



LESSON PACK:
**INCLUSION, BELONGING & ADDRESSING
EXTREMISM**

Teacher guidance, lessons and resources for key stages 1 and 2

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TEACHER GUIDANCE:

INCLUSION, BELONGING & ADDRESSING EXTREMISM

PLEASE READ THIS GUIDANCE FOR ADVICE ON
SAFE CLASSROOM PRACTICE BEFORE TEACHING
ANY OF THE LESSONS IN THIS PACK.

Introduction



Please read this guidance for advice on safe classroom practice before teaching any of the lessons in this pack.

The lesson plans, together with those for key stage 4, are designed to help schools develop pupils' understanding of the issues surrounding extremism – to build resilience and reduce susceptibility to the divisive narratives and ideologies spread by extremists. Research by The Hague Institute for Social Justice (Macaluso, 2016) references the need for underpinning learning to prevent extremism to begin at primary level: *'...Primary education is a necessary, even critical stage of intervention because of its potential to influence and shape attitudes and behaviours...'*

The foundations for this learning are laid in key stage 1, where Lesson 1 enables pupils to recognise some of the similarities they share with others and differences between them, and that this is part of everyday life and relationships. Lesson 2, created for lower key stage 2, considers the different groups and communities to which pupils belong and explores the concepts of belonging and excluding. Lesson 3, created for upper key stage 2, helps pupils recognise the ways in which stereotyping can negatively impact on attitudes towards different groups of people and how pupils can challenge the assumptions that underpin stereotyping. Finally, lesson 4, also created for Years 5 or 6, explores how attitudes and opinions can be influenced by being exposed to prejudiced or extremist views and how to resist and challenge these viewpoints.

Addressing extremism through PSHE education

There is increasing recognition of the role that PSHE education plays in helping pupils to develop the knowledge, understanding, skills and attributes that reduce their susceptibility to extremist narratives. But it is essential that pupils have a safe learning environment to consider such issues.

When teaching PSHE education, it is important to remember that knowledge alone is not enough. There is a balance to be achieved between 'teaching directly about' extremism, and crucial 'underpinning protective learning' – the main focus in primary phase – which includes the development of the skills and attributes pupils will need to keep themselves and others healthy and safe.



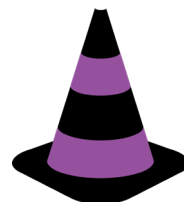
Please also see our research paper [Understanding PSHE education's role in preventing and challenging extremism](#), which examines the important role that PSHE plays, as part of a multi-disciplinary approach to tackling extremism. As well as highlighting new research in this area, the paper makes links with best practice principles for teaching this area of the curriculum safely and effectively.

PSHE education lessons can support pupils' understanding of the factors that can lead to extremism, and can help them to develop the protective skills and attributes which underpin their learning. For example:

- * empathetic understanding
- * respect for others' right to their own beliefs and opinions
- * evaluating the arguments and opinions of others
- * strategies for managing influence
- * respect for diversity

In primary years, this prepares pupils to apply their learning in a wider context so they can critically evaluate messages given by the media or charismatic speakers/groups.

Classroom safe practice principles



To encourage pupils to participate in lessons, ensure the content and approach reflect the diversity of the school community and help every pupil to feel valued and included in the classroom. Be mindful of the need to use inclusive language.

The following principles support schools in planning and delivering PSHE education in a way that meets best practice and adopts an evidence-based approach to addressing extremism and radicalisation through the curriculum.

Create a safe learning environment

Establishing a safe learning environment helps pupils feel comfortable with sharing their ideas, values and attitudes without fear of attracting negative feedback. It is particularly important when addressing extremism and can help teachers to manage discussions on sensitive issues with confidence.

Work with your pupils to establish ground rules about how they will behave towards each other in discussion. Examples of positive ground rules might include:

- * *We will listen to and respect everyone.*
- * *We will keep the conversation in the room. (But be clear on limits of confidentiality.)*
- * *We will use language that won't upset other people.*
- * *We will use the correct words and if we don't know them, we'll ask.*
- * *We will comment on what was said, not the person who said it.*
- * *We won't use names (share our own, or our friends', personal experiences).*
- * *We won't put anyone on the spot.*
- * *We have the right to pass if we don't want to speak.*

Distance the learning

Pupils are better able to engage with and discuss issues if they are asked to think about someone other than themselves. We might, for example, talk about *'someone of about your age, who goes to a school like ours'*. In these lessons we use strategies including characters in different scenarios, stories and overheard dialogue, to help pupils reflect on and discuss issues in a safer, more effective way.

It is important that children are not asked to share personal experiences with the class. It may be re-traumatising to revisit experiences of discrimination, for example. Additionally, it is clearly more beneficial for a pupil to make a disclosure in a private discussion with their teacher rather than in a public forum.

It is also important to use a variety of examples so that no particular groups or individuals are made to feel singled out. For example, these lesson materials consider extremism in general terms and avoid focussing on any particular religion, political or social viewpoint.

Provide opportunities for pupils to ask questions

Ensure pupils understand that all questions are welcome, that when they are in doubt about something they should ask, and that it is never appropriate to ask a question to intentionally embarrass or make fun of somebody. Make a box available for pupils to place anonymous questions or concerns in before, during or after the lesson, so that they don't have to voice them in front of the class.

Signpost support

If pupils have concerns about themselves or others, they should be encouraged to seek support or advice. They need to understand not only how and where to seek advice but also what will happen when they do so. Consider how to plan for pupils who may be particularly affected by this learning, including those who may have some direct experience of some of the issues being considered. Before teaching these lessons, make sure you know the correct procedure if a pupil discloses information which concerns you and always follow the school's safeguarding procedure.

Use of language

Pupils may need to be reminded to take care in their use of language about extremism in, and beyond, lessons. They should be made aware that the use of vocabulary that is inaccurate, racist, discriminatory or offensive will not be accepted.

Avoid materials, resources or activities designed to induce shock, fear or guilt

In line with best practice, these lessons do not rely on inducing shock, fear or guilt in pupils and should not be adapted or added to with any material that could have this effect. So-called 'hard hitting' materials can either induce excitement (rather like watching a horror film or riding a rollercoaster) or can re-traumatise pupils if they have experienced or witnessed such events themselves. Likewise, extreme images can encourage pupils to think 'that won't ever happen to me' rather than the desired response: 'that could be me'. In all cases the desired learning experience can be blocked and in some cases this approach can have a harmful effect.



LESSON PLANS:

INCLUSION, BELONGING & ADDRESSING EXTREMISM

This is the first of four lessons for primary aged pupils. This lesson, created for KS1, enables pupils to recognise some of the similarities they share with others and differences between them, and that this is part of everyday life and relationships. Recognising that they have more in common with others than differences, will help pupils to develop attributes which make them less susceptible to prejudiced or extremist narratives.

The lessons are intended to be delivered to different year groups and should therefore be taught within a suitable scheme of work to ensure they are part of a developmental, age-appropriate PSHE education programme.



Learning objective

Pupils will learn:

- about the ways in which they are the same as, and different to, others and that there is a great deal they share in common



Learning outcomes

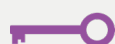
Pupils will be able to:

- identify special things about them that make them who they are
- describe similarities and differences between themselves and others and the things they have in common
- recognise how they are all equal despite their differences



Climate for learning

Before teaching these lessons, please ensure that you read the accompanying teacher guidance for advice on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching sensitive issues.



Key words

same, different, ourselves, others, individual, together, similar, likes, dislikes



Resources required

Box for anonymous questions



Flipchart paper and pens



Pens and pencils



Resource 1: Group draw and write images



Resource 2: Wonderful Me



Resource 3: What is the same and what is different?



Story book: *Giraffes can't dance* by Giles Andreae

The following storybooks could also be used:

Elmer by David McKee

Rainbow Fish by Marcus Pfister

Activity	Description	Timing
1. Baseline assessment: Group draw and write	Pupils draw or write things that are the same or different about images of pairs and then identify some similarities and differences between children of their age	15mins
2. Paired discussion: Similarities and differences	Pupils identify ways in which they are different/the same as another pupil in the class	10mins
3. Story: Things that make us different	Pupils listen to 'Giraffes can't dance' and consider the reaction of the other animals to the giraffe because he was different	20mins
4. Plenary: Signposting support	Pupils identify whom to tell if someone is being unkind to them because of a difference	5mins
5. Endpoint assessment	Pupils return to baseline assessment and add to or amend it in light of their new learning	10mins
6. Extension (optional)	Pupils interview two adults in school about differences and similarities	-

Baseline assessment



Group draw and write

Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson

Provide each table group with an image of two similar animals/toys from **Resource 1: Group draw and write images**. On a large piece of paper (A1) ask pupils to draw or write all the ways that the pairs look similar. Next, write or draw ways that they look different. Are there any other ways that they could be similar or different.

On a second large piece of paper, ask pupils to write or draw ways that children of their age can be similar. Now write or draw ways that children of their age can be different.

Circulate around the class during these activities to gauge their understanding of the concepts of similarity and difference and adapt teaching accordingly.

Remind the class that children can also be the same and different in ways we cannot see (e.g. live in different places, enjoy doing different things, follow different religions, support different teams)

Puppets, dolls or images could also be used to help the class explore similarities and differences.

Core activities



Similarities and Differences



Using **Resource 2: Wonderful Me**, ask pupils to pair with someone else in the class then draw or write (in response to the prompts on the resource) some of the similarities and differences between them.

Working in small table groups, ask pupils to discuss and compare their similarities and differences.

Ask each table group to share one difference and one similarity that someone on their table had. Remind the class to be sensitive about the feelings of others when they do this and to check that it is ok with the other person for something to be shared. It may also be helpful to reinforce the appropriate class ground rule.

Emphasise that there will be lots of things about them that are the same as other people (that they have in common) and there will also be things that are different and that this is the same in the wider world.

Then ask pupils to think about and share the similarities and differences that they couldn't 'see' but still existed.

Remind pupils that we find out about some of these by what people say and do rather than how they look. Reiterate that despite similarities and differences, everyone is still of equal importance.

Support:



Pupils respond on **Resource 3: What is the same and what is different?** By putting a tick next to similarities and a cross next to differences that they can see on the picture of two children.

Challenge:



Using **Resource 2: Wonderful Me** draw or write about all the similarities and differences that they can think of between them and someone else in the class that can't be seen.



Things that make us different



Read the story '*Giraffes can't dance*' to the class. Ask them to think of all the ways in which the giraffe is different to the other animals? How did the reaction of the other animals make him feel? Does it matter that the giraffe dances in a different way? What was it that made him happy in the end? Ask pupils what they think '*But sometimes when you're different you just need a different song*' means. Reinforce with the class that even though the animals all danced in a different way they were all equally important and that is the same with the class.

Alternatively, *Elmer* by David McKee or *Rainbow Fish* by Marcus Pfister could work well using similar questions. If using *Elmer*, ask the pupils why they think that when Elmer rejoined the herd, none of the other elephants noticed him?

If using *Rainbow Fish*, ask the pupils why they think the feelings of Rainbow Fish changed: '*When the water around him filled with glimmering scales, he at last felt at home among the other fish.*'

Plenary/ Assessment of learning



Reflecting on today's learning and signposting support



Ask the class to think back to the '*Giraffes can't dance*' story or one of the other stories and to identify who the giraffe/Elmer or Rainbow Fish could tell either in school or at home if someone was making them feel unhappy because of their differences.



Endpoint Assessment

Ask pupils to come back to their '*Group draw and write*' baseline activity from the beginning of the lesson with a different coloured pen or pencil. Invite them to add in any new ideas or thoughts they now have about the similarities and differences between the two similar characters and between children of their age.

After the lesson, display everyone's '*Wonderful Me*' on the working wall or similar.

Extension activity →

Interview



Interview two grown-ups at school. Ask them about their likes and dislikes. What things do they have in common that cannot be seen?

This lesson is the second of four lessons designed to support pupils to develop knowledge, skills and attitudes that promote inclusion and reduce susceptibility to prejudiced or extremist narratives. This lesson, created for lower key stage 2, considers the different groups and communities to which pupils belong. It explores the need people have to feel they belong and considers the detrimental effect that excluding others can have on their feelings of belonging.

The lessons are intended to be delivered to different year groups and should therefore be taught within a suitable scheme of work to ensure they are part of a developmental, age-appropriate PSHE education programme.



Learning objective

Pupils will learn:

- about belonging to a group or community and the importance of feeling that we belong



Learning outcomes

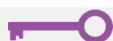
Pupils will be able to:

- identify different groups they belong to (e.g. friendships, class, year group, clubs, faith)
- explain what it means to belong to a group or community
- recognise some of the ways in which people can be made to feel that they don't belong
- describe behaviours that can help people in a group feel valued and welcome



Climate for learning

Before teaching these lessons, please ensure that you read the accompanying teacher guidance for advice on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching sensitive issues.



Key words

groups, clubs, members, belong, activities, outsider, meetings, valued, welcome



Resources required

Box for anonymous questions



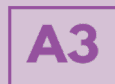
Flipchart paper and pens



Pens and pencils



Sheets of A3 paper



Resource 1: Belonging



Resource 2: Groups I belong to



Resource 3: Message from Beegu



Resource 4: Helping someone feel they belong



Story book: Beegu by Alexis Deacon



Activity	Description	Timing
1. Baseline assessment	a) Pupils write on post its all the different groups that a child their age might belong to in school, at home and in wider community b) Pupils write all the words and feelings they associate with the belonging to a group	15mins
2. Group work	Pupils identify some of the different groups they belong to from the class list	10mins
3. Story	Pupils listen to the story about Beegu and reflect on who made Beegu feel she didn't belong and how that must have felt. They consider the different ways that Beegu was made to feel welcome and included	15mins
4. Write a message	Pupils write a short message as Beegu about all the ways Beegu was made to feel welcome	10mins
5. Class discussion	Pupils recap why it is important to help people feel they belong	5mins
6. Endpoint assessment	Pupils reflect on and annotate baseline activity with their new learning.	5mins
7. Extension	Pupils write poems and reflections on the theme of belonging.	-

Baseline assessment



Group draw and write



Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson.

- a) Explain to the class that you want them to think about all the different groups that a child of their age might belong to both in school and at home or in the wider community. Working in small groups, ask pupils to jot down on post-it notes the different groups they think of, without further prompting. Ask a representative from one group to bring up their post its.

Read out the groups they have thought of whilst placing them on the class whiteboard or flipchart. Go round the rest of the groups asking them only to add names of groups that haven't yet been mentioned.

Add in any important groups that are missing from their list (ideas might include friendship groups in school, school clubs, clubs they belong to outside of school, places of worship, community centres where they attend events, local library or recreation centre.)

- b) Using **Resource 1: Belonging** ask pupils to write down all the words they can think of to describe how it might feel for someone to be part of a group.

The purpose of this activity is to enable you to find out pupils' existing understanding of the concept of 'belonging'. Pupils should work individually. Whilst they are working, do not prompt them in any way. Circulate around the class, noting any responses and any misconceptions that need addressing through the lesson. Pupils will return to this activity at the end of the lesson to assess their learning.

Core activities



Belonging



Working in small groups, ask pupils to go through the list of groups from the baseline activity and identify the specific groups they feel they belong to.

Take quick feedback on anything interesting about different types of groups they belong to. Discuss with the class what it is that they do in their respective groups which helps them feel they belong. For example, do they wear a uniform, do they shake hands or hug, do they communicate in a certain way?

Use Resource 2: Groups I belong to to record their ideas. Challenge them to think about how some of the different groups they belong to might be linked or connected (e.g. being friends with someone in school who also attends the same after-school club, having a class mate who also attends the same place of worship).

Teacher note: *It is possible that a pupil might refer to a gang they belong to either in their written work or during class feedback. This is a safeguarding issue and would need to be followed up after the lesson in line with the school's safeguarding protocols.*



A story about wanting to belong



Explain to the class that they are going to hear a story about someone who wanted to join different groups but was made to feel they didn't belong. Read the story of **Beegu by Alexis Deacon**.

Teacher note: *Beegu is an alien so remind the class that aliens aren't real but in this case Beegu's story helps us to talk about how we treat people who are new to our groups.*

Ask pupils to think about all the things that happened to Beegu. How was Beegu made to feel unwelcome by the different groups?

Invite pupils to share and feedback their ideas on why they think Beegu was excluded.

- How do they think Beegu felt each time she was excluded from a group?
- What thoughts might have been going through Beegu's mind each time?
- Which group did make Beegu feel welcome?
- How did they do this?
- What could the other groups have done instead so that Beegu felt welcome and included?

Record some of their ideas and opinions on the class flipchart or whiteboard.



Being Beegu



Ask the class to imagine that they are Beegu. Using **Resource 3: Message from Beegu** write a message to the 'small ones' explaining how they helped to make you feel included and why they made you feel hopeful.

Support:



Pupils use **Resource 4: Helping someone feel they belong** to record their ideas for how to make others feel they belong and are welcome in a group.



Challenge:



Ask pupils to imagine that they are Beegu and to write about what happened to them. Invite one or two of these pupils to be 'hot seated'. Ask a few members of the class to read out their messages to the pupil playing Beegu. The hot seated pupil can then give feedback 'in character' on the ideas and suggestions being offered. Did Beegu agree with some of the ideas for being included? Did Beegu think they would work?

Reiterate with the class the importance of making other people feel valued and how it is sometimes easy to unintentionally make others feel they don't belong or are excluded.

Remind pupils of who they can talk to in school if they or someone they know is feeling like they don't belong in any of their groups.

Remind pupils of who they can talk to in school if they or someone they know is feeling like they don't belong in any of their groups.

Teacher's note: *Beegu is an alien so remind the class that aliens aren't real but in this case Beegu's story helps us to talk about how we treat people who are new to our groups.*

Plenary/ Assessment of learning



Class Discussion & Endpoint Assessment

Recap with the class the steps they can take to ensure that no-one feels excluded in any of the groups they belong to. Ask them to think again about why it is important that everyone feels like they belong. Imagine that Beegu planned to visit their class/group/community in the near future what reasons would he give for saying that their class or a group they belong to 'seemed hopeful'?

Finally, ask the class to revisit their Belonging baseline assessment sheet. What would they now add or change?

Ask them to write a concluding sentence about the importance of belonging and being valued.

Extension activity →

Poetry corner



Ask pupils to write poems or reflections on the theme of 'Belonging'. Make a class book with their work.

This lesson is the third of four lessons designed to support pupils to develop knowledge, skills and attitudes that promote inclusion and reduce susceptibility to prejudiced or extremist narratives. This lesson, created for upper key stage 2, helps pupils to recognise the ways in which stereotyping can negatively impact on attitudes towards different groups of people. It also explores how pupils can challenge the assumptions that underpin stereotyping.

The lessons are intended to be delivered to different year groups and should therefore be taught within a suitable scheme of work to ensure they are part of a developmental, age-appropriate PSHE education programme.



Learning objective

Pupils will learn:

- About how negative stereotypes can influence behaviours and attitudes towards different groups of people



Learning outcomes

Pupils will be able to:

- identify examples of different types of stereotyping
- describe how stereotypes can be unfair and unhelpful
- recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves
- identify positive actions to challenge stereotyping



Climate for learning

Before teaching these lessons, please ensure that you read the accompanying teacher guidance for advice on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching sensitive issues.



Key words

Stereotype, typical, discriminate, behaviour, characteristics, assumptions



Resources required

Box for anonymous questions



Flipchart paper and pens



Pens and pencils



Resource 1: Stereotype baseline activity



Resource 2: Sentence stems



Resource 2a: Sentence stems support



Resource 3: Overheard comments



Resource 4: Challenging stereotyping (one set of cut up prompts per pair)



Activity	Description	Timing
1. Baseline assessment	Pupils show their current understanding of the term stereotype	5-10mins
2. Defining 'stereotype'	Pupils discuss and decide on a shared definition of stereotyping	5mins
3. Different types of stereotyping	Pupils compose sentences which reflect their understanding of stereotyping	10mins
4. How stereotyping can be unfair and negative	Pupils consider the effects of stereotyping on people's behaviour	10mins
5. Challenging stereotyping:	Pupils consider strategies that help to challenge stereotyping	10-15mins
6. Plenary	Pupils decide on one strategy they could use in their own lives	5-10mins
7. Endpoint assessment	Pupils revisit their definitions from the beginning of the lesson and add to or amend them in light of their new learning	5mins
8. Extension activity	Pupils write a short checklist for ways to identify and challenge stereotyping	-

Baseline assessment



Stereotype activity



Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson.

Give each pupil **Resource 1: Stereotype baseline activity**. Explain that you want them to think about everything they know and understand about the word 'stereotype'. Give pupils time to draw or write their responses in each section.

The purpose of this activity is to enable you to find out pupils' existing understanding of the word *stereotype* and the concept of stereotyping. Pupils should work individually. Whilst they are working, do not prompt them in any way. Circulate around the class, noting any responses and misconceptions that may need addressing through the lesson.



Defining 'stereotype'



Take feedback on the first box ('What does the word *stereotype* mean?'). As a class, agree a shared definition of what a stereotype is. Share the following definitions if helpful:

A *stereotype* is an assumption about what someone will be like (e.g. their personal qualities or attributes) based on a group they belong to.

Cambridge Dictionary definition:

■ “a set idea that people have about what someone or something is like, especially an idea that is wrong”

Write the agreed definition on a class working wall on ‘Stereotyping’ and keep it on display throughout the lesson.

Core activities



Different types of stereotyping



Explain to the class that you want them to think about the different kinds of stereotyping they may have seen or heard. Using **Resource 2: Sentence stems** and working in pairs, ask pupils to fill in what they think the rest of each sentence could be (e.g. All girls... like to wear pink). Invite groups to feedback their ideas to the rest of the class. What different kinds of stereotyping have the class identified? Draw out that these sentences have focussed on gender and age but stereotyping can relate to many things, such as gender, age, religion, race, nationality, disability, job, area someone lives etc.

Support:



Resource 2a: Sentence stems support has fewer sentences and some words pupils can use to help them.

Challenge:



Write a few sentences which promote a positive assumption (e.g. boys sometimes cry, girls don't always like pink, old people have a lot to contribute to society).



How stereotyping can be unfair and negative



Explain to the class that sometimes we make assumptions about people which are entirely unfair because we have been influenced by stereotypical thinking. Ask pupils to consider the negative messages that stereotyping can sometimes promote (e.g. only boys like football, only girls enjoy playing with dolls). Working in small groups on large sheets of paper, pupils brainstorm all the reasons why, and ways in which, they think stereotypes can negatively affect people's behaviour.

Take feedback (ideas might include: they can be rude or offensive; they're not true of everyone in the group; they might stop people doing what they want to do; people might get bullied for not 'fitting in'; they put people under pressure to behave in certain ways).

Finally, ask them to re-write their original sentences from a non-stereotypical viewpoint. Share and discuss their responses.



Challenging stereotyping:



Explain to the class that sometimes the way to reduce the impact that stereotyping can have on people is to challenge it where we can.

Tell pupils that they will be working in small groups in order to take the stereotype challenge! Give each group **Resource 3: Overheard comments** which contains overheard comments that promote stereotypical assumptions, together with an envelope containing a set of cut up prompts from **Resource 4: Challenging stereotypes**.

Allocate one speech bubble to each group.

Ask pupils to read their overheard comment, then pull out a challenge question from the envelope and respond to it for their comment. Repeat this until they have responded to three or four of the cut-up strips.

Ask groups to feedback to the rest of the class on how they dealt with one of the different challenges. What was the hardest challenge to manage? Which of the responses pupils decided upon would have the best outcome?

Plenary/ Assessment of learning



Plenary

Ask pupils to consider the different ways for challenging stereotyping they have discussed. Invite them to consider one strategy they think they could use in their own lives in order to avoid promoting stereotypical assumptions. Ask them to write it on a sticky note and to add it to the class working wall on stereotyping.



Endpoint assessment:

Pupils revisit their baseline assessment activity with the four headings and amend in light of their new learning or add any further ideas, thoughts or questions using a different coloured pen or pencil.

Extension activity →

Checklist



Pupils write a short checklist for how to identify and challenge stereotyping.

Lesson 4: Extremism

Key stage 2: Year 5/6

This is the final lesson of four designed to support pupils to develop knowledge, skills and attitudes that promote inclusion and reduce susceptibility to prejudiced or extremist narratives. This lesson, designed for upper key stage 2, considers the various ways in which people may be influenced by those around them, how this can sometimes be in a negative way and the impact it can have on their attitudes and behaviours. The lesson also helps pupils recognise times when they or their friends might be more vulnerable to external influences and how this can increase their susceptibility to prejudiced or extremist views.

The lessons are intended to be delivered to different year groups and should therefore be taught within a suitable scheme of work to ensure they are part of a developmental, age-appropriate PSHE education programme.



Learning objective

Pupils will learn:

- about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views
- how to resist and challenge these viewpoints



Learning outcomes

Pupils will be able to:

- Describe some of the ways in which people may be influenced by others (positively and negatively)
- Explain what is meant by someone having prejudiced or extremist views
- Identify some different ways to manage negative influences
- Describe where, when and how to seek support for self and others



Climate for learning

It is possible that during this lesson a pupil may express biased or prejudiced views. If this happens, challenge the attitudes rather than the person, and remind pupils that attitudes which are prejudiced against or stereotype other people are unacceptable in school. Consider whether you need to report the views to the Designated Safeguarding Lead (DSL).

Before teaching these lessons, please ensure that you read the accompanying teacher guidance for advice on establishing ground rules, the limits of confidentiality, handling questions, and additional advice relating to teaching sensitive issues.



Resources required

Box for anonymous questions



Flipchart paper and pens



Pens and pencils



Resource 1: Zones of influence



Resource 2: Dilemmas



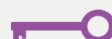
Resource 3: Think, feel, do



Resource 3a: Think, feel, do (Support)



Resource 3b: Choices and outcomes (Challenge)



Key words

influence, manipulation, persuasion, vulnerable, extremism, extremist, prejudice

Activity	Description	Timing
1. Baseline assessment	Pupils brainstorm people and things that might influence someone's attitudes and behaviour.	10mins
2. Different kinds of influence	Pupils write about the different influences in their lives.	10mins
3. Negative influences	Pupils consider what ' <i>prejudice</i> ' and ' <i>extremism</i> ' mean.	10mins
4. Dilemmas: managing negative influences	Pupils work in groups to consider how to manage negative influences in given scenarios.	15mins
5. Class discussion: What to do in tough times?	Pupils talk about alternative courses of action.	5mins
6. Plenary	Pupils discuss networks of support for when they are worried or afraid for themselves or others.	5mins
7. Endpoint assessment	Pupils revisit the baseline activity to record their new learning.	5mins
8. Extension	Pupils create a mini advice booklet on ways of supporting people who feel excluded.	-

Baseline assessment



Activity



Establish or reinforce existing ground rules — add or emphasise any ground rules that are especially relevant to this lesson.

Explain to the class that today they will be learning about how attitudes, opinions and views can be influenced

In small groups, ask pupils to draw an outline of a person in the middle of a large sheet of paper and around the outside mind-map all the people or things that might influence a person's beliefs, attitudes or behaviour. Share feedback. Ideas might include family members, friends, teachers, celebrities, advertising, television, online content, newspapers, politicians, religious leaders/religious beliefs.

Core activities



Different kinds of influence



Ask pupils to now think about the people and things that influence them.

Using **Resource 1: Zones of influence** ask them to draw or write about who these may be (they might be similar to the list above or they may have some different ideas).

Next to each person or thing, ask them to list the different ways in which they are influenced (e.g. Mum encourages me to hand in my homework on time, my brother dares me to jump off the highest diving board in the swimming pool, my best friend makes me happy by telling me funny jokes).

Compare and share responses. Are they always influenced in a positive way? Can the people and things they have listed sometimes influence them in a less helpful way?



Negative influences



In small groups, ask pupils to discuss what they think prejudice means.

Take feedback then share this definition of prejudice:

'An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge'
[Cambridge English Dictionary].

Using this and their ideas from the discussion, agree a class definition of prejudice. Write the agreed definition on a class working wall on 'Prejudice' and keep it on display throughout the lesson.

Now ask them in their groups to discuss what they think extremism, or holding extremist views mean. Ask them to feedback some of their ideas to the rest of the class.

Share the following definitions:

Extremism: The fact of someone having beliefs that most people think are unreasonable and unacceptable
[Cambridge English Dictionary]

Extremist: A person who holds extreme political or religious views, especially one who advocates illegal, violent, or other extreme action. [Oxforddictionaries.com]

Again, agree a shared definition to add to the working wall.

How might someone holding extreme views affect or influence others?

Explain to the class that people can hold extreme (very strong) views or beliefs about things like animal rights, the environment, religion, or how the country should be run. Many people who share very strong views or beliefs do not act upon them.

However, a very small minority of people hold views which are far beyond what most people think of as acceptable, are offensive and not in line with the values the vast majority of people share (in this country often referred to as British values); that expressing such views can be illegal and that sometimes people use manipulation, persuasion, or violence to try to influence others to take on their views.



Dilemmas: managing negative influences



Explain that there may be times in people's lives when they feel lonely, excluded, or unhappy, or they might feel a bit uncertain about the way their life is going or unsure about what to do next. In turn, this might then make them more open to being influenced in a negative way by someone else's views or opinions.

Using **Resource 2: Dilemmas**, allocate each group one of the scenarios.

Pupils read the scenario then consider, discuss and, using **Resource 3: Think, feel, do**, record their thinking about:

- How the person may be feeling – how would they describe their emotions?
- What might the person be thinking?
- What could the person do in order to manage the situation? What choices are they faced with? From whom or where could they get help and support?

Pupils feedback their ideas and opinions with the rest of the class about how the situations could be managed.

Discuss as a class: Can they identify either stereotypical, prejudiced or extremist thinking in any of the scenarios?

Support:



Pupils draw a circle around the ideas that they agree with or add their own ideas on **Resource 3a: Think, feel, do (support)**

Challenge:



Pupils identify the different choices that the person could make to manage the situation, the likely outcomes that might result and any evidence of possible stereotypical, prejudiced or extremist thinking on **Resource 3b: Choices and outcomes**.



Class discussion: What to do in tough times?



Back in their groups, ask pupils to discuss all the alternatives that they thought of that would help the person to manage the situation.

1. What might be the impact of them thinking or acting this way for their future lives?
2. Who could help or provide support for the characters?
3. What could happen if they didn't get help?
4. What could the characters do next?

Make sure these, or similar strategies are drawn out in the discussion:

- Taz: could stop hanging out with this group; could speak to Mum, or another trusted adult; could find other places to go for a while – a different park, sports centre, friend's house.
- Arden: could leave the online forum; could speak to a parent, teacher or other trusted adult; could show the content to a trusted adult.
- Ash: could tell the friend that this would be against the law and would get them into a lot of trouble; could say that the animals could come to more harm outside the farm; could suggest other ways of helping animals, e.g. campaigning or fund-raising on behalf of animals, that would be legal and safe; could speak afterwards to a parent, teacher or other trusted adult.
- Zigger: could check the facts by speaking to Mum about why she lost her job; talk about their worries and feelings about Mum losing her job with Mum, a teacher, or another trusted adult.

Plenary/ Assessment of learning



Plenary

Reiterate that although there may be times when they feel lonely or angry about the things going on in their lives, there are always trusted people they can talk to and who can offer support and advice.

Adopting prejudiced or extreme views about people or situations will not help and can be dangerous. Ask pupils to think quietly about their support network of people and to look again at their Zones of influence sheet and either think to themselves, or circle whom they trust and know could help them when they are worried or afraid.

Ask them also to consider whom they could talk to if they were worried about a friend or somebody else. Remind them about the adults in school whom they can go to for help and also about children's websites/ helplines such as Childline www.childline.org.uk 0800 1111 and www.childline.org.uk/get-support/ to speak to a counsellor online.

There are also sections on the Think u Know website www.thinkuknow.co.uk/ for pupils (8-10) or (11-13) where they can access support and help regarding online extremist behaviours by clicking the CEOP button.



Endpoint Assessment

Ask pupils to revisit their group baseline activity about who and what might influence a person's attitudes or behaviour and add any new learning in a different coloured pen.

Extension activity →

Advice booklet



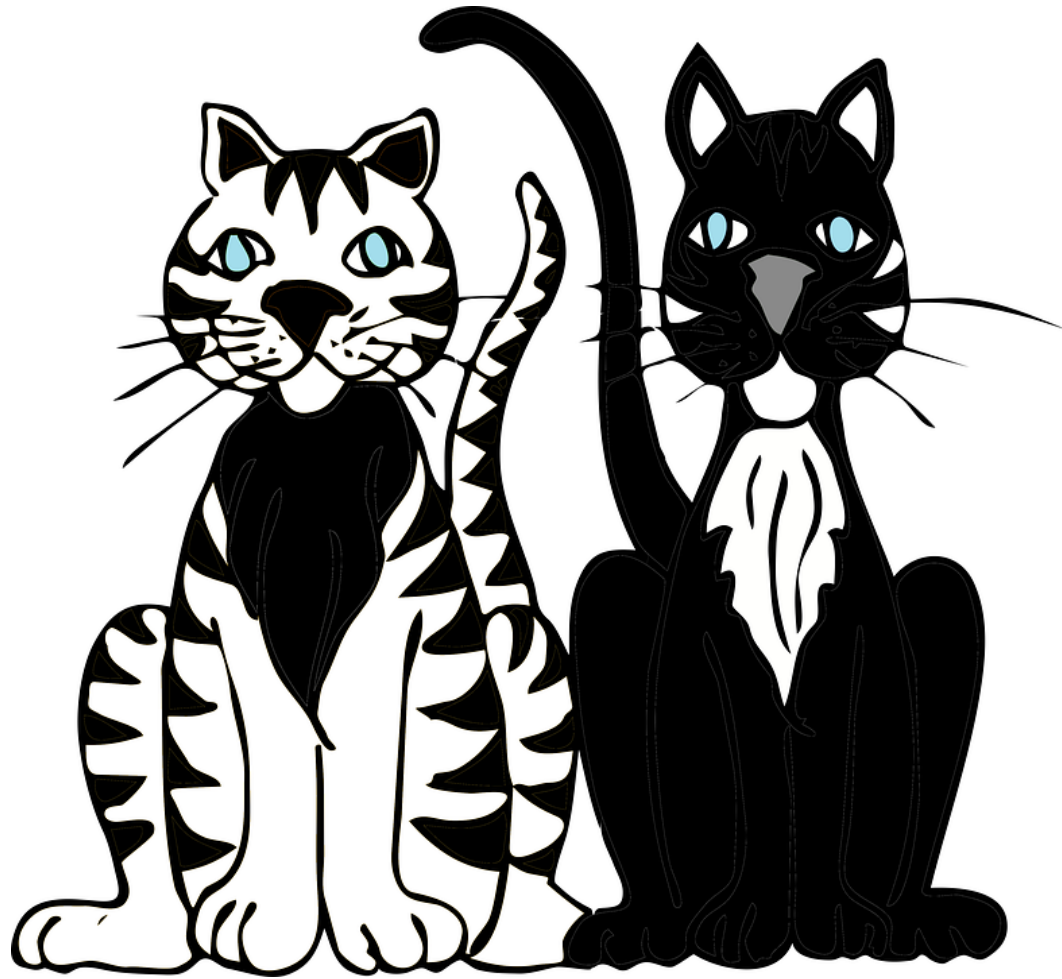
Create a mini advice booklet about the signs to look out for if someone is being left out or excluded in class and include actions they can take to support pupils who may be going through unhappy times. Share and present to the class.



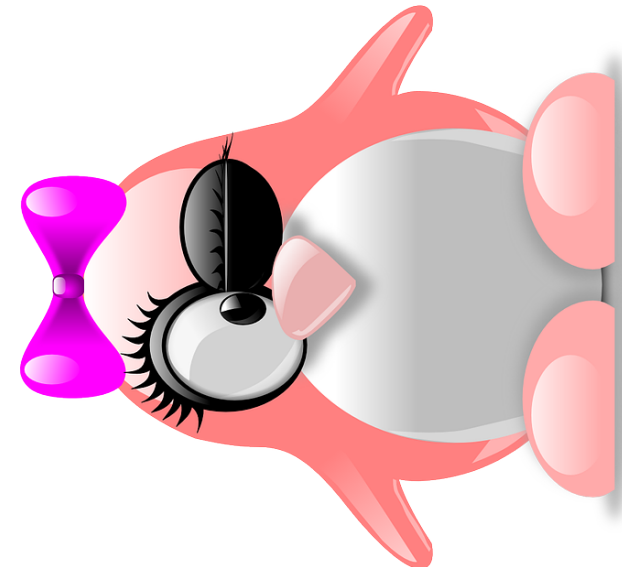
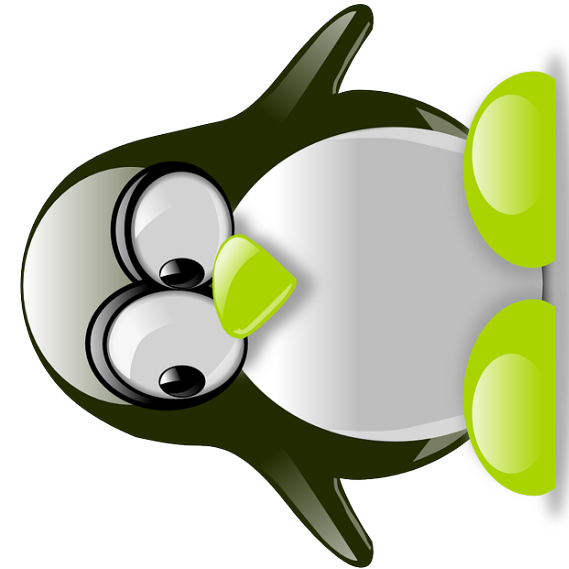
RESOURCES:

INCLUSION, BELONGING & ADDRESSING EXTREMISM

Lesson 1: Sameness and difference
Resource 1: Draw & write images



Key stage 1: Year 1/2

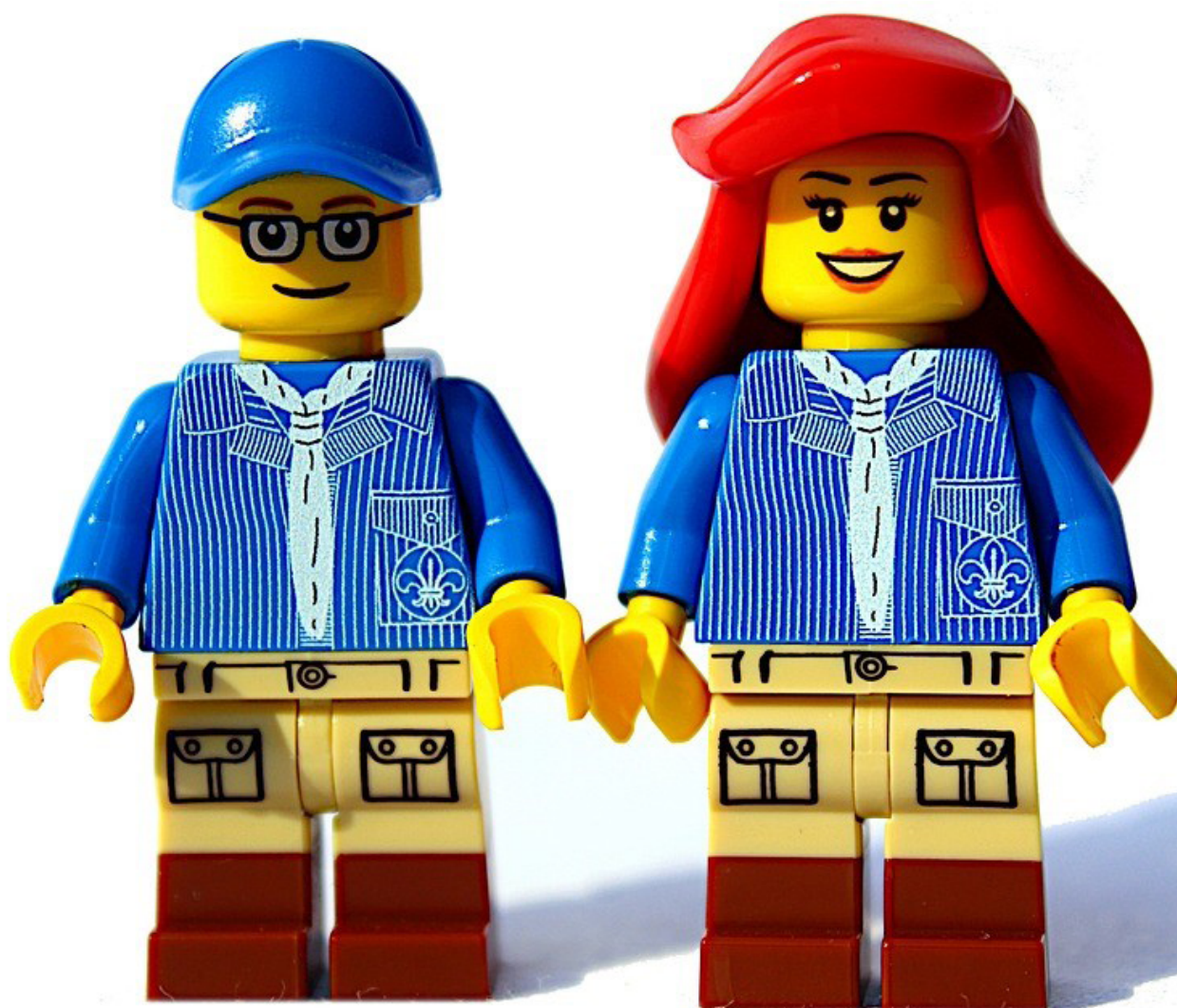


Continued..
Resource1: Draw & write images



Key stage 1: Year 1/2







I like to eat...

I like to eat...

I like to play...

I like to play...

My favourite subject is...

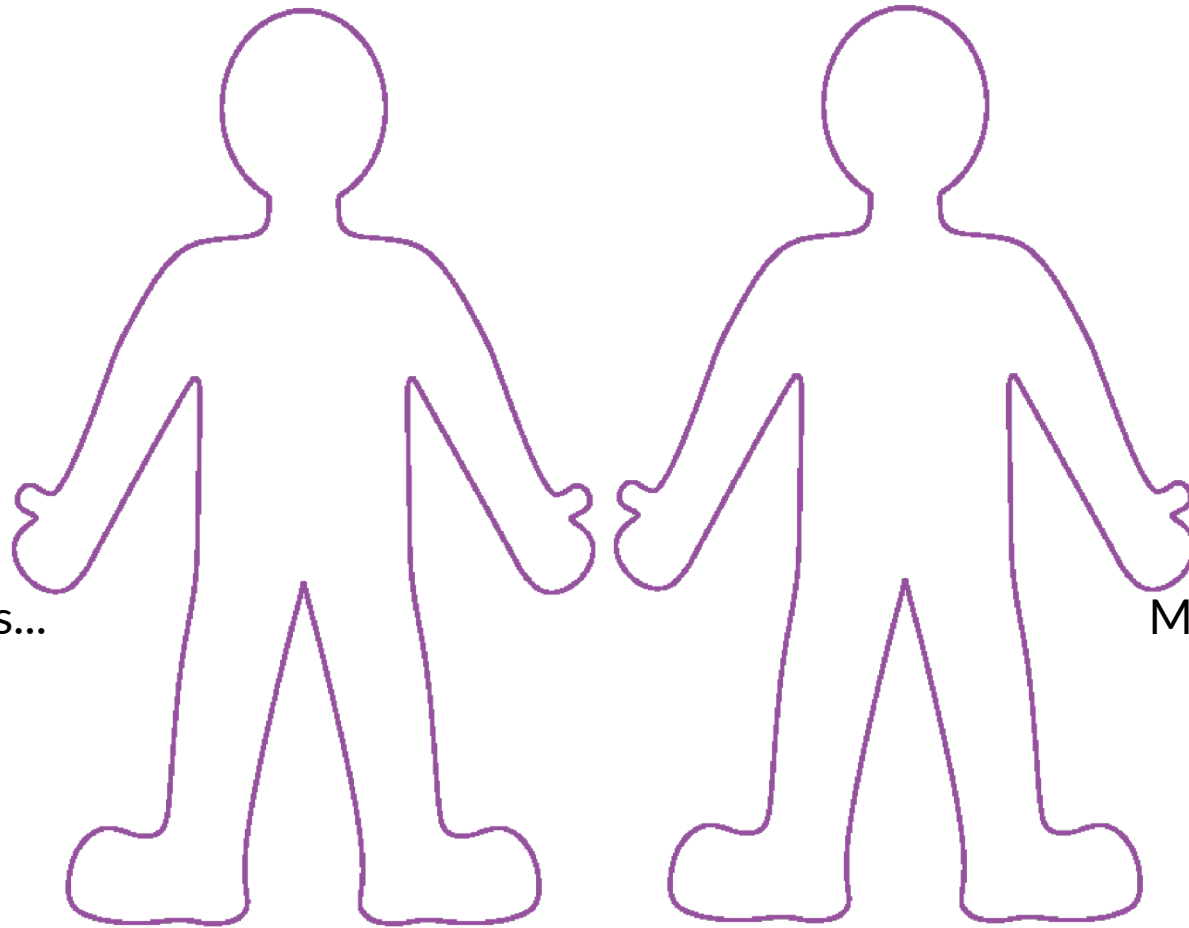
My favourite subject is...

On Sundays I....

On Sundays I....

My birthday is on...

My birthday is on...



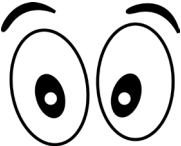
Lesson 1: Sameness and difference

Resource 3: What is the same and what is different?



✓ = SAME

✗ = DIFFERENT

	Same ✓	Different ✗
Eyes 		
Nose and mouth 		
Hair 		
Teeth 		
What else?...		

Lesson 2: Belonging to a community
Resource 1: Belonging



Key stage 2:
Year 3/4



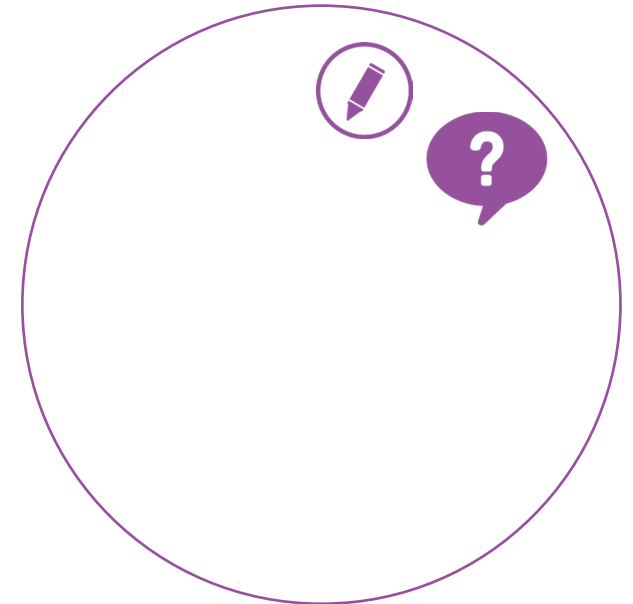
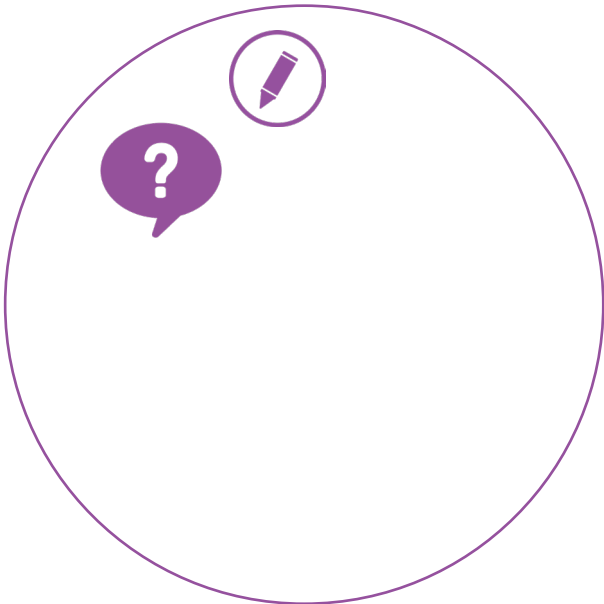
Draw or **write** how it might feel for someone to be part of a group.

Key stage 1: Year 1/2



Lesson 2: Belonging to a community

Resource 2: Groups I belong to





Dear Small Ones,

Thank you for making me feel so welcome by ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Yours sincerely,



Lesson 2: Belonging to a community

Resource 4: Advice to make someone feel they belong



Key stage 2: Year 3/4

Ideas



What you could do...



My name is...



Lesson 3: Stereotypes

Resource 1: Stereotype baseline activity



Key stage 2:
Year 5/6

What does the word stereotype mean?



Examples of people being stereotyped:

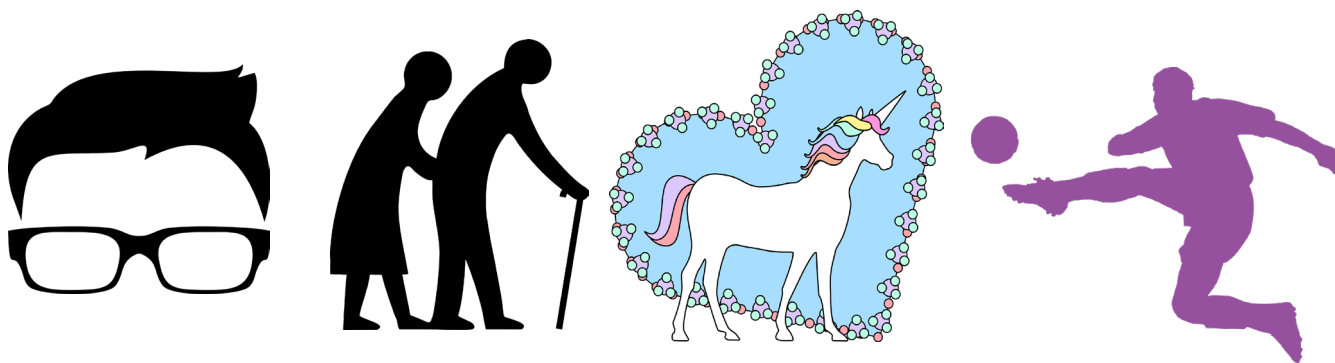


How might this make people feel?



What can we do about it?





1. All girls.....

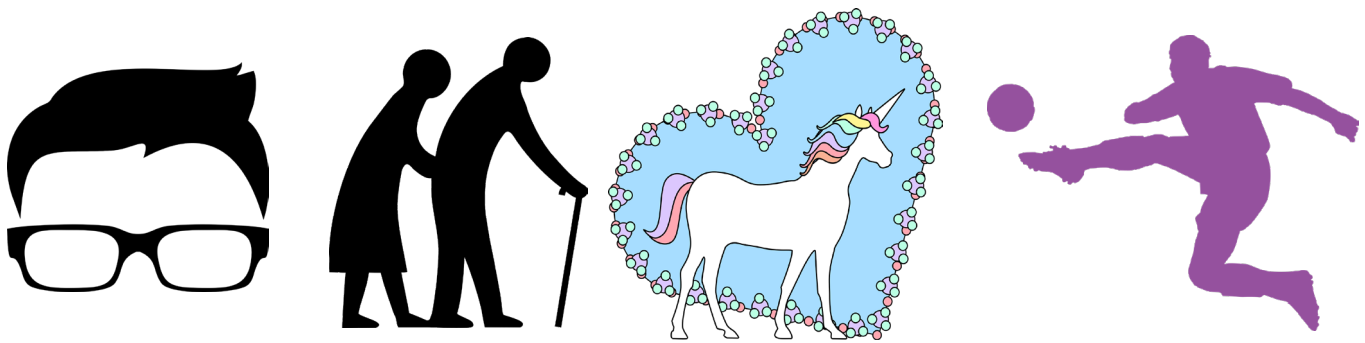
2. All boys

3. All teenagers

4. All parents

5. All teachers

6. All older people



1. All girls.....
2. All boys
3. All teenagers
4. All older people

like	have	are
wear	can	can't
do	don't	think



1) *'She is really good at football but I don't think the boys should have to cope with a girl on their team.'*



2) *My Granny recently said to my Dad that she was thinking of getting a sports car. My Dad laughed and said:
"You're too old!"*



3) *'I'd better not invite him to my party as he probably can't eat the same food as us because of his religion.'*

Lesson 3: Stereotypes

Resource 4: Challenging stereotyping: card prompts

Key stage 2:

Year 5/6

Re-write the comment so it does not promote stereotypical thinking.

What assumptions are being made about people?

How could the person who overhears this respond in a safe and assertive way?

Describe how the person who is being spoken to, or about, might be feeling

What might the consequences of this comment be?

Re-write the comment so it does not promote stereotypical thinking.

What assumptions are being made about people?

How could the person who overhears this respond in a safe and assertive way?

Describe how the person who is being spoken to, or about, might be feeling

What might the consequences of this comment be?

Lesson 4: Extremism

Resource 1: Zones of influence



Key stage 2: Year 5/6

A little bit of influence

Even more influence

A lot of influence



SCENARIO 1

A lot has been happening in Taz's life recently ... Taz has just left primary school and it's the beginning of the summer holidays. Mum has a new job so isn't around much and all of Taz's friends are going to a different secondary school. Lately, Taz has been hanging around the park during the day and has got to know some older children. Occasionally an adult joins them who often says offensive and scary things about other people that Taz knows are wrong. The older children seem to be a bit scared of the adult so they say they agree with what is being said.

SCENARIO 2

Arden is 14 and attends a place of worship every week accompanied by their family. Afterwards the adults have conversations about what is going on in the world and how if only everyone worshipped like they did then the world would be a better place. One of the adults asks Arden to join a special group which has its own online forum and is dedicated to making their views known more widely. Arden joins the online group but some of the things they say make Arden feel uncomfortable.

SCENARIO 3

Ash has a best friend who is very worried about how animals are cared for. Recently there have been stories on the news about a local farm where the animals have been cruelly treated. One evening after school, as they are walking home, the best friend suggests that they break into the farm and release all the animals so that they can be free and have a better life.

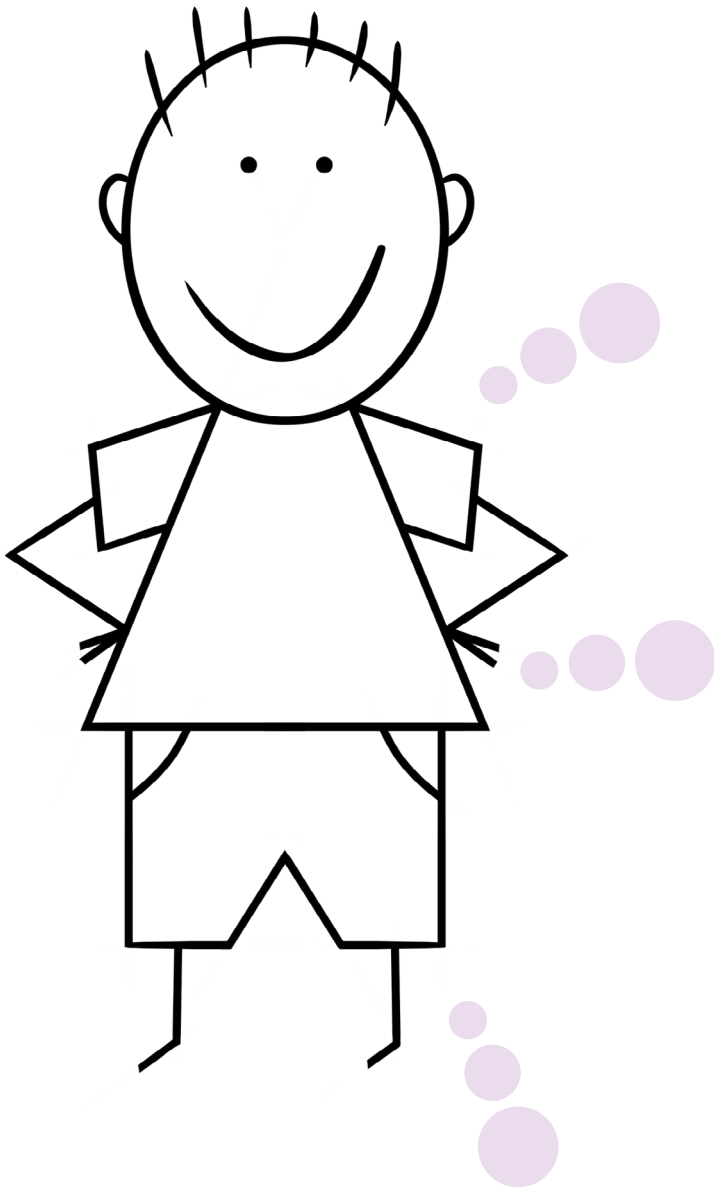
SCENARIO 4

Zigger's Mum recently lost her job and there is no money for treats or holidays. Zigger feels really angry about what has happened and overhears two people at the bus stop saying "Too many people have come to this country and taken our jobs". Zigger thinks maybe that's why his mum lost her job and wonders whether he should be doing something to stop this happening.

Lesson 4: Extremism
Resource 3: Think, feel, do



Key stage 2:
Year 5/6



THINK: What thoughts might be going through their mind?

How can they manage their negative thoughts?



FEEL: What different feelings might they be experiencing?

What can they do to manage them?



DO: What actions can they take to resolve the situation?



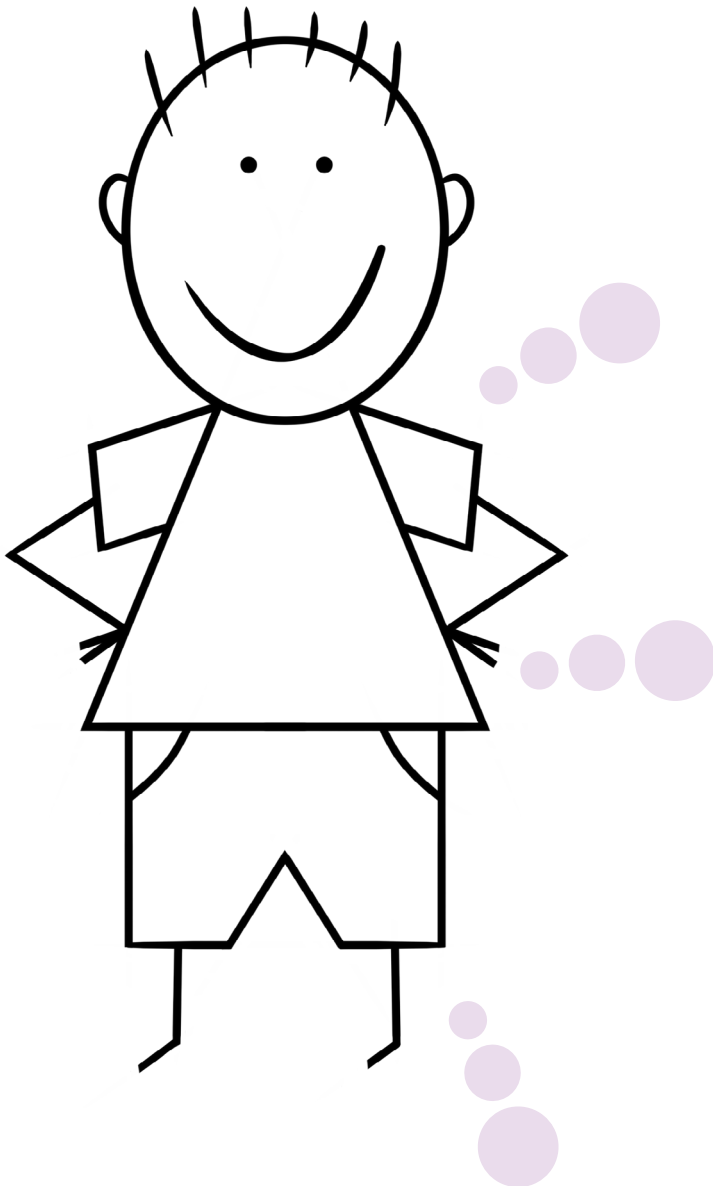
Lesson 4: Extremism

Resource 3a: Think, feel, do support



Key stage 2:
Year 5/6

Draw a circle around the ideas that appeal to you and/or add in your own thoughts in each thought bubble.



What are they thinking?

- I need to talk to someone
- what will happen next?
- how should I respond?
- what should I do?



What are they feeling?

- Worried
- Frightened
- Afraid
- Lonely
- Unsure
- Angry



What could they do next?

- Talk to a trusted person in school or at home about what has been happening and how they are feeling
- phone Childline to talk about the situation
- tell their friend/s they need time to think about things
- think about what could happen if things get out of hand and how they might feel then decide on a course of action that will keep them safe



Lesson 4: Extremism

Resource 3b: Choices and outcomes



Key stage 2: Year 5/6

Scenario	Possible choices	Likely outcomes	Evidence of thinking which may be: - Stereotypical - Prejudiced - Extremist
Taz			
Arden			
Ash			
Zigger			



APPENDICES:

Appendix 1

Learning opportunities in the PSHE Association Programme of Study relating to this resource

KS1

L4: that they belong to different groups and communities such as family and school

L8: ways in which they are all unique; understand that there has never been and will never be another 'them'

L9: ways in which we are the same as all other people; what we have in common with everyone else

KS2

R16: to recognise and challenge stereotypes

L3: to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Convention on the Rights of the Child

L8: to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9: what being part of a community means, and about the varied institutions that support communities locally and nationally

L11: to appreciate the range of national, regional, religious and ethnic identities in the UK

L17: to explore and critique how the media present information

Appendix 2

Further information and research about radicalisation and extremism*

Why do people become violent extremists?

Current thinking is that many young people, especially those who are vulnerable or isolated from their peers or family, seek clarity of purpose in their lives, and once they find what they believe is that purpose, the internet/social media gives them access to a huge support network. This then confirms, rather than challenges, their new-found 'world view' and brings them into contact with organisations who will happily recruit them for their own agenda.

Those who encourage or get others to commit acts of violent extremism often target young people who may have vulnerabilities, and who are led into believing that violence can earn respect, riches or glory. For a small number of young people, radicalisation offers them 'justification' or 'permission' to indulge in violent behaviour which is something that excites them.

The vulnerabilities and pull factors for violent extremism are similar to those experienced in gang culture. An MI5 report found that the factors most likely to lead a person to join so-called Islamic State (IS) were:

* See also the PSHE Association's research paper Understanding PSHE education's role in preventing and challenging extremism

- (a) Trauma
- (b) Immigration without family members, leading to social isolation
- (c) Criminal activity (especially prison).

Misconceptions about who becomes radicalised

Faith basis

Although there is often a faith justification for terrorist attacks, research by MI5 suggests that often it is those who are less knowledgeable and/or are recent converts to a faith who get involved in terrorist activities, as they are more susceptible to being led by a seemingly more knowledgeable faith leader. There have been terrorists and extremists from all backgrounds, races and faiths over the years. These include paramilitaries in Northern Ireland, such as the Provisional IRA, Ulster Defence Association; and in mainland Britain, organisations such as the National Front, British National Party, and English Defence League. In more recent times groups such as al Qaida and then ISIS/ISIL/IS (groups with Islamic roots) have received media attention as a result of terrorist acts in Britain and around the world.

Many schools with a religious character, or serving faith communities, have a strong values-based ethos and research suggests that faith and regular attendance at a place of worship or similar can actually be a protective factor.

Migration

Research suggests that, in the UK, most people who take part in extremist activities are not migrants. Those that become involved are currently more likely to come from a non-White British heritage and are often second or third-generation children of migrants who feel isolated and disconnected from the communities they live in. According to research, this may be partly due to continuing discrimination in communities.