

Lesson Title	Tackling extremism	
	Age Range/ Year Group	KS4
Resources	Learning Outcomes	
1. Resource Sheet 1. Task 1 – What are some examples of violent extremism? Task 2 – Are there any similarities between violent extremist attacks? 2. Resource Sheet 2. Task 3 – What can governments do to prevent violent extremism? Task 4 – What can young people do to prevent violent extremism?	By the end of this lesson students will be able to; <ul style="list-style-type: none"> • Appreciate what governments can do to tackle/prevent violent extremism. • Appreciate what young people can do to tackle/prevent violent extremism. 	

LESSON INTRODUCTION

This lesson encourages students to find practical solutions for tackling violent extremism and also invites them to take responsibility for doing so. It flags up the British government's anti-extremist toolkit and the work of CAABU.

STARTER (15 mins)

- Ask a few volunteers to explain the difference between extremism and violent extremism.
- Give task one to students and ask them to fill in the gaps.
- Check through the answers with the class.

Answers:

1. **SYNAGOGUE BOMBER.** In 1980, a Parisian synagogue was attacked with a motorcycle bomb. The explosion killed four people and injured nine others. The police suspected a man who had belonged to a group called 'Popular Front for the Liberation of Palestine'. The group was described as militant.

2. **TWIN TOWERS.** Richard Wajda worked in the World Financial Center and only survived the events of 9/11 due to setting off late to work. He heard a loud explosion as he walked towards the Twin Towers that morning, and was hit on the head by what he thinks was a piece of aircraft. Tears ran down his face as he saw bodies dropping to the floor. He phoned his mother, who told him to run away. He did so, unable to believe what he had seen.

3. **GENOCIDE IN RWANDA.** In Rwanda, there have been tensions between the Tutsis and the Hutus for a long time. This tension exploded into violence in the 1990s, when Hutu extremists massacred Tutsis. Within 100 days, about 800,000 Tutsis and moderate Hutus were killed. This resulted in roughly 2 million Hutu refugees fleeing to Zaire. The refugee camps in Zaire soon fell under the control of the Hutu extremists who had caused the genocide in Rwanda.



- Ask some students to comment on the following:
 - How do violent extremist attacks affect the future of our world?
 - Why do you think that racial conflicts arise in so many countries?
 - With which of the three pieces of information were you already familiar?
- Ask students to complete task two on their sheets.
- Encourage students to read out their answers.

Examples of good responses:

“The two similarities that I noticed were that they all happened because of racism and that they were all reported in the news.”

“Similarity number one is that the people who undertook the attacks all belonged to a group. Similarity number two is that they all happened within the last thirty years.”

MAIN ACTIVITY (10 mins).

- Ask students to read task three and to discuss the information in groups.
- Ask volunteers to respond to the following questions:
 - Why is it important for governments to take action against violent extremism?
 - Why do both CAABU and the anti-extremism toolkit think that schools are essential in terms of preventing violent extremism?
 - How realistic are the strategies suggested by CAABU and the anti-extremism toolkit?
 - What impressed you the most about the information that you have just read?
- Praise those that respond.

SUMMARY (15 minutes).

- Show students task four. Ask them to work through the task in small groups; focusing upon their vision for their country in 2020. Students should write down their chosen strategies next to each of the situations.
- For task four, remind students to use the information from task three as well as their knowledge of how the media works. Also encourage them to think of their own ‘solutions’.
- Ask students to share their ideas with the class.

Examples of good answers might be:

“The fact that the graffiti artists were unemployed could be a big risk factor, because they would have lots of spare time to get involved in extremist groups. Because of this, we would explain the situation to some local business owners and encourage them to let the teenagers do some voluntary work for them. We would also tell the police about the graffiti.”



“We felt really passionately about the newspaper that always labelled asylum seekers as lazy. We are already worried about the level of violence directed at asylum seekers, and the media seems to be encouraging this! We would write a letter of complaint to the owner of the newspaper to see if (s)he would be willing to be interviewed about its bias. The interview could take place in one of our Citizenship lessons.”

“We would tell the boy making racist jokes that we wanted him to stop. We would say this loudly in front of other people and explain to him that we would tell a teacher if it happened again. We would point out that racist jokes are a way of saying that humans are not equal.”

“We would try to explain to the girl who agreed with the Nazis how dangerous extremist views can be. We would do this by showing her the ‘Extreme News’ website. We would also definitely get advice from our parents.”

EXTENSION/FOLLOW UP IDEAS

Look at either

www.dcsf.gov.uk/publications/violentextremism/downloads/DCSF-Learning%20Together_bkml.pdf

OR

www.caabu.org

Choose two images (e.g. photos) that really appeal to you from the website.

Be ready to explain to other students why you have chosen those images next lesson.

CHECK THE WEB

1. www.caabu.org for updates about CAABU’s forthcoming events.
2. www.dcsf.gov.uk/publications/violentextremism/downloads/DCSF-Learning%20Together_bkml.pdf for a closer understanding of the toolkit that the British government has produced.

NATIONAL CURRICULUM LINKS

KS4: 1.1.b, 1.1.c, 1.2.b, 1.3.a, 1.3.c, 2.1.a, 2.1.b, 2.1.c, 2.2.b, 2.3.a, 2.3.d, 3d, 3h, 3l, 3m, 4a, 4b, 4c, 4g & 4i.

TASK ONE. What are some examples of violent extremism?

Violent extremism exists in many countries. In our generation, violent extremism has caused death and destruction.

Look at the pieces of information below. Fill in the missing words.

MISSING WORDS:

unable Parisian 9/11 bodies explosion 1980 extremists
1990s motorcycle 800,000 moderate Palestine camps

1. **SYNAGOGUE BOMBER.** In _____, a _____ synagogue was attacked with a _____ bomb. The _____ killed four people and injured nine others. The police suspected a man who had belonged to a group called 'Popular Front for the Liberation of _____'. The group was described as militant.

2. **TWIN TOWERS.** Richard Wajda worked in the World Financial Center and only survived the events of _____ due to setting off late to work. He heard a loud explosion as he walked towards the Twin Towers that morning, and was hit on the head by what he thinks was a piece of _____. Tears ran down his face as he saw _____ dropping to the floor. He phoned his mother, who told him to run away. He did so, _____ to believe what he had seen.

3. **GENOCIDE IN RWANDA.** In Rwanda, there have been tensions between the Tutsis and the Hutus for a long time. This tension exploded into violence in the _____, when Hutu _____ massacred Tutsis. Within 100 days, about _____ Tutsis and _____ Hutus were killed. This resulted in roughly 2 million Hutu refugees fleeing to Zaire. The refugee _____ in Zaire soon fell under the control of the Hutu extremists who had caused the genocide in Rwanda.

TASK TWO. Are there any similarities between violent extremist attacks?

Although there are differences between extremist groups, there are similarities too.

Write down two similarities between the three situations above.

A _____

B _____





TASK THREE. What can governments do to prevent violent extremism?

Lots of governments throughout the world have decided to try to prevent violent extremism. Over the next few years, you might notice that young people will be taught about violent extremism in schools.

Look at these two ways of preventing violent extremism.

1. 'LEARNING TOGETHER TO BE SAFE'. The British government has recently produced a toolkit that helps teachers and families to prevent young people from growing up to be violent extremists. Its goal is to “empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes.” The toolkit hopes to build respect and intercultural understanding. It advises British citizens to:

- Let young people know about the realities of violent extremism;
- Tell young people what might cause it;
- Publically challenge young people who express extremist views;
- Support young people who are targeted by extremist groups;
- Teach young people to respect citizens from all backgrounds

2. 'THE COUNCIL FOR ARAB-BRITISH UNDERSTANDING'. In 1967, CAABU was set up to improve relationships between the Arab world and Britain. Its goal is to promote a “positive approach to Arab-British relations in government, parliament, education and amongst the wider public.” It tries to achieve this by:

- Challenging racism against Arabs;
- Providing free resources for teachers;
- Sending anti-racist experts to schools to talk to students;
- Selling relevant books, CDs, DVDs, cards and postcards;
- Providing information about violent extremism (e.g. in Palestine);
- Encouraging British Arabs to get involved in British politics.

TASK FOUR. What can young people do to prevent violent extremism?

Extremism can be tackled by young people in lots of ways. For example, they can use strategies recommended by the CAABU or by the British anti-extremism toolkit. They can also think about the media's role in terms of extremism.

In a small group, decide how you might tackle the following situations. Don't forget to think about your vision of your country for 2020.

A. You notice that three unemployed teenagers in your area have started leaving graffiti. The graffiti encourages violence against white people.

B. You find out that a Muslim friend's sister has started reading information about Islamist extremists on her laptop.

- C.** You notice that a popular newspaper always seems to describe asylum seekers as lazy trouble-causers.
- D.** You hear someone in your class telling your teacher that she agrees with physically punishing people who do not follow Christian lifestyles.
- E.** You see a new boy at your school making racist jokes.
- F.** You are having dinner at a friend's house. His father starts telling you that the events of 9/11 were the best thing that ever happened to your country.
- G.** You watch a documentary at school about people who were killed in Jewish concentration camps. The next day, a girl from your class tells you that she would be proud to be a Nazi.
- H.** You are buying some new clothes when a man approaches you and asks you whether you are proud of your religion. When you say that you are, he gives you a leaflet. It encourages people to attack atheists.
- I.** You are on a bus when you see some people out of the window. They are holding banners which say 'Get back to your own country or get hurt!'.
- J.** Your brother tells you that your cousin has invited him to a weekend trip where teenagers are allowed to try out guns. Your cousin seems secretive about who is running the camp and what the aim of the camp is.

