ways that we can assess young people's views on an issue before we embark on teaching:

- 'burning questions': young people are asked to anonymously write down a question they have about a topic on a post-it note. These questions can then

Things I know about this topic	Things I am unclear on about this topic	Things I have heard and know to be untrue about this topic
--------------------------------	---	--

Giving a new opinion I think that... My opinion is.. I believe that.. In my view ...	Agreeing I agree with because... I would argue the same thing because... The reason I agree with... is... That is an interesting point because...
Building I would like to build on ...'s point because... I agree with ... but I need to add... In addition to ...'s point... Building on what ... said... That is a good argument however it needs...	Challenging I don't think ... is right because... I would like to challenge this because... I disagree with...because... My own view is different because...

be used to help inform a future scheme of learning or can be brought out and addressed at appropriate times within the same session.

- Online questionnaires or a table such as the one below can be completed anonymously by young people and used to inform the scheme of work:

- Educators can install an 'ask-it basket' or 'questions box' in their classrooms, providing young people with the opportunity to ask questions at any point in their learning.
- Conducting focus groups with a selection of young people to garner their thoughts and ask them to preview materials prior to using them.
- Nominated young people (such as members of the school council) can be tasked with speaking to their peers about their concerns on a topic and then feedback to teachers

Addressing Preconceptions

"Unless young people's pre-conceptions are respected, they are less likely to constructively engage with resilience-building activities. Failure to acknowledge pre-conceptions can lead to the feeling that activities lack authenticity, leading to disengagement" (DfE, 2011)

Activities, such as word association games, can help draw out and address young people's preconceptions. The activities in the 'Combating Stereotypes and Misinformation and Building Critical Thinking Skills' section of this resource are a useful starting point. It is also important to include regular discussions and mini plenaries throughout topics to re-assess young people's understanding and to identify any new concerns or misconceptions that may have arisen along the way.

Young Person Centred and Led

"To generate commitment and dedication from young people, it is important for interventions to help young people feel some sense of ownership over the process and the end result" (DfE, 2011)

Young people often harbour concerns that education about radicalisation and extremism can sometimes feel like indoctrination. It is important therefore that the activities we use focus on developing skills such as critical thinking and not on persuading young people to ascribe to a certain ideology or belief.

Education should include examples relevant to young people's lives, using real-life case studies and providing opportunities for peer-to-peer education.

A possible starting point for developing work on this topic is that of Lynn Davies from the University of Birmingham. Davies believes that education on radicalisation should focus on:

Critical Thinking: helping young people develop the ability to evaluate and question views and ideas that are presented to them.

Critical Respect: helping young people develop the skills to engage in debate over controversial issues and, where appropriate, be respectfully critical of other's views.

Critical Values: helping young people explore which values they might want to live their lives by.

Critical Action: helping young people understand how they can make a difference by focusing on the skills of advocacy, lobbying and negotiation.

Educating Against Extremism, Lynn Davies (2008)

Activities and Lesson Plans

Exploring Identity

Some of the most common reasons why people have extremist ideas or join extremist groups are related to ideas of identity. In order to build young people's resilience to extremist ideas and groups, it is important to allow them the opportunity to explore and celebrate their identity as well as consider the multifaceted nature of different identities.

The aims of this section are to:

- Allow young people the opportunity to explore their identity as well as others
- Explore the differences and similarities between each other
- Explore the importance of identity and understand that everyone has complex identities

Activity: A Recipe for Me

Ages: 11 – 13

Time Required: 60 minutes

Resources Required: 'The British' poem handout and/or video clip, Antoine Griezmann recipe card, blank recipe cards

Aims:

- To illustrate that identity is complex and has many components.
- To explore what makes us unique.
- To consider where we may share aspects of our identities with others in ways that are not immediately obvious.

Delivery:

Read Benjamin Zephaniah's poem 'The British' with the young people. A video of the poem can also be found here: <https://www.youtube.com/watch?v=6GCGwkas2Yw>

The British (serves 60 million)

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.
Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.
Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.
Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.
Leave the ingredients to simmer.
As they mix and blend allow their languages to flourish
Binding them together with English.
Allow time to be cool.
Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: *All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.*

Warning: *An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.*

Ask the young people to identify what aspects of identity Benjamin Zephaniah's poem is exploring. Answers could include nationality, heritage and language.

Ask the young people to consider what other things make us who we are. Make a list of the young people's ideas on flipchart paper or a whiteboard. Encourage the young people to make their ideas as broad as possible. This could include age, personality, family, hair colour, morals, life experiences etc.

Explain that they are now going to take inspiration from Benjamin Zephaniah's poem and give them the opportunity to create their own recipe to explain their own identity.

This can be illustrated to young people using the following example:



Recipe: Antoine Griezmann

A recipe originating from a variety of European countries that creates a male football player of international significance. Adventure, determination and great dancing abilities add an extra touch that make this recipe particularly interesting.

Method:

Take some Macon, France and add in some German and Portuguese families.

Add in a sprinkle of courage, inspiration, optimism and belief in one God.

Introduce football slowly, mixing with emigration to Spain, La Liga, plenty of European goals and one World Cup win.

Add in one wedding and one baby, Mia.

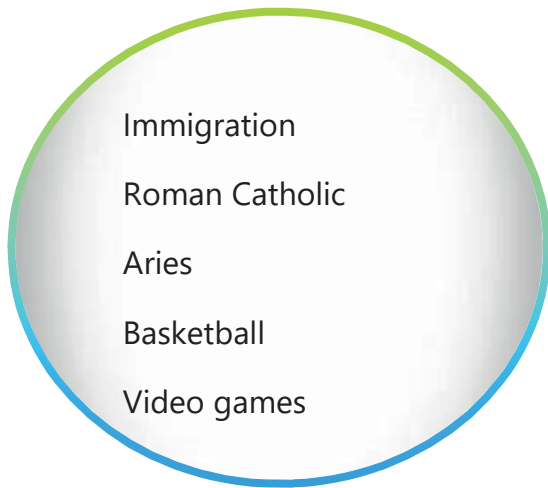
Introduce a dash of basketball, a few computer games, a love of silly dancing and Drake.

Mix together and allow to simmer for a whole lifetime.

Enjoy!

Note: Ingredients may change over time.

Young people can be given the following template to help them complete their recipe cards:



Recipe:

About this dish:

Ingredients:

Method:

Once the recipe cards are completed, give the young people the opportunity to share their work with their peers in groups of 4-6. Ask them to use the following questions to begin a group discussion:

- What similarities are there between your ingredients?
- Which ingredients are unique to individual people?
- If you had to create a recipe to represent your group, which ingredients would you include and why?
- Would you only choose those things that you have in common? Explain your answer.

Finish with feedback from each group.

Key Learning Points:

- There are elements of our identity which bring us together and those that make us unique.
- A strong community requires us to both recognise our similarities but to also embrace our differences.

Note: The recipe cards can be used to create a recipe book for your classroom. This can be kept on display for the young people to access.

Activity: Identity Dice

Ages: 11 – 16

Time Required: 60 minutes

Resources Required: dice template, question worksheet

Aims:

- To encourage young people to consider the many factors that contribute to their identity.
- To begin conversations concerning our differences and similarities.
- To provide the opportunity for young people to gain a greater understanding of why their peers have certain ideas or do certain things.

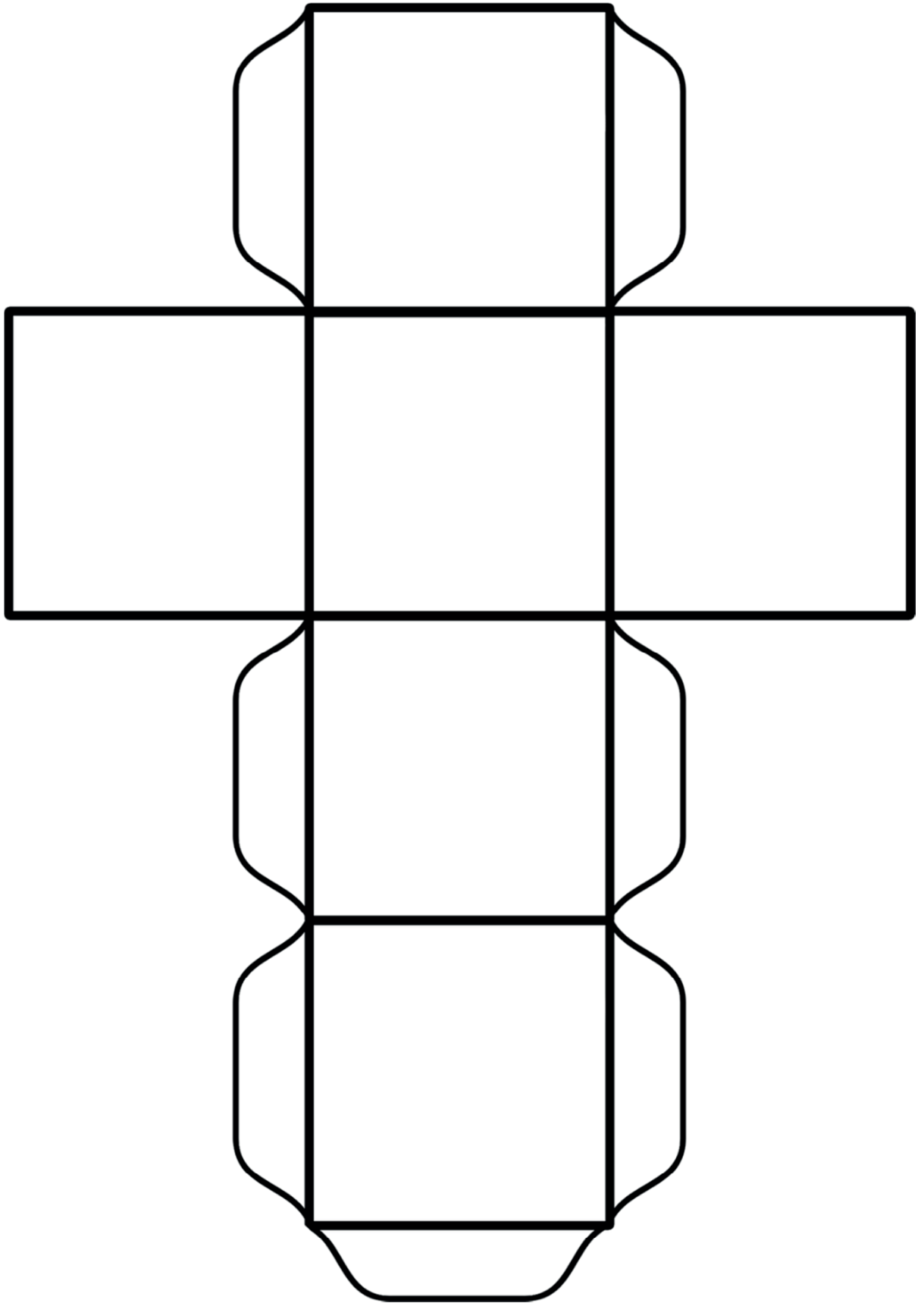
Delivery:

Give young people a copy of the cube template and explain to them that they are going to write one question on each side of the cube. Each question should be an open question about identity.

Make it clear that whilst it is great if we can ask questions that we are interested to know how people in our class would answer, it is important that we don't make the questions too personal.

Examples can be shared with the young people, such as:

- Are there any foods you do not eat? Why?
- Describe yourself in 3 words.
- Do you believe in God/Gods?
- Were all of your family born in this country?
- What communities do you belong to?



Ask the young people to arrange themselves in to groups of four. Explain to them that they have 15 minutes to take it in turns to throw their dice. When the dice lands on a question, each person is given the opportunity to answer it, if they wish to do so.

Once the 15 minutes is over, ask the young people return to their seats and are given time to reflect on their discussions and complete the following worksheet:

What I have Thought About Today:

Which question do you think enabled the most interesting discussion? Why?

Which question produced the most similar answers? Why do you think this is?

Which question caused the most disagreement? Why do you think this is?

Is there anybody that you realise you have more in common with than you previously thought? Explain.

Is there anything that you realised was unique about you today?

Once the young people have completed this sheet, finish by beginning a whole-class discussion around the following questions, drawing on the discussions they have had with their peers:

- Do you think it is important that we all have something that is unique about ourselves? Why?
- Is it always obvious that there are similarities between people?
- Do you think it is important for us to learn more about the similarities we have with others in our community? Why?

Key Learning Points:

- It is our differences that make communities so interesting.
- Often, we have a lot in common with people that, on first impressions, seem very different to us.
- It is important that we take the time to learn more about the similarities we share with those around us as a way of bringing communities closer together.

Activity: Identity Darts

Ages: 11 -16

Time Required: 40 minutes

Resources Required: identity cards, string.

Aims:

- To encourage young people to explore how their identities may be similar to one another.

Delivery:

Begin by cutting out the following cards and placing them in a bag.

I choose not to eat pork because I am Jewish.	I wear a head covering called a topi as I am a Bangladeshi Muslim.	I believe that all people are equal. I have read this in the European Convention on Human Rights.
My grandparents were not born in the same country as me. I was born in Germany, but my grandparents were born in Brazil.	Every Sunday I go to church. I like having this to do as it a regular chance to meet with friends and do something that is important to me.	I have two fathers. They have always taught me that love is the most important thing in any family.
Every year I go on holiday to Australia. I am from Scotland, but my aunt and uncle moved to Australia, so we go and visit.	My favourite time of year is Christmas. Getting presents is my favourite part!	I am very proud of my nationality. I was born in Egypt but grew up in France. Both countries are important to me.

Set up a space where you can draw three concentric circles using string on the floor, which should look like this:

This does not describe
me at all! (2 points)

Some of this statement
describes me! (5 points)

Most of this statement
describes me! (7 points)

This is me!
(10 points)

Explain to the young people that they are going to be playing identity darts and the more similarities they can find the more points they will win!

Ask for a volunteer to stand in the middle circle. They are asked to choose a card out of the bag and read it aloud to the class.

Once the card is read out the students position themselves in the circles according to how much the statement on the card applies to them.

An example would be:

For the card that says: I choose not to eat pork because I am Jewish.

A Jewish young person who does not eat pork stands in 'this is me!'

A Jewish person who does eat pork, a Muslim who doesn't eat pork or a vegetarian stands in 'Most of this statement describes me!'

A Christian person who fasts for Lent or a person with food allergies might stand in 'some of this statement describes me!'

Young people with no dietary restrictions stand outside of the circles.

Ask three or four people why they have stood where they are.

Young people should note down the points they have received for that round.

Once all of the cards have been read out, ask the young people to add up their points. A reward of your choice can be given to the person with the most points.

Arrange the young people in to groups of four and ask them to discuss the following questions:

- What do you think the learning point was of this activity?
- Do you think it is fair to reward people for how similar they are to others?

Conclude by feeding back to the class.

Key Learning Points:

- It is important for us to look for the similarities that we share with others as often they can be hidden. Finding them can help bring people closer together.
- Whilst it is great to value what we have in common, it is also important that people are allowed to be themselves and express their unique identity.

Combating Stereotypes and Misinformation, and Building Critical Thinking Skills

Extremist groups exploit people's fear, misinformation and prejudice to garner support. This section provides activities to help young people explore where they get their information from and to think critically about the information that they receive.

The aims of this section are to:

- Explore the concept of stereotyping and to recognise the dangers of carrying misinformation
- Allow young people to think critically about how information is passed on
- Encourage young people to question information they see online and provide young people with strategies for how to fact check information
- Understand what propaganda is and how this is used
- Explore the limits and complexity of 'free speech'

Activity: Filling in the Gaps

Ages: 11 – 14

Time Required: 30 minutes

Resources Required: sheets of paper, felt tip pens

Aims:

- To demonstrate how we all make assumptions based on the information we are given
- To explore the concept of stereotyping

Delivery:

Put the following scene description on the board:

"Maria heard the ice cream van before she saw it. Remembering the money hidden under her bed, she ran inside"

Ask the young people to spend two minutes quickly sketching the scene using pens and paper. Instruct the group to then stand up and move around the room, look at all of the drawings as if they were walking through an art gallery.

When everyone has returned to their seats, facilitate a discussion about the similarities and differences between everyone's drawings.

Everyone will likely have interpreted the scene similarly: Maria is a child ready to spend her pocket money on ice cream.

Point out that nowhere in the scene description are we told Maria's age, but participants likely 'filled in the gaps' in order to understand and complete the scene. (In addition, young people may have made broadly similar assumptions about other aspects of Maria's identity: her femininity, socio-economic status or ethnicity, for example. If so, point out these assumptions as well).

Next, change the scene description slightly to help illustrate the extent to which we all make assumptions, or 'fill in the gaps.' Ask the class how they might draw the scene again if just one detail was changed. What if the scene description now read:

"Maria heard the black Mercedes before she saw it. Remembering the money hidden under her bed, she ran inside."

Most likely, the young people would now interpret the scene as a mafia drama: Maria might be thought of as a Mafia pawn being targeted by goons in a black Mercedes. Invite suggestions of other interpretations that strongly differ from the initial idea of Maria the child innocently buying ice cream.

Facilitate a discussion on the human tendency to make assumptions, or 'fill in the gaps.'

Key Questions:

- Why might we have this tendency to 'fill in the gaps'? Why might it be useful sometimes?
- Why is it important that we are aware that we can sometimes make assumptions?
- Can anyone think of any real-life situations where 'filling in the gaps' might lead to a negative or harmful outcome?

Key Learning Points:

- 'Filling in the gaps' can help us to navigate the world around us; but it is important that we are able to recognise when making assumptions might be harmful rather than helpful.
- It is important to separate the information we are given from the information we have supplied ourselves.

Activity: One Word

Ages: 11 – 18

Time Required: Minimum 10 minutes

Resources Required: pieces of paper and a whiteboard or flipchart

Aims:

- To consider existing prejudices towards groups of people in society
- To understand the concept of stereotyping and recognise the dangers of carrying misinformation

Delivery:

Hand out a piece of paper to each young person. Explain that you are going to write a word on the board and that they must simply write the first word or phrase that comes into their head and then fold their piece of paper in half. The stimulus word can be focussed on the particular topic you would like to address, for example 'immigrant' or 'Muslim.'

Assure the group that, whilst it is important to respect other people in the room, they can be honest and open and that nobody will get into trouble for what they write. The activity is anonymous, and they must work individually.

If the young people need prompting, ask: 'What does the word make you think of?', 'What does the word mean?' or 'What do you associate or connect with the word?'

Collect in the pieces of paper and read the words out one at a time, creating a spider diagram or list of the board. Don't censor the words; it is important the everyone's contributions are included. Ask the young people not to volunteer information about which words were theirs or to react or comment on anybody else's ideas. If possible, keep the words visible throughout the session(s).

This activity can be used to inform a whole scheme of work, or to begin a session looking at combating myths and stereotypes about groups of people.

At the end of the work with the young people and, as a very effective way of evaluating pupils' learning, return to the words and ask young people to remove any of the words which are untruths and misconceptions. Young people should question whether they are based on fact and if they apply to every single person in the group

chosen to discuss. If a word is based on stereotypes, misinformed ideas, generalisations or falsehoods it must be crossed out or erased.

This visual demonstration is powerful and emphasises the message that not all of our ideas and opinions are accurate all of the time and that we need to think critically about the information we receive.

Key Questions:

- Where did they get their ideas from? Are their words about the group based on fact?
- What is a stereotype?
- What are the dangers of judging people based on one or two pieces of information about them? Can we really generalise about an entire group of people just because they have one thing in common?
- How are stereotypes connected to discrimination?

Definition of a stereotype: An unfair idea that all people in a group are the same

Some of the consequences of stereotyping are:

- Labelling
- Making assumptions
- Blaming a whole group for the actions of a few (scapegoating)
- Implementing rules and decisions based on stereotypes which discriminate against groups
- Treating people badly (bullying and discrimination)

Key Learning Points:

- Many of us carry misinformation and stereotypes about groups of people
- A stereotype is an oversimplified idea which generalises about an entire group of people without regard for individual differences
- Believing in stereotypes encourages us to make assumptions about people, to scapegoat and discriminate against people and can lead to decisions and/or laws being made which discriminate against whole groups
- We can do something about the misinformation and stereotypes we have by finding out more information to dispel them

Activity: Breaking News

Ages: 11 - 16

Time Required: 60 minutes

Resources Required: drama props, notebooks/paper

Aims:

- To explore how news reports are made
- To begin to think critically about how information is passed on
- To consider what makes some news reports more accurate than others

Delivery:

Split the group into groups of 4-6 pupils. Ask each group to devise a scene to act out, based on a short stimulus provided on the board. Though each group will be asked to prepare a scene, only one group's efforts will be performed, so do not dedicate too much time to this part of the activity. Scenes can contain dialogue, or they can be mimed.

The scene stimulus should be something vague that encourages embellishment and drama, such as:

"There is an incident at a demonstration to stop a local restaurant being shut down"

Choose one group to perform the scene and one group to watch the performance as 'witnesses'. Ask the other groups to leave the room if there is dialogue, or to turn their back if the scene is mimed.

Once the performance is over, split the witnesses up, sending one or two witnesses to each of the other groups. Instruct these groups that, with the help of their witness(es), they now need to devise a short news report about the incident.

Whilst this is happening, ask the members of the group who performed the news scene to circulate the room, taking notes on what the other groups discuss whilst devising their news reports.

Bring the class back together. Watch the news reports back-to-back; encourage the class to watch carefully, as they will be discussing the reports together afterwards.

Facilitate a discussion about the news reports.

Key Questions:

- Were there any differences between the stories told by each news report? Did any report omit or embellish certain pieces of information?
- Were certain parties presented favourably in some reports but unfavourably in others?

- Were the witness statements enough to create a news report out of?
- What could different reporting teams have done to try and gather more evidence about the incident?
- Did some reporting teams 'fill in the gaps' to make a more complete story?
- Did each team make it clear which ideas were speculation and which ideas were based on eye-witness accounts?

Broaden the discussion by encouraging the young people to consider TV news in general.

Key Questions:

- What parallels can be drawn between this activity and the process of preparing TV news reports?
- How reliable are TV news reports?
- How might the interests of TV company owners, advertisers etc. affect the way in which a news story is reported?

Key Learning Points:

- News stories can be biased or exaggerated
- Information has already passed through many sources before it reaches news media
- News reports aren't always clear about what is fact and what is speculation
- Certain news stories or sources of news can be more accurate than others

Activity: Fact or Fiction?

Ages: 11 – 16

Time Required: 40 minutes

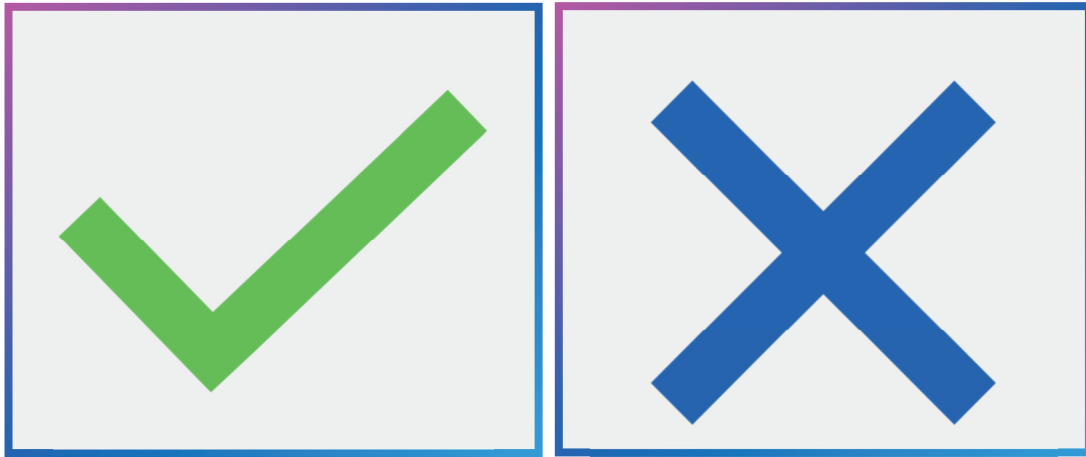
Resources Required: fact or fiction handouts, tick and cross cards, video clip

Aims:

- To encourage young people to question information they see online
- To provide young people with strategies for how to fact check information they see online

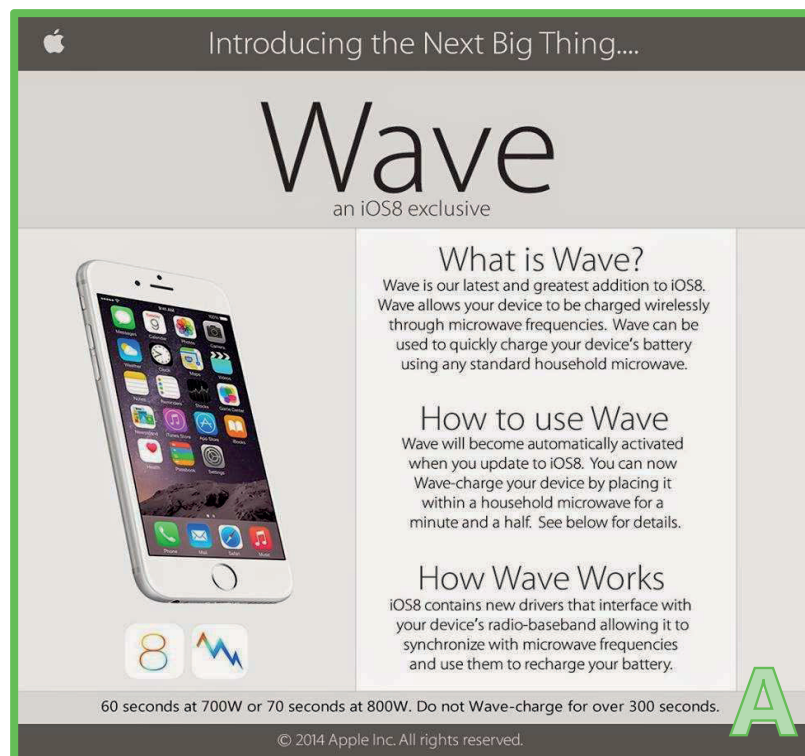
Delivery:

Print and cut out the tick and cross cards below and give young people a tick and a cross card each.



Explain to young people that they will be shown four news stories and/or adverts. Some of them are factual and others are fiction. Once they have been shown the story or advert, they will have a few minutes to discuss it with their partner and then will have to vote on whether it is fact or fiction using their tick and cross cards.

The stories/adverts are as follows:



Australia Is Drifting So Fast GPS Can't Keep Up

A significant correction must be made by the end of the year for navigation technology to keep working smoothly.

BY BRIAN CLARK HOWARD



PUBLISHED SEPTEMBER 23, 2016

Australia is not quite where you think it is. The continent has shifted by 4.9 feet since the last adjustment was made to GPS coordinates in 1994, reports the *New York Times*.

All of the Earth's continents float on tectonic plates, which glide slowly over a plastic-like layer of the upper mantle. And the plate that Australia sits on has been moving relatively fast, about 2.7 inches a year (northward and with a slight clockwise rotation).

B

EL PAÍS

IN ENGLISH

SUSCRÍBETE

Spaniard raised by wolves disappointed with human life

Marcos Rodríguez Pantoja, who lived among animals for 12 years, finds it hard just to get through the winter

f t y w i

♥

✉

🗨

C

The Daily Currant

Go

Infecting Yourself With E. Coli is the New Hollywood Diet Craze

Spinach contaminated with E. coli has spawned a questionable health cleansing trend in Los Angeles.

A spinach supplier to many L.A. juiceries has just announced a recall of any juices containing the leafing green, after dozens were hospitalized with serious E. coli infections. However, the rapid weight loss experienced by those affected has caused an increase in demand for green juice in which spinach is an ingredient...

D

In Sight: Building Young People's Resilience to Radicalisation and Extremism.- Page 51

As the young people cast their votes, ask for some of the clues that tell them that a story/advert is fiction. Record their responses on to a whiteboard or flipchart paper.

Reveal the answers:

A= Fake B=Real C=Real D=Fake

Ideas could include:

- Photoshopped pictures
- Sensationalist headlines
- Unreliable website
- Doesn't list sources
- No author listed

Ask the young people:

- Is it always obvious if something we see on the internet is fact or fiction?

Should we believe everything we see online?

Key Learning Point:

- It is difficult to assess whether information is real or not without checking additional sources.

Explain to the young people that they are going to watch a video that will give them tips to enable them to fact check information they find on the internet.

The video can be found here: https://youtu.be/2_ZDcbQyUpw

Once this has been shown, ask the young people to relay the information that they

Ideas could include:

- Check the URL looks like a trustworthy website
- Check the website is reliable by checking for disclaimers
- Double-check where pictures have come from
- See if a quote was reported at the time it was said

have heard. Add their suggestions to the previous flipchart paper.

This flipchart paper can then be displayed around the classroom or used as the basis for the young people to create their own 'fake news' poster.

Activity: What is Propaganda?

Ages: 11 – 18

Time Required: 60 minutes

Resources Required: propaganda techniques cards, advert handouts, newspapers

Aims:

- To enable young people to identify propaganda within the media
- To encourage young people to develop an awareness of the groups, people or ideas that may be targeted with the media

Delivery:

Ask the young people if they know what propaganda means. Use their responses to

Propaganda: information, which may be biased or misleading, that is used to promote a political cause or point of view

formulate a definition, or the start of a definition:

Explain that they are going to be looking at techniques that people use when creating propaganda. The young people will then try to differentiate propaganda from reliable information by attempting to spot these techniques.

Hand out the propaganda techniques cards to pairs or groups of young people and ask them to read through the different techniques:

Glittering Generalities: Simple, clever slogans that appeal to people's feelings.	Plain Folks: Sends a message that a product or person is just like you.	Name Calling: Uses negativity to create fear and dislike of others.	Testimonials: Celebrities endorsing a product or idea.
Transfer: Uses your feelings about one thing to get you to feel the same about another.	Card Stacking: Using selected facts to show one side as positive and the other as negative.	Bandwagon: Suggests that everyone is doing something, so you should too.	

Once the young people have fully understood each of the different techniques, hand out the advert sheet and ask the young people to identify which propaganda technique is being used in which advert. They can

Donald Trump: Glittering Generalities
iPhone5: Card Stacking
Dove: Plain Folks
American World War II Poster: Name calling

choose more than one for each advert. Ask for reasons for their answers.



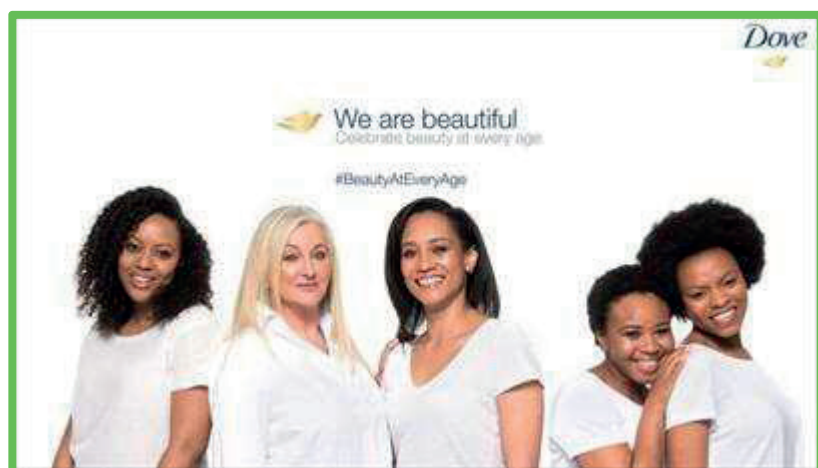
Don't settle for cheap plastic.



IPHONE 5
4.0" screen
4G LTE
Retina Display
1136 X 640 resolution
Up to 225 hrs standby time
Up to 8 hrs talk time
Full HD 1080p video recording
3.95 oz weight
1GB RAM
Siri
16, 32 or 64GB fixed internal storage
iOS 6.0 OS
A totally different plug
Quad-Core A6 CPU
720p Front-Screen Camera
iCloud
Shared Photo Stream
Panorama
700,000 apps
Passbook
Free OS Updates Annually
FaceTime
All-New Maps with Flyover
Airplay
Sleek and Durable Aluminum Back
Game Center
iMessage

GALAXY S III
4.8" screen
4G LTE
HD Super AMOLED™ Display
1280 X 720 HD resolution
Up to 720 hrs standby time
Up to 11.4 hrs talk time
Full HD 1080p video recording
4.7 oz weight
2GB RAM
S Voice
16 or 32 fixed + up to 64GB microSD storage
Android 4.0 OS
Standard micro USB plug

iPhone 5





Once the young people have completed these, the answers to each can be discussed.

The activity can be expanded upon by using the following extension activities:

1. Ask the young people to choose one of the propaganda techniques that they have been looking at. Their job is to design an advert for a school team or club, for instance, a football team or chess club. The poster must use the technique that they have chosen.
2. Ask the young people to select one of the propaganda techniques from the list and carry out research about the technique, answering the following questions:
 - Where has the technique been used in the past, and where is it used in the present day?
 - Are there any notable examples in which this technique has been used?
 - Why is this propaganda technique used? What impact does it have?

Their research can be presented however they choose, for example, as a PowerPoint presentation, prose or a poster.

3. Provide young people with a selection of national newspapers.

Ask them to look through the newspapers and find an example of when propaganda is used to persuade someone to hold a particular opinion about a particular group of people, for example teenagers, Travellers, or immigrants. Depending on the ability of the group, the young people can focus on one group of people to research or they can be given a selection from which they can choose.

Ask the young people to present their example with answers to the following questions:

- What is the propaganda technique being used and what is the author trying to achieve by using it?
- Why has the author chosen that particular propaganda technique?
- What impact do you think this propaganda will have on the group of people in the example?
- What impact do you think this propaganda will have on readers' opinions of that group of people?
- How could the potential impact of this propaganda be countered?

Their work can be presented however they choose.

For lower ability groups or pupils, examples of propaganda could be provided for young people and a discussion using the questions above could be led by the facilitator.

Key Learning Points:

- Propaganda can have a real impact on people's attitudes and behaviours
- Journalists, newspapers and politicians can target particular groups of people and use persuasive techniques to encourage others to do the same.
- Often groups can be targeted because they are thought to have less of a voice or little power to fight back.
- It is important that young people are equipped with the tools to spot propaganda techniques so that they become more aware of how their attitudes and behaviours can be manipulated by newspapers, journalists, politicians and advertising campaigns.

Activity: Free Speech or Hate Speech?

Ages: 13 – 18

Time Required: 60 minutes

Resources Required:

Definitions handout

A set of Decision Cards for each group of 3 to 5 players.

A game board, drawn on a large sheet of heavy paper/poster board for each group
The game board contains three concentric rectangles:

- 1) the rectangle in the centre of the board is marked: **IN EVERY CASE**
- 2) the second rectangle is marked: **IN SOME CASES**
- 3) the third rectangle is marked: **IN NO CASE**

A sheet of paper and markers

Free Speech vs Hate Speech case studies handouts

Aims:

- To illustrate the complexity of free speech
- To explore the intersection between free speech and hate speech
- To consider the impact of hate speech on communities and on extremism

Delivery:

Decision card statements:

1. Everyone should have the right to speak their minds freely.
2. People should be allowed to criticize the government.
3. Journalists should be able to publish the stories they wish without censorship from the government.
4. Language that contains hateful or discriminatory views should be illegal by law.
5. People should be able to post whatever they want on social media.
6. Social media sites should remove videos with explicitly violent or offensive content.
7. People should be able to report any content they find offensive on social media, resulting in its removal.
8. Ensuring that no one is discriminated against is more important than protecting the right to free speech.
9. Denying the Holocaust happened should be illegal.
10. People should not be allowed to use language that encourages violence.
11. Private letters and telephone calls should not be intercepted.

12. People should be able to protest when they find something unjust.
13. Advertisements that contain lies about the product being sold should be banned.
14. Speech that involves hatred towards a specific religion should not be allowed.
15. Politicians that make racist remarks should lose their political seats.

Hand out a 'definitions handout' to each young person and walk through the definitions as a group. Clarify any questions related to the definitions.

Give each group of 3 to 5 young people a set of decision cards. [Note: An odd number of young people makes it easier to reach consensus.] One person in the group should deal out all the cards. It doesn't matter if some people get more cards than others. All 15 decision statements can be used or, depending on the time available and the group, cards could be made where only the first 6-10 statements are written alternatively.

Without talking to anyone else, each person reads through their cards and places each one face up, where they think it should go on the board. For example, if one of the cards says: "Everyone should have the right to speak their minds freely", and the person thinks that it is true in every case, they should place the card face up in the centre rectangle (marked **IN EVERY CASE**). If they feel it is true in some cases, they place the card in the second rectangle (marked **IN SOME CASES**). If they think it is true in no case (always wrong), they place it in the third outermost rectangle (marked **IN NO CASE**).

When everyone in the group has decided where to place their cards on the board, still without talking, everyone looks carefully at the cards that have been placed on the board by the other members of the group. If a young person feels that a card has been placed in the wrong section, they should turn it over so that it is now face down on the board. When everyone has had a chance to consider each of the cards on the board, the cards that have not been turned over are those on which the group agrees.

Each group now looks together at each of the cards which are face down. Ask the group to now reach consensus on where each of these cards should go.

Bring the class back together and either go through the list of statements and get input from various groups and/or use the following questions to guide a discussion:

- Which statements were the most challenging to decide on? Why? Are there any statements that you are still unsure about?
- Which statements were particularly easy to decide on? Why?
- Were there any statements that your group disagreed on? Why?
- Were there any statements that you had a strong reaction to?

- What is free speech? Are there limits to when free speech should be exercised?
- What are the advantages to limits on free speech? What are the disadvantages?

Key Learning Points

- There are many differing opinions about free speech and when it is appropriate across a variety of contexts
- The boundaries of free speech are not always easily defined
- Free speech is the right to express opinions without censorship or restraint
- Free speech can be positive and negative

Distribute one of the hate speech case studies handouts to each group (it is fine if more than one group have the same case study). Then each group examines their case study and considers the discussion questions accompanying each case study.

Groups come back together and present their case study to the larger group.

Close with a discussion using the following questions:

- Did your opinions change at all after learning about the case studies?
- Was there anything that surprised you during this activity?
- What is hate speech?
- What is the relationship between free speech and hate speech?
- Should someone always be entitled to free speech or should free speech be curtailed when it becomes hate speech?
- Why do you think free speech is such a controversial issue?

Key Learning Points

- Illegal hate speech is defined in EU law as the public encouragement of violence or hatred directed to groups or individuals on the basis of certain characteristics, including race, colour, religion, descent and national or ethnic origin
- Hate speech can negatively impact different communities
- There is an argument that the right to free speech should end when free speech becomes hate speech as this violates other rights people are entitled to, such as the right to freedom from discrimination and the right to safety.
- Others believe that it is important to always have the right to free speech, whatever the consequences.

Definitions Handout

Hate Speech: Illegal hate speech is defined in EU law as the public encouragement of violence or hatred directed to groups or individuals on the basis of certain characteristics, including race, colour, religion, descent and national or ethnic origin.

Censorship: the limiting or control of information and ideas that shared among people within a society.

Free Speech: the right to express ideas and opinions without censorship or restraint.

Article 11 of the EU Charter of Fundamental Rights: Freedom of Expression and Information:

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
2. The freedom and pluralism (*diversity*) of the media shall be respected.

Antisemitism: hostility, prejudice or discrimination against Jewish people.

Case Study 1: “Woman investigated for Holocaust denial in Germany”



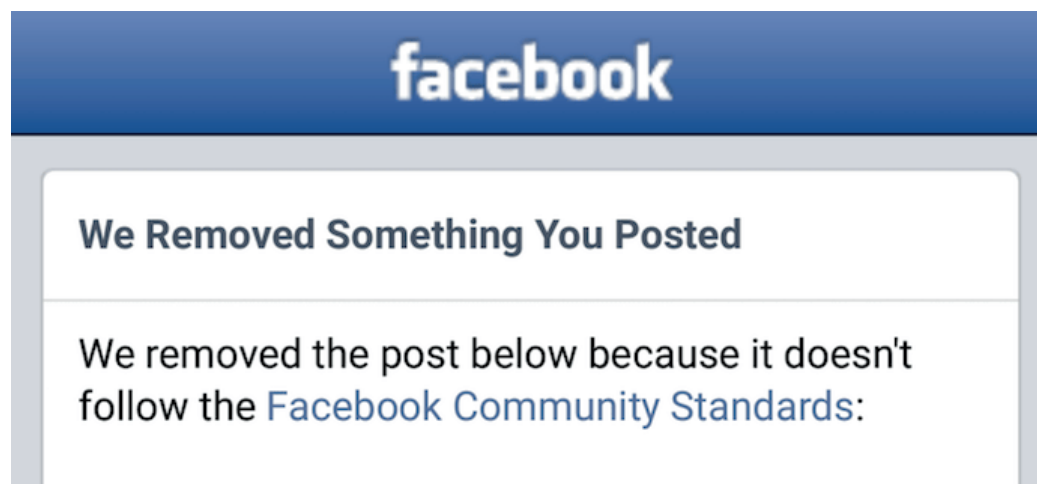
German police investigated a British woman after she denied the Holocaust during a neo-Nazi rally (Holocaust deniers are people who believe that the Holocaust (the

murder of approximately six million Jews and other people, including Roma and disabled people, by the Nazis in World War II) didn't happen). Videos of the rally posted online show her saying the only Holocaust perpetrated in Europe was against German civilians. Publicly denying the Holocaust is a criminal offence in Germany and is also illegal in a number of other countries. Holocaust denial is generally motivated by a hatred of Jews. Holocaust deniers often claim that the Holocaust was invented or exaggerated by Jews as part of a plot to advance Jewish interests. Holocaust denial is considered a form of antisemitism.

Discussion Questions:

- Why do you think Holocaust denial was made illegal in many countries?
- How might denial of the Holocaust impact Jewish communities?
- Are the woman's comments an example of free speech or hate speech?
- What is the impact of free speech in this case study?

Case Study 2: “Facebook, YouTube and Twitter remove viral livestream of Christchurch terror attacks”



On 15th March 2019, a terrorist attack was carried out in Christchurch, New Zealand at two mosques, killing 51 people. The gunman livestreamed the attack on Facebook. Fewer than 200 viewers saw the livestream as the attack was happening, but another 4,000 viewers saw the footage before Facebook removed it. However, the video was almost immediately copied and reposted across the internet, including on Reddit, Twitter and YouTube. In the first 24 hours after the attack, Facebook removed 1.5 million copies of the video. Shortly after, the Australian government passed a new law introducing criminal punishments for social media companies that do not quickly remove violent extremist content. The European Union wants to introduce a similar law.

Discussion Questions:

- What is the impact of videos like the Christchurch shooting going viral on social media?
- Should social media sites remove violent and extremist content? Why? Why not?

Case Study 3: “Australian rugby star sacked after homophobic social media post”



Australian rugby player Israel Folau’s work contract was terminated by Rugby Australia after he made homophobic comments on social media. He posted “hell awaits drunks, homosexuals, adulterers, liars, fornicators, thieves, atheists and idolaters”. Rugby Australia said that “whilst Israel is entitled to his religious beliefs, the way in which he has expressed these beliefs is inconsistent with the values of the sport” through sharing material that “discriminates against people on the basis of their sexuality.” Israel Folau plans to challenge the decision in court, claiming he has been unfairly sacked due to his religious beliefs.

Discussion Questions:

- What might the impact of Israel Folau’s comments be?
- Should authorities sack sports players based on what they post on social media?
- Is Israel Folau’s post an example of free speech or hate speech?

Understanding Extremism and Terrorism

It is important to provide young people with the opportunity to explore the concepts of extremism and terrorism, so that misconceptions can be addressed, and vulnerabilities can be reduced. This section provides activities to explore these concepts within a safe space, empowering young people with knowledge, removing fear and building resilience.

The aims of this section are to:

- Address misconceptions about what constitutes terrorism
- Address misconceptions concerning the terrorist threat in Europe
- Encourage young people to question commonly held views on the nature of terrorism in Europe.

Activity: Understanding Terrorism

Ages: 13 - 18

Time Required: 45 minutes

Resources Required: A3 paper, pens, case study cards, worksheets

Aims:

- To address misconceptions about what constitutes terrorism
- To understand the definition of terrorism according to the European Union
- To illustrate that terrorist acts can be committed by people motivated by many different political agendas and are not a phenomenon exclusive to one particular group.

Delivery:

Remember: it is important to set up a safe space prior to delivering this activity. For more information, please see page 20

In groups of four to six, give the young people a piece of A3 paper or a whiteboard and pens. Put the following on the board: **“An action can be considered terrorism**

if..." and ask the young people to think about all the factors involved in terrorism, which would complete this definition.

Introduce the young people to the definition of terrorism according to the European Union. In order for an act to constitute a terrorist offence under the European Union's Framework Decision, it has to fit the following criteria:

1. It is an illegal act according to the law of the country
2. By its nature or context, the act seriously damages a country or an international organisation
3. It has the aim of "seriously intimidating a population," or "unduly compelling a Government or international organisation to perform or abstain from performing any act," or "seriously destabilising or destroying the fundamental ... structures of a country or an international organisation"

(Dumitriu, 2002)

Key Questions:

- Is there any mention of religion in the definition? Is terrorism necessarily connected with religion?
- Is there any mention of ethnicity in the definition? Is terrorism necessarily connected with ethnicity?
- What different examples of terrorism can you think of?

Give each group a case study and a worksheet and ask them to consider the questions on the worksheet and decide if the incident is one of terrorism in each case, using evidence for their answer.

Allow each group to work through several different case studies.

	<i>Case Study One</i> Dozens of people killed as ISIS targeted Baghdad during Ramadan 17 people were killed as they broke fast at an ice cream shop during Ramadan. A car bomb exploded inside a parked car. 32 people were also injured in the attack. So-called Islamic State claimed responsibility for the attack. They increased their attacks on the people of Iraq during Ramadan because they lost land in Mosul, which was one of their strong bases in Iraq. (The Guardian, 2017)
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	<i>Case Study Two</i> Germanwings Plane Crash: Co-Pilot deliberately crashed the plane killing 150 people Andras Lubitz locked his colleague outside the cockpit and deliberately crashed the plane into the French Alps killing everybody on board. Lubitz was worried that he was losing his eyesight which would cause him to lose his job. He was also suffering from depression, and the medication that he was taking was causing him to be restless and unable to sleep. He had been given notes by the doctor instructing him to take time off work but had destroyed them (The Independent, 2016).
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Case Study Three

Ten arrested in France for plotting to kill Muslims

The group was planning to kill veiled women, Imams (mosque leaders) and recently released Islamist prisoners, and wanted to attack mosques and halal grocery stores. The group claimed that it was fighting the 'Islamic peril' and that the government was failing to protect the people of France. Prosecutors said they found 14 handguns, 22 rifles, thousands of cartridges, explosive materials and a guide called "homemade napalm" in their homes (The New York Times, 2018).



Case Study Four

Animal Liberation Front Bomber Jailed for 12 Years

A man was jailed for 12 years for a bombing campaign against people who he believed were involved in research on animals. Donald Currie made bombs that he planted at the homes and under the cars of scientists who worked for Huntingdon Life Sciences. He was told that he would be on parole for the rest of his life as he posed such a big danger to the public (The Independent, 2006).



Case Study Five

Three Hurt as Car Swerves into Crowd outside Islamic Centre

Three men were hurt when a car struck several people outside a north London Islamic centre. Witnesses described hearing the driver "shouting anti-Islamic taunts" at the Muslim prayer centre in Cricklewood. One witness said the driver "was trying to kill people".

Ali Salman said he was "milliseconds" from injury as the car swerved into groups of people leaving the Islamic centre following a lecture. "This was someone who was trying to take out as many people as possible. He swerved left right trying to hit people," he added.

A man in his 50s was treated for a serious leg injury. Two other men, both in their 20s, suffered minor injuries (BBC, 2018).



Case Study Six

Bomb Attack Hits Turkish Capital

Over 100 people were killed and around 500 wounded after two suicide bombers targeted a peace rally in the centre of Ankara, Turkey. The peace march was held to protest against the growing violence between the Turkish Armed Forces and the separatist Kurdistan Workers' Party (PKK). No group claimed responsibility for the attack (The Guardian, 2015).

Understanding Terrorism Worksheet

Case Study Number		
	Yes/No	Evidence?
Was the act illegal?		
Was it intended to scare people?		
Was it intended to cause damage to a country or organisation?		
Was it intended to get a country or organisation to change things?		
Do you think that this would be defined as terrorism?		

Bring the group back together and look through the case studies as a class. Ask the young people to present their answers and the class can vote to see if they think that the incident was classified as terrorism or not.

Answer Sheet:

Case Study	Treated as Terrorism?	Further information	Motive	Link to source
One	Yes	Brett McGurk, the US diplomat coordinating the international coalition fighting against Isis, condemned the attack and expressed solidarity with Iraq. "Isis terrorists tonight in Baghdad target children & families enjoying time together at an ice cream shop. We stand with Iraq against this evil,"	Islamist extremism	https://www.theguardian.com/world/2017/may/30/baghdad-ice-cream-shop-isis-car-bomb-attack
Two	No	Investigators ruled out terrorism early on. Lubitz did not want to create political change or further a particular cause. While his exact thoughts will always remain a mystery. Investigators found searches about suicide on his computer	Suicide	https://www.bbc.co.uk/news/world-europe-32084956
Three	Yes	The ten were charged with "criminal terrorist conspiracy"	Far Right extremism	https://www.thelocal.fr/20180628/france-charges-10-ultra-right-suspects-over-plot-to-attack-muslims
Four	Yes	Judge Zoe Smith told Currie: "You are of course entitled to hold strong views on vivisection, you are entitled peacefully to demonstrate.	Animal rights extremism	https://www.getreading.co.uk/news/local-news/animal-activist-

		"But what you cannot do is to enforce your views with violence." She sentenced Currie to indeterminate imprisonment because the seriousness of his offences meant he posed a serious risk to the public.		turned-terrorist-4260240
Five	No	The police have not treated the incident as terrorism, but as an Islamophobic hate crime. No-one has yet been arrested.	Islamophobia	https://www.bbc.co.uk/news/uk-england-london-45570907
Six	Yes	No group claimed responsibility for the attack, but it was immediately denounced as terrorism. The Turkish president, Erdoğan said: "I strongly condemn this heinous attack on our unity and our country's peace. No matter what its origin, aim or name, we are against any form of terrorist act or terrorist organisation. We are obliged to be against it together."	Unknown – potentially separatist or Islamist	https://www.theguardian.com/world/2015/oct/10/turkey-suicide-bomb-killed-in-ankara

Once these have been revealed it may be appropriate to ask the young people if they agree with these decisions. If so, why? If not, why not?

The news agency AJ+ and Reuters have decided not to use the word terrorism in their reporting as they feel that it is a politically loaded term, and often not applied evenly. They describe the facts of what has happened without attributing it. AJ+ explain their reasoning here: https://www.youtube.com/watch?v=ZaC_bzgtODY.

Key Learning Points

- Whether something is defined as terrorism or not, is often down to interpretations of the intent behind the act, not the severity of the act, or number of people hurt.
- There are lots of different motivations behind terrorist acts. They are not just committed by one group of people and affect almost every country in the world
- There is not always agreement as to whether an act should be classed as terrorism or not. Some people believe that the term is not used consistently or fairly.

Activity: Different Types of Terrorism

Ages: 14 - 18

Time Required: 45 minutes

Resources Required: 6 x sets of activity cards (plus or minus one set depending on class size), whiteboard.

Aims:

- To learn about different political causes that have inspired terrorism.
- To move young people away from a narrow understanding of terrorism as a religious phenomenon, and towards a broader understanding of terrorism.
- To explore real-life examples of acts of terrorism.

Delivery:

Tell the class that today they will be learning about terrorism. Put the following definition up on the board:

"An act of terrorism is: an illegal, often violent act intended to further a political cause."

Briefly discuss this definition, making sure that everyone understands what a 'political cause' is. Expand this initial discussion by drawing out some other key features that are common to all acts of terrorism. These might be:

- The terrorists are trying to influence a government or an international organisation.
- The terrorists are trying to destabilise or create fear in a community.
- The act involves violence, serious damage, or risks people's safety.

Key Questions:

- How might violence help a group further or promote their cause?
- Why might a terrorist group want to influence the government?

After this initial short discussion, explain to the group that they will be exploring different types of terrorism. The different types of terrorism they will look at differ mainly in their motivations; the outcomes of different types of terrorism are all similar: all involve destruction and violence.

Split the group into groups of four or five. Explain that each group will be given a pack of cards. They will need to work together to split these cards into five piles. Each pile of cards should contain:

- 1) the name of a different type of terrorism (separatist, Islamist, etc.),
- 2) a matching definition of this type of terrorism,
- 3) and examples of this type of terrorism.

They will have 10-15 minutes to complete this activity. Whilst the young people are completing the activity, put the following short glossary up on the board, adding or subtracting words if necessary:

- Mosque: an Islamic place of worship.
- State: another word for 'country' or 'nation'.
- Agricultural: to do with farming.
- Liberation: another word for 'freedom'.
- Assassinate: another word for 'murder'.
- Abortion: a medical procedure that ends a pregnancy.
- Racism: treating someone badly because of their skin colour, nationality, culture or religion.

After the activity, bring the young people back together. Go through each type of terrorism one by one. Start by reading out the definition aloud, then go on to discuss the examples. Encourage young people to ask questions and share any relevant

information they may know. Use the additional information and key questions below to flesh out this post-activity discussion.

Separatist Terrorism

Additional Information:

- In 2017, there were more acts of separatist terrorism in Europe than any other kind.

Islamist Terrorism

Key Questions:

- Why might we hear about Islamist terrorism more than other kinds? (Possible answer: separatist terrorism is generally always restricted to one part of Europe or the world. Islamist terrorism is perceived as being something that could happen anywhere in Europe, so it gets more news coverage.)

Single-Issue Terrorism

Additional Information:

- Anti-abortion terrorism is currently not an issue in Europe, but in the USA and Canada it is a more realistic concern.
- Another type of single-issue terrorism is "eco-terrorism": terrorism motivated by concerns about the environment. Again, European groups concerned about the environment generally operate within the law, but the USA has a more serious history of environmentalist groups resorting to terrorism.
- Animal Liberation Front have carried out a number of attacks in Europe and the USA. ALF are an international, leaderless organisation made up of small groups of people, making them hard to track and stop.

Far-Right Terrorism

Additional Information:

- Far-right politics is gaining support in Europe and the USA. This has also led to a rise in far-right terrorism. Sometimes far-right terrorist groups are also called 'neo-Nazis' (new Nazis) because the Nazi party that led Germany and the world into World War II was a far-right group.
- The Ku Klux Klan are a famous American far-right terrorist group. Golden Dawn is a notable European far-right political group.

Far-Left Terrorism

Terrorism motivated by the goal of creating an economy where there is equal ownership of resources and fair distribution of products between people. Groups involved in this type of terrorism may try to damage existing economies or weaken governments that don't share their goals.



Between 1979 and 1987, a group called 'Action Directe' carried out many bomb and gunfire attacks across France. Action Directe wanted to turn France into a country without a Government, where individual people had more control over their lives and jobs. Action Directe attacked factories, Government buildings, and carried out assassinations. Georges Besse, who was the boss of the car company Renault in 1986, was killed by Action Directe because Renault had fired over 20,000 workers whilst Mr Besse had been in charge.

Far-Right Terrorism

Terrorism motivated by extreme feelings of patriotism or loyalty to a country, and an extreme fear of a country's culture changing. People involved in this type of terrorism often believe that their country or culture is superior to all others. This can lead them to attack minority ethnic or religious communities living in a country.



In February 2016, a group of five men threw flaming bottles at a mosque in Enschede, Holland. The men were arrested, and they received prison sentences. The judge said, 'by carrying out their racist ideas in this way they brought a great deal of fear to the mosque goers in Enschede and to the Dutch Muslim community in general.'



In England in 2016, a politician called Jo Cox was shot and stabbed outside a library. Ms Cox was pro-immigration and thought that the UK should stay a member of the European Union. The attacker, called Thomas Mair, shouted 'This is for Britain. Britain will always come first' when he carried out the attack.

Islamist Terrorism

Islamist Terrorism

Terrorism motivated by an extreme interpretation of Islam that rejects democracy. Groups involved in this type of terrorism use Islamic texts and traditions to express their political motivations and goals.



On 11th March 2004, ten bombs exploded on underground trains in Madrid, Spain. 191 people were killed, and 1,800 people were injured. A group called 'Al Qaeda' claimed to be responsible for the attack. This group hoped to stop the Spanish Government's involvement in the USA's war in Afghanistan, an Islamic country that was not a democracy at the time.



On 13th November 2015, eight terrorists attacked different places across Paris, France, using guns and bombs. The Bataclan concert hall, many different restaurants, and the Stade de France were all attacked. 130 people were killed, and hundreds more were badly injured. The attack was carried out by 'so-called Islamic State'. This group were angry at France for getting involved in the Syrian Civil War, where so-called Islamic



In May 2017, a suicide bomber detonated a bomb at the Manchester Arena in Manchester, England. Popular musician Ariana Grande was performing at the time. 23 people, including the bomber, were killed and many more were injured. The bomber was born in Manchester and acted alone, but the group known as 'so-called Islamic State' claimed responsibility for the attack and called the bomber a 'soldier' of their group.

Single-Issue Terrorism

Terrorism motivated by strong beliefs about a single political topic. People involved in this type of terrorism do not aim to reorganise a whole society in a different way; instead, they care very passionately about an individual political issue.



In January 2001, a farm and an agricultural auction in Yorkshire, England, were sent packages containing bombs. Three people suffered injuries when these bombs went off. No group owned up to the attacks, but a group called 'Animal Liberation Front' admitted to being behind other events which happened around the same time and also involved animals.



In 1998, Dr Barnett Slepian was shot in his home in Buffalo, a city in New York, USA. He was assassinated because he was a doctor who performed abortions. It is not illegal to perform abortions in New York State, but some groups of people think it should be. Dr Slepian was the fifth doctor to be attacked for performing abortions in four years around New York State and Canada. Dr Slepian's murderer acted alone, but other anti-abortion activists helped him escape America.

Separatist Terrorism

Terrorism that aims to make smaller, regional communities politically separate from larger, national communities. For example, the Basque Country is one of the many regions that make up Spain. In the past, groups have used terrorism to try to make the Basque Country separate from the rest of Spain.



In March 2016, a prison officer called Adrian Ismay was killed in Belfast, Ireland, when a bomb exploded under his van. A group called the 'New Irish Republican Army' claimed responsibility for Mr Ismay's murder. This group want all of Ireland to be a united country completely separate from the United Kingdom. The group said that Mr Ismay was murdered because New IRA prisoners were being treated badly.



In July 1997, a Spanish politician called Miguel Ángel Blanco was kidnapped by a group called 'Euskadi Ta Akatasuna'. In English this name means 'Basque Homeland and Freedom', but the group are called 'ETA' for short. ETA said that they would release Mr Blanco if the Spanish Government moved all ETA prisoners to prisons in the Basque Country, the group's home region. After the Government missed ETA's

Activity: True or False**Ages:** 14 – 18**Time Required:** 45 minutes**Resources Required:** true or false cards, accompanying PowerPoint, ticks, crosses and question marks, post-it notes

Terrorist incidents are on the rise in Europe.	European countries are most likely to experience terrorist incidents.	Most terrorist incidents in Europe are inspired by so-called Islamic State.	Most terrorist incidents in Europe are inspired by separatist movements
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Aims:

- To address misconceptions concerning the terrorist threat in Europe
- To encourage young people to question commonly held views on the nature of terrorism in Europe.

Delivery:

In pairs, give young people the following true or false cards. Ask them to discuss each card and divide them into three piles, true, false and not sure.

Most terrorist attacks are committed by immigrants.	The number of people leaving the EU to fight with terrorist organisations abroad is rising.	Animal rights related terrorist incidents decreased in 2017.	Most terrorist incidents in Europe are inspired by far-left extremism.
Most terrorist incidents in the EU are connected to religious causes.	The number of people being arrested in relation to far-right offences has remained stable in the EU over the last 2 years.	Terrorist groups use the flow of immigration to the EU to smuggle terrorists into countries.	In 2017 so-called Islamic State specifically targeted Muslims in their attacks.



Note: At this point it may be appropriate to share with the young people the definitions provided in the 'key terms' section of this resource.

Once these have been divided, bring the group back together. Arm each young person with a tick, cross or question mark. Explain that each statement will appear on the PowerPoint and the young people should hold up their tick if they think the statement is true, their cross if they think the statement is false and their question mark if they are not sure. If there are mixed responses in the room, ask the young people for reasons behind their answers before revealing the answers. Supplement the discussion with further information about each statement on the PowerPoint.



The PowerPoint can be accessed here:

www.equaliteach.co.uk/insight

A brief summary of the answers can be seen here:

Terrorist incidents are on the rise in Europe. This is true for 2017 although in previous years terrorist incidents had been continually declining.	European countries are most likely to experience terrorist incidents. This is false, in 2015 the countries most affected were Iraq, Afghanistan and Nigeria.	Most terrorist incidents in Europe are inspired by so-called Islamic State. False, such incidents account for 16% of attacks in Europe.	Most terrorist incidents in Europe are inspired by separatist movements. True, such attacks account for 67% of terrorist incidents.
Most terrorist attacks are committed by immigrants. False, most attacks are committed by "home-grown" terrorists.	The number of people leaving the EU to fight with terrorist organisations abroad is rising. False, the numbers are declining.	Animal rights related terrorist incidents decreased in 2017. True, animal rights groups have committed few terrorist acts in 2017.	Most terrorist incidents in Europe are inspired by far-left extremism. False, left-wing groups were responsible for 12% of attacks in 2017.

Most terrorist incidents in the EU are connected to religious causes. False	The number of people being arrested for far-right related offences has remained stable in the EU over the last 2 years. False, it has doubled.	Terrorist groups use the flow of immigration to the EU to smuggle terrorists. False, according to Europol there is no evidence to support this view.	In 2017 so-called Islamic State specifically targeted Muslims in their attacks. True, targets included Shia Muslims in Iraq
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In addition to the PowerPoint, supplementary information can be found here:
<https://www.europol.europa.eu/newsroom/news/terrorist-threat-in-eu-remains-high-despite-decline-of-in-iraq-and-syria>

Give each young person some post-it notes and ask them to complete the following sentence on each one:

One thing that surprised me about these facts is... because...

Once completed, ask them to stick their post-it notes around the walls of the room.

Young people then perform a 'gallery walk' in which they walk around the classroom reading the post-it notes that their peers have created. They can discuss what they read as they walk around.

Ask the young people to return to their seats and conclude by asking:

Do you think people hold misconceptions about the nature of terrorism in Europe?

Allow the young people to discuss this in pairs before initiating a whole-class discussion.

Key Learning Points:

- Sometimes people hold views on terrorism that are not based in fact.
- Terrorist incidents are not always carried out by the people or communities we assume or for the reasons we might expect.
- Terrorism is an emotive subject and for this reason the truth about it can often be twisted and changed. It is important we look for facts concerning the views that we hold so that false information is not spread.

Preventing Radicalisation

Preventing radicalisation is everyone's responsibility, we all have a part to play in ensuring we are keeping ourselves safe from radicalisation as well as speaking up if we are concerned about someone else's vulnerability. This section allows young people to consider how someone can be radicalised into extremist views and actions and what can be done to prevent this.

The aims of this section are to:

- Understand some of the factors that could be involved in the radicalisation process
- Explore the impact of radicalisation on friends and family members and the negative consequences of extreme behaviours
- Consider what can be done to prevent someone from becoming radicalised

Activity: Thomas's Story

Ages: 14 – 18

Time Required: 60 minutes

Resources Required: Thomas's story cards, worksheet, video clips

Aims:

- To gain an understanding of some of the factors that could be involved in the radicalisation process
- To explore the impact of radicalisation on friends and family members and the negative consequences of extreme behaviours
- To consider what can be done to prevent someone from becoming radicalised

Delivery:

Explain to the young people that sometimes groups will use biased information and propaganda techniques to persuade us to join them. Being part of a group can be a very positive experience, providing a sense of identity, belonging, friendship and a purpose. However, some groups are very negative. They gain their sense of identity by being against another group and exist to spread hate and incite violence.

People join groups for lots of different reasons, there are things that push people towards joining groups, for example; loneliness and things which pull people towards groups, for example; a sense of belonging. These are called **push** and **pull** factors:

Push Factors – factors in a person’s life that may push them towards joining a group	Loneliness Boredom Feeling of injustice Peer pressure Wanting something to change Feeling powerless/unheard
Pull Factors – factors about a group that draw people in and make them want to join	Sense of belonging Offers of money Excitement/adventure Security/protection Sense of power Like-minded people Increases status

Young people are now going to hear the real-life story of someone called Thomas Evans.

Handout the worksheet, one per young person or one per small group of young people, depending on the ability of the young people and time available.

Ask for three volunteers; one to read out each person’s sections of the story: Thomas, Sally and Michael.

Explain to the young people that this is a real story, the story’s protagonist is Thomas, Sally is Thomas’s mother and Michael is Thomas’s brother. Once the first part of Thomas’s story is read out by one volunteer, extra information will be added from Sally and Michael’s perspective from the other two volunteers. After some steps, there will be a discussion about what has happened, and young people will have the opportunity to complete their worksheets.

All video clips are taken from the 2015 documentary 'My Son the Jihadi.'

1. Thomas is 19 years old and lives in High Wycombe in Buckinghamshire. He works as an electrician, something he always wanted to do. He enjoys going to the pub on a Saturday night.

He is close with his mother and brother but doesn't see his father anymore. His father left the family to start a new life with someone else when Thomas was in his early teens.

Thomas fell in love with a girl, but has since split up with her, which left him devastated.

Thomas had previously been involved with petty crime.

Thomas has recently become interested in Islam. He has organised a charity trip to Palestine called Road to Hope.

Michael: "Dad leaving was difficult to cope with." "He's always been very easily influenced by the people he hangs around with. I think he was looking for something, like a family. He was at a low point and someone just said, "become a Muslim and we will all become your family.""

Sally: "I think he was looking for something in his life, and obviously Islam at that time filled that gap for him." "I was happy with his decision to convert to Islam as he had done one or two things that I was not proud of."

Video clip: Thomas's vulnerability to radicalisation: 13.41 – 15.50

At this point, stop the story and ask young people to begin completing their worksheets with the push and pull factors involved in Thomas's story.

1. After his return from Palestine, he is angry about the suffering of some Muslims in Palestine and the UK and US's presence in the Middle East.

He changes Mosque and he now practises a radical interpretation of Islam. He regularly attends the Mosque to hear the preachers and speak with other members.

His anger and frustration increases – he is angry with his mother and brother for watching TV and listening to music and refuses to use the same crockery as them. He is angry that his mother and brother are not Muslims.

He loses his job because of his appearance and his changed attitude and given a job by some people at the Mosque.

Sally: "I phoned a helpline for people with concerns that their friends and relatives are being radicalised but I feel ignored because I am not Muslim."

Again, stop the young people so that they can further complete their worksheets.

2. In 2011, Thomas tries to fly to Kenya but he is stopped by counter-terrorism police at Heathrow Airport. His mother is not told about this.

A few months later, he flies to Egypt, telling his family that he was going to learn Arabic. He funds his trip by selling some of his possessions at a car boot sale.

Sally: "I wish that they had contacted us. We could have helped them maybe, of if they had told us their concerns, we could have action on it. We could have worked with them to save Thomas."

Michael: "For him to go to the airport a few months later and get on a plane to Egypt, no questions asked, it just seems like there is a failure somewhere."

3. In January 2012, Thomas called home to say that he was in Somalia and had joined al-Shabaab – a terrorist group which controls areas of Somalia and imposes a strict version of Sharia law.

Michael: "Thomas had been brainwashed and had his mind poisoned."

Sally: "Thomas joining al-Shabaab was the biggest shock in the world. My whole world has fallen apart."

Video clip: The impact of Thomas's radicalisation on Sally and Michael: 27.52 – 29.30

4. Thomas never returned. In June 2015, he was killed as he, with other members of al-Shabaab, carried out a raid on a Kenyan army base.

His mother heard the news from a journalist. His brother saw pictures of Thomas's body when searching for news on Twitter.

Sally: "I will remember Thomas as the little boy who had a bright future before he went down the path he went down...he believed if he followed Islam that he would go to paradise and that was what he wanted, and whenever I spoke to him he was always trying to convert us. He obviously met some people with some very twisted, warped ideas of Islam."

Michael: "We remember him as being my brother. But to everyone else he's just a terrorist."

Video Clip: Sally and Michael's reaction to Thomas's death: 30.42 – 32.30 and 32.58 – 33.30

Sally uses her experience to fight radicalisation: 44.51 – 46.10

Ask young to complete the worksheet with any more push and pull factors they have uncovered from the story. Ask young people to think about the impact that Thomas joining al-Shabaab has had on his mother and brother. At the end of the activity, hold a discussion about these points.

An example of a completed worksheet is below.

Push Factors – factors in a person's life which may push them towards joining a group	Pull Factors – factors about a group that draw people in and make them want to join
Thomas had split up from his girlfriend and was devastated. Thomas's dad had left the family and stopped all contact with the family. Thomas had lost his job. Thomas had been involved in petty crime. Thomas was angry about the situation in Palestine.	Islam provided Thomas with a brotherhood and a sense of belonging. Thomas joined a different Mosque and met people who practised a radical interpretation of Islam.

Key Questions:

- What push and pull factors are involved in Thomas joining al-Shabaab? What role did religion play in Thomas's radicalisation?
- Are there points in the story where something more could have been done to prevent Thomas from joining al-Shabaab?

- What is the impact on Sally and Michael's lives?
- What can we learn from Thomas's story?

Key Learning Points:

- There are lots of things that can make someone vulnerable to radicalisation
- Often there is a very severe impact on the family and friends of those who join terrorist groups.
- Thomas's story doesn't have a happy ending – if we are concerned about someone getting involved in radicalisation, it is important that we speak out and tell someone we know and trust about our concerns.

Note: This activity can be adapted to be based around a different story to Thomas's, if you wish to focus on another form of extremism or a more localised event. Another example, containing far-right extremism, is below:

Kevin's Story

Adapted from: Davies, L et al. (2015) Formers and Families. Transitional Journeys in and out of violent extremisms in the UK.

1. Kevin is 15 years-old and lives with his mum and dad. His mum and dad have left-wing political views and are members of the Labour Party.
2. After the National Front hand out leaflets outside his school, Kevin is recruited into the Young National Front – an extreme right-wing group which believes that White people are superior to others and that only White people should live in the UK.
3. His parents are mortified by Kevin's decision to join the Young National Front and think he has been brainwashed.

Kevin becomes a skinhead and joins a band, who rehearse in the garage at his home. At school, he starts arguments with his teachers about politics and blames his parents for making him militant. His parents try to talk about his beliefs with him, but there are lots of arguments and his life at home is chaotic.

4. When Kevin is 18 years-old, his mum dies. The Young National Front are very good at looking after him, acting as an extra parent. There are about 30-50 people in his group and he enjoys drinking and swapping books with them after meetings.

He is frustrated with how the government works in Britain and begins to be violent. He gets into trouble with the police.

5. Kevin decides that the Young National Front is not going to achieve as much as he wants, and he decides to join the British Movement – a violent and extreme racist political party and campaigning group.

He then joins Combat 18 – a Neo-Nazi terrorist organisation (Neo-Nazis are people who want to revive Nazism). On joining, he has to take an oath that he will either end up in prison, be killed or will have to kill.

6. Kevin gets married but, after two years, his wife gives him the ultimatum: Combat 18 or her. Kevin chooses Comat 18 saying, "this is life or death. If I don't stand up, nobody else is going to."
7. Twelve years on, Kevin's life is very different. His partner is mixed race and Muslim and they are raising their daughters as Muslim.

Kevin says that his divorce was one reason why he walked away from his life in Combat 18. Others were events such as when his group wanted to attack a Black family at a bus stop who had done nothing. He thought that the government should be the focus of attacks, not innocent families.

For more stories of radicalisation, please visit: <https://www.connectfutures.org/wp-content/uploads/2016/08/UK-Formers-Families-Final.pdf>

Extension Activity: Consequences Wheel

Adapted from Oxfam (2015) Global Citizenship in the Classroom. A Guide for Teachers

A consequences wheel will allow pupils to think through the direct and indirect consequences of an event. A consequences wheel can be made individually, in small groups or as a whole class, depending on ability and time available.

Describe the event inside a circle in the middle of a piece of paper. Then, ask young people think of the direct consequences of the event and add these into circles around the event, linked to it by an arrow. Pupils can add as many direct consequences as they can think of. Ask pupils to think about the consequences that arise from these consequences and add these to circles, link by previous circles by arrows. Ask young people to use different colours to mark the circles depending on whether they contain a good or a bad consequence. This allows young people to think about the full, far-reaching consequences of an event.

Below is an example of a Consequence Wheel using Thomas's Story:



What is Safeguarding?

Safeguarding is a term used in work with children and vulnerable adults. It refers to the actions taken to promote their welfare and protect them from harm.

Safeguarding and promoting the welfare of children is everyone's responsibility and educators are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating (Keeping Children Safe in Education, 2018)

A child-centred approach is fundamental to safeguarding and promoting the welfare of every child and should be based on a clear understanding of the needs and views of the children in order to be effective. A child-centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

What do I do if a young person discloses a safeguarding issue to me?

If a young person discloses a safeguarding issue to you, it is crucial that you allow the young person to speak without interruption and allow silences to happen. It is important that you accept what the young person is saying and provide them with reassurance that they are doing the right thing by telling you. Avoid showing shock or comment on the situation, a reaction of shock may "shut down" the conversation. Do not directly question them or ask leading questions as this may invalidate a case if it is later pursued. Instead, ask open questions such as "Do you have anything else to tell me?" or "Did anything else happen?" and make the young person feel heard and respected. You should try as best as you can to alleviate any feelings of guilt and listen but not pass judgements on the situation.

If a young person discloses information to you that suggests that they are in danger, it is your duty to explain that if you feel the young person is at significant risk of harm or of harming themselves that you will have to pass on the information to someone who can offer support and help. You should assure the young person that the information will not be passed on to their peers and will be shared on a strictly 'need to know' basis.

Do not at any time make any attempt to investigate the issue yourself. You must refer any suspicion or allegation to your school's safeguarding lead who must ensure that no one is placed in a position which could cause further compromise. You should explain who you will have to pass the information onto and why. You should

seek the support of the young person for this action, but in a child protection situation you are obliged to do it regardless of their wishes.

You must keep written records of the timing, setting, personnel present, and the discussion with the young person as well as decisions made, actions taken and subsequent events. You should be entirely objective in your recording, including statements and observable things not opinions or assumptions. Written records must be kept securely behind a password electronically or in a locked draw.

What should I do if I am concerned that a young person is being radicalised?

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being drawn into violent extremism. Raising a concern is seen as a vital aspect of the process because careful and sensitive information gathering enables a judgement to be made as to whether an individual is vulnerable to being drawn into terrorism as a consequence of radicalisation. If that assessment shows an individual may be vulnerable, a referral can be made to ensure they receive further assessment and support where appropriate.

A concern that a child is at risk from radicalisation or extremism should be treated like any other concern about a child at risk of harm.

There is no single route to radicalisation. There are a number of issues that may make an individual vulnerable to radicalisation, which can include, but are not limited to:

- peer pressure
- influence from other people or via the internet
- bullying, crime against them or their involvement in crime
- anti-social behaviour
- family tensions
- race/hate crime
- lack of self-esteem or identity
- personal or political grievances.

There is no single way of identifying who is likely to be vulnerable to radicalisation. However, there are some behavioural traits that could indicate a child has been exposed to radicalising influences:

Outward Appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Taken from www.educateagainsthate.com

It is important to remember that if a young person exhibits one of more of these behaviours, it does not necessarily mean that they are being radicalised. During a young person's formative years, some of the behaviours listed may simply be connected to growing up and young people experimenting and finding their own space in the world. Sometimes there are clear warning signs of radicalisation and in other cases it will be less obvious. If a young person exhibits out of character attitudes and behaviours with other changing or worrying behaviours, this could be a cause for concern.

Some radicalisation analysts have viewed the role of extremist religious ideology as the first step in a "conveyor belt" process which "mechanically pushes an individual into terrorism" suggesting that holding extremist ideologies will no doubt lead to terrorism later down the line. This theory has been challenged by many who believe that the process of radicalisation is more complex and needs to take into consideration psychological and social factors as well as ideology (Kundnani, 2015). By following the "conveyor belt" theory", there is a risk that safeguarding practitioners may misinterpret a young person's new-found interest in their religion or heritage as extremism, when it could just be a natural part of growing up. Young people should feel comfortable and safe to express their religion and heritage without fear of being persecuted for it.

The UK: The Prevent Referral Pathway

The UK government has defined extremism as:

“Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.” (The Counter Extremism Strategy, 2015)

If you are concerned about a young person being at risk of radicalisation, your first course of action should be to follow your school’s standard safeguarding procedures. This should include discussing any concerns with the designated safeguarding lead(s), which may wish to access further advice and support from the Prevent Coordinator in their local authority or local police force.

The local Prevent Coordinator will make an assessment to see if they feel the young person needs referring to Channel; a voluntary, confidential programme which aims to safeguard children and adults being drawn into terrorism. If a referral is made, a multi-agency Channel Panel (consisting of local authority representatives, parents/carers and/or members of the police, for example) will then be convened to devise a bespoke action plan for the young person in partnership with the school. This bespoke action plan can include mentoring support, or educational ideological or theological interventions.

Contacting the local Prevent Coordinator won’t get your student into trouble if a criminal act hasn’t been committed – the Prevent referral pathway operates in a non-criminal space.

For more information about teachers’ duties under the Preventing Extremism duty in the UK, please see: www.educateagainsthate.com

Model United Nations

Model United Nations is a simulation of the UN General Assembly and other multilateral bodies. In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. While playing their roles as ambassadors, student "delegates" make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the Model UN conference rules of procedure - all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world.

Before playing out their ambassadorial roles in a Model UN simulation, students research the issue that their committee will address. Model UN participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development and globalization. Model UN delegates also look closely at the needs, goals and foreign policies of the countries they will represent at the event. The insights they gain from their exploration of history, geography, culture, economics and science contribute to the authenticity of the simulation when the role playing gets under way. The delegates' in-depth knowledge of their countries guarantees a lively and memorable experience.



<https://schoolsweb.buckscc.gov.uk/equalities/model-united-nations/>



MUN and INSIGHT

The agenda items discussed in committee vary at each conference. Most conferences tend to focus on current affairs issues that are being discussed in the United Nations. These issues can highlight political, financial and/or social concerns. However, the task of committees might be to address hypothetical concerns or issues from the past or future. For example, many conferences have "crisis" committees, in which delegates must react to a hypothetical or actual crisis situation. Other conferences host historical or future Security Council simulations.

Addressing the Conditions Conducive to the Spread of Violent Extremism

The Member States of the United Nations consistently, unequivocally and strongly condemn terrorism in all its forms and manifestations, committed by whomever, wherever and for whatever purposes, as it constitutes one of the most serious threats to international peace and security.

The poisonous spread of violent extremism has greatly troubled the international community over the last several years. Violent extremist groups are posing a direct assault on the United Nations Charter and the Universal Declaration of Human Rights, and are undermining our efforts to maintain peace and security, foster sustainable development, promote the respect for human rights and deliver much needed humanitarian aid.

In recent years, terrorist groups such as ISIL, Al-Qaida and Boko Haram have shaped our image of violent extremism and the debate about how to address this threat. Their message of intolerance – religious, cultural, social – has had drastic consequences for many regions of the world. Holding territory and using social media for real-time communication of their atrocious crimes, they seek to challenge our shared values of peace, justice and human dignity.

On September 8th 2006, the United Nations General Assembly adopted resolution 60/288 and the United Nations Counter Terrorism Strategy came into force. The Strategy recognizes that there are four Pillars which need to be addressed if the international community is to end the threat of violent extremism around the world; Pillar One addresses the need to change the conditions that lead to the spread of violent extremism.

We resolve to undertake the following measures aimed at addressing the conditions conducive to the spread of terrorism, including but not limited to foreign occupation; oppression; violations of human rights; ethnic, national and religious discrimination; political exclusion; socio-economic marginalization; extreme poverty; lack of opportunities, while recognizing that none of these conditions can excuse or justify acts of terrorism.

What is a Model United Nations delegate?

A Model UN delegate is a student who assumes the role of an ambassador to the United Nations in a Model UN simulation. Prior to a conference or event, a Model UN delegate does not need extensive experience in international relations or in the fields pertaining to the simulated committee. Anyone can participate in Model UN, so long as they have the ambition to learn something new and to work with people to try and make a difference in the world.

Why should I / my school participate in Model United Nations?

Model UN promotes students' and teachers' interest in the world around them and broadens a student's knowledge in a variety of subjects. Model UN also teaches vital skills in problem solving, conflict resolution, research and communication. Model UN also gives students and teachers the opportunity to meet interesting new people and make new friends.

What are some of the educational benefits of Model United Nations?

For almost 60 years teachers and students have benefited from and enjoyed this interactive learning experience. It not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution and compromise and cooperation

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In Sight: Building Young People's Resilience to Radicalisation and Extremism.

A Guide for Educators

The project grant allowed us to meet and discuss at great length what types of lessons would be effective in meeting the aims of this project. We believe we have produced a document that will be accessible to all teachers across Europe and will give them the confidence to address and explore these sensitive topics in a meaningful way with their students.

We hope that all who read it find it useful and informative and we are grateful to all the teachers across the three countries who took the time to contribute to the resource and trial the lessons with their students.

Why is this Work Important?

Terrorism and violent extremism have, to a large extent, defined the last twenty years of European politics. It is unlikely that these forces will cease to present a challenge to European societies in the near future, but educators and teachers can play an important role in reducing the damaging effects of these forces in the present.

This educational resource will help teachers minimise the impact of violent extremism on their school communities. It provides tools and information that can help teachers limit the damage that violent extremism can have on classroom relationships, school dynamics and young people's education, well-being and safety.

