

Medway PSHE education
TACKLING AND PREVENTING EXTREMISM

Key stage 4

Lesson 4: How can I help my community?

Context

References to the PSHE Association Programme of Study

Key stage 4 Core theme 2: Relationships

- to recognise when others are using manipulation, persuasion or coercion and how to respond
- the role peers can play in supporting one another

Key stage 4 Core theme 3: Living in the wider world

- the unacceptability of all forms of discrimination, and the need to challenge it in the wider community, including the workplace
- to think critically about extremism and intolerance in whatever forms they take
- to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

This is the last in a series of four lessons. This lesson aims to help young people to apply their learning from the previous lessons, and see how they can be a positive member of their communities to support their own and others' wellbeing.

The lesson plan is based on a one-hour lesson. While it is always important for PSHE education lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the pupils are progressing towards the lesson objectives.

Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Learning objectives	<p>Pupils:</p> <ul style="list-style-type: none"> investigate the ways that people can be drawn into extremist groups know how to challenge intolerance and divisive behaviour propose ways to resist influence to act in ways which go against laws, human rights and their own values
Intended learning outcomes	<p>Pupils can:</p> <ul style="list-style-type: none"> explain situations and techniques which might cause someone to become involved in an extremist group suggest or demonstrate ways to promote inclusion and actively challenge intolerance or divisive behaviour suggest or demonstrate ways to resist influence to act in ways which go against laws, human rights and their own values describe what to do if a person is concerned about the behaviour or views of someone they know
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Resource 1: <i>Role play script</i> – 1 per pair Resource 2: <i>Teacher copy of role play</i> Resource 3: <i>Then and now self-assessment sheet</i> – 1 per pupil
Climate for learning	<ul style="list-style-type: none"> Consider any sensitivities and prior knowledge about specific pupils' circumstances. Signpost local and national support groups or helplines. Invite pupils to write down any questions they have, anonymously, at any time, and collect them in using an anonymous question box or envelope. This should be accessible during and after every lesson. Establish or reinforce existing ground rules. Add or emphasise any that are especially relevant to this lesson. <p>See the <i>Teacher's notes</i> guidance document for further details.</p>
Key vocabulary	group thinking, charismatic leadership, peer influence
Starter activity / baseline assessment	<p>Introduction</p> <p>Explain that today's session focuses on the things they as individuals can do to promote inclusion in their communities and protect each other from extremist actions.</p>
20 mins	<p>Communities supporting each other</p> <p>As a class, watch the following clip (15 mins long) which challenges perceptions of Muslims and shows the power of acting as a community to tackle prejudice:</p> <p>https://www.ted.com/talks/dalia_mogahed_what_do_you_think_when_you_look_at_me?language=en</p>

	<p>Ask the class:</p> <ul style="list-style-type: none"> a How does the intolerance in the clip relate to the learning in this topic (eg extremists being typecast as Muslim, divisions created by some in the media, stereotyping, group thinking)? b How did the story about the people at the mosque make you feel? c How might it make someone feel who had experienced the feelings of alienation and discrimination that Dalia Mogahed talked about? d What does it tell us about how we can create a strong community? e How else could people be inclusive towards minority groups?
<p>Core activities</p> <p>30 mins</p>	<p>Class role play</p> <p>Create a space for pupils to sit in a circle around a performance area in the middle of the classroom.</p> <p>Invite pupils to self-nominate for parts to read from a script. If the participants feel comfortable doing so, they could act out the roles. If volunteers are not forthcoming, nominate more confident members of the class.</p> <p>After the pupils have read each scene in the script, ask questions provided on the teacher copy of the script.</p> <p>At the end of the play, the following questions might be useful to promote deeper understanding:</p> <ul style="list-style-type: none"> • What made Loukia vulnerable to becoming a member of an extremist group? • What techniques did Janice and Darren use (knowingly or otherwise) to get Loukia to join them in their illegal plan? • It may have helped Loukia to feel less isolated if others had behaved differently at school. We all have a part to play in challenging divisive language. What might you need to consider when tackling intolerance? For example, how would Dora have reacted if others in the class had started yelling at them and calling them racist etc?
<p>Plenary / Assessment for and of learning</p> <p>10 mins</p>	<p>Self-reflection and assessing progression</p> <p>Ask pupils if there are any final elements they wish to add in another colour on their starter <i>Key concepts</i> diagrams from Lesson 1 on the causes of extremism.</p> <p>Direct pupils to Resource 3. Ask them to indicate their current level of knowledge, understanding and skills and compare this with what they believe their starting point was at the beginning of the unit of work for each outcome. To feed back, ask pupils if any of their views have changed since the beginning of this series of lessons.</p> <p>In their books or on a graffiti wall, pupils summarise the ways young people like themselves can support everyone's wellbeing by fostering a sense of community as well as protecting others' safety.</p>

	<p>Ideas could include:</p> <ul style="list-style-type: none"> • ensuring they do not contribute to intolerant actions • challenging discrimination/stereotyping/scapegoating • promoting tolerance in their communities • reporting sites that promote extremism • helping friends/family/acquaintances to seek support if their behaviour is causing anxiety. <p>Signposting further support</p> <p>Ensure that pupils know who can help them with any issues which have come up for them in today's session – eg their tutor or head of year. If pupils have concerns about someone's behaviour, they can contact the NSPCC or their local police station (by calling 101), who can refer the case to specialists on the Channel support team. Inappropriate online content can be reported at: https://www.gov.uk/report-terrorism</p> <p>Either ask all pupils to write down these details (making it optional will deter pupils who may not wish to be seen to be writing them down), or provide them on a handout, and/or display them prominently around the school.</p>
<p>Extension activities / Home learning</p>	<p>Pupils can write a script about the next day(s) in the life of the characters in the play. This can allow pupils to show their understanding of the consequences of extremist behaviours or successful interventions.</p>