



# How can you help your community?

Learning outcomes:

- 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 your own values.
- Describe what to do if a person is concerned about the behaviour or views of someone they know.

# Ground rules



# Challenging prejudice



- How does the intolerance in the clip relate to the learning in this topic?
- How did the story about the people at the mosque make you feel?
- How might it make someone feel who had experienced the feelings of alienation and discrimination that Dalia Mogahed talked about?
- What does it tell us about how we can create a strong community?
- How else could people be inclusive towards minority groups?

# How does radicalisation work?

- To help understand how reasonable people can become radicalised, we are going to read a script as a class.
- We will pause after each scene to reflect on and discuss what has taken place.
- We can act this out or just read it.
- We need 9 people to read/act the different parts.



# How does radicalisation work?



- 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 her and calling her racist etc?

# Reflection

- Revisit your *Key concepts* sheet.
- Add any extra ideas IN A DIFFERENT COLOUR and amend anything you no longer agree with.
- What have you learned about your role in helping the community?



# Reflection

- Circle a number to show your current level of knowledge, understanding and skills.
- Compare this with what you believe your starting point was at the beginning of the unit of work for each outcome.
- Have any your views changed since the beginning of this series of lessons?
- If so, how?

## Resource 3: Reflection

### Lesson Reflection

Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, this series of lessons.

1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes	Low					High						
	Before the lessons	1	2	3	4	5	Before the lessons	1	2	3	4	5
1. I understand the meaning of key terms such as extremism, terrorism, fundamentalist, radicalisation, group-think.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
2. I can explain a range of factors which contribute to the formation of extremist ideologies.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
3. I can describe a number of techniques used to radicalise individuals.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
4. I can identify and critique media presentation of issues.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
5. I can explain how media reporting, peer influence, group dynamics and charismatic leadership can distort public opinion and individuals' views.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
6. I know how to challenge intolerant or divisive behaviour.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						
7. I know where to get help if I am concerned about someone's behaviour or views.	Before the lessons	1	2	3	4	5	After the lessons	1	2	3	4	5
	After the lessons	1	2	3	4	5						

# Graffiti wall

- How can young people like yourselves support everyone's wellbeing by fostering a sense of community as well as protecting others' safety?
- Add as many ways you can think of to the graffiti wall.



# Signposting



- If you want to talk to someone about today's lesson:
  - Tutor
  - Head of year
  - Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
  - Police 101
  - Report online content:  
<https://www.gov.uk/report-terrorism>