



Think: Protect: Connect Toolkit



Acknowledgement

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Foreword

This unique and innovative 'autism friendly' resource provides schools, colleges and youth and community organisations with a range of high quality curriculum resources to positively engage and safeguard autistic young people from online radicalisation and extremism by building personal and online 'digital resilience' and critical thinking skills to counter radicalisation and extremism.

For young people with an Autism Spectrum Conditions (ASC) it is essential that teaching styles are adapted to work with a learner who processes information very differently than that of a neuro-typical learner.

Equipping young people and supporting teaching staff, as well as parents and carers with effective strategies and experiences in order to develop measured resilience within this vulnerable group is vital.

In East Sussex we have seen an increase in the number of young people with diagnosed/undiagnosed Autistic Spectrum Conditions (ASC) being referred to Prevent and we needed to be able to intervene and offer a practical solution to safeguarding this particularly vulnerable group of young people.

Clear research has shown that it is important to highlight that individuals' with autism are no more likely to commit violent acts when compared to the general population what is evident is the need to protect these more vulnerable individuals from being targeted and recruited by terrorist groups.

Autism Spectrum Conditions, serious learning difficulties and low self-esteem have been identified, among other conditions, as a potential part of the path to radicalisation – specifically, the conditions which extremists are increasingly exploiting in individuals they target for recruiting and training (O'Neill & Simpson, 2015).

The overall objective of this resource is to increase the understanding of and reducing the risk of radicalisation to young people with autism

Section One: Introduction

Introduction

This toolkit aims to provide schools, colleges and youth settings with a range of resources to safeguard young people with Autism Spectrum Conditions (ASC) from online radicalisation and extremism.

The key aims of this toolkit are to:

- Increase young people's awareness, knowledge and understanding of online radicalisation and extremism and its causes
- Develop young people's personal resilience to extremism and radicalisation
- Challenge stereotypes held by young people about certain individuals and groups
- Equip young people with critical thinking skills to empower them to explore and challenge a range of sensitive topics including use of online propaganda and extremist ideologies
- Enable young people to gain a number of transferable life skills that they can draw on in the future

Good Autism Practice Guide for Teaching Staff

Young people who have a diagnosed or undiagnosed ASC are identified as a vulnerable group when exposed to radical or extremist beliefs, ideologies and activities.

Anecdotal evidence suggests that the autistic community engages with digital and online activity potentially at a greater degree than other people as a response to difficulties around communication and interaction in social situations.

Individuals with ASC specifically those who are socially isolated, can adopt special and or obsessive interests, but more importantly when keen to be valued and recognised as part of a friendship group, can be particularly vulnerable.

Characteristics of autism such as literality, rule based and rigid inflexible thinking and challenges around understanding peoples motives and intentions (theory of mind) coupled with being unable to critically assess 'the bigger picture' make it essential that we teach digital resilience in an autism specific way.

Section One: Introduction

This toolkit is compiled using experiences of teaching groups of young people with autism, the experiences of learning from the young people themselves and extensive work with families, individuals, schools and services in education, health and social care and the criminal justice system.

It should also be noted that Autism Spectrum Condition is a neurological difference that can sometimes have co-morbidity with learning difficulties and mental health problems.

The workshops are aimed at Key Stage 3, 4 and 5. Throughout the toolkit there are a range of ***Delivery Tips*** and **Good Autism Practice Tips (GAPT)** for each of the workshops to enhance learning.

Section Two: How to Use the

How to use the toolkit

The toolkit consists of six 'self-contained' and individually scripted workshops, a Student Handbook Resource booklet and six PowerPoints.

The workshops have been arranged sequentially but have also been designed in such a way that allows professionals to 'dip into' the toolkit, using certain activities whilst omitting others. Where this is the case, you will need to make a judgement about which workshops or activities will address the particular issues and needs facing the group you are working with.

All the workshops complement each other and together follow a clear beginning, middle and end. However, we recognise that schools and colleges are busy places and delivering all six workshops may prove difficult.

The six workshops focus on a range of key issues. These include:

- Personal identity
- Group identity and belonging
- Stereotyping
- Extremist views and behaviour
- Persuasion V Propaganda
- Staying safe online

The workshops take about 1 hour to deliver so consideration need to be given to 'brain breaks' and 'movement breaks' which are discussed in more detail below. Extra time should be allocated to Workshop One given that you may be introducing a number of new concepts and ideas to the young people.

The resources address many sensitive issues and careful consideration should be given to the content of the workshops prior to delivery. Factors affecting a group's potential engagement with the toolkit will also include:

- the age, ability and understanding of young people
- the possibility of needing to respond to a specific terrorist incident
- the local, national and global context of issues affecting the community
- the level of knowledge, understanding and confidence of adults delivering the workshops.

Section Three: Workshop One

Workshop One: Personal Identity: Who Am I?

Lesson Aim: Workshop One

Our identities are shaped by the stories we hear and those we tell about ourselves. “Who am I?” and ‘where do I belong’ are questions we all ask at some time in our lives. It is an especially critical question for adolescents.

You will need to start the workshop by introducing young people to reasons for delivering the workshop, ground rules and dealing with controversial issues.

Delivery Tip: Introduce the concept of a ‘**brain break**’ or movement break if you don’t use these already. Young people with ASC may need breaks in order to have time to process the material. A ‘**movement break**’ can also help young people stay alert and focused and break up the workshop in manageable ‘bit-sized’ chunks for the young people. One simple and effective activity might include:

- Ask all the young people (and adults) to stand up
- Then go and stand next to something in the room that begins with the letter B
- Ask each young person to say what their B is
- Return to the activity

Good Autism Practice Tip: When young people are working on their individual Identity Maps, explain that not everyone may want to include friends and family for their own various reasons. This gives transparency to the fact that some young people may not have friends or family as part of their map.

Learning outcomes

- I will understand the things that form my identity
- I will understand how my identity informs the way I see world around me

Resources you will need

Copies of the Student Handbook, Polaroid camera, Agree/Disagree cards, talking stick, flip chart, paper, pens, post-it notes, a variety of props i.e. wigs and hats etc, a set of the group agreement cards, issues for the end parking sign, sets of ‘my identity cards’.

Workshop One

Activity: This is me! - Slide 3

This activity can be used as a getting to know you activity for workshops facilitators who may not be previously known to the young people/group.

Use a Polaroid camera (or similar) and take pictures of each person, but seek consent from each young person first. Invite each young person to write down two facts about themselves. These can then be visually displayed around the room? Ask each person in the group to share one thing about them with the group if they wish.

Activity: Establishing a group agreement (ground rules) - Slide 5

Get the young people to discuss the group agreement. Examples are given (see slide 6) but the group may wish to add to these. These will be an essential part of establishing a safe space in which to discuss sensitive and controversial issues.

Write any new ones down on a flip chart for everyone to see. Remember to re-introduce the group agreement at the beginning of each workshop. Explain that anyone can add to or review them at any time. They may include:

- Be open and honest
- No interrupting when others are talking
- Respecting other people's contributions and their feelings
- Not using names when talking about issues or incidents
- Confidentiality

You will need to be clear about confidentiality and disclosure of any safeguarding concerns and how these will be reported in line with your Safeguarding Procedures. Once agreed the group agreements should be positioned around the room. Use the agree/disagree cards (see below) for further verbal input. Alternatively ask them to stand by the rules they agree with.

Terms 'brain break' and 'movement break' can be used and introduced as part of the group agreement to ensure breaks are included if necessary.

Workshop One

Activity: Dealing with sensitive and controversial issues - Slide 6

To avoid conflict in the group over sensitive and controversial issues you will need to discuss with the group ways to overcome these.

- Listen and respect the opinions of others - even if you don't agree with them
- Challenge the issue not the person
- What's said in the group stays in the group

Provide the group with Agree/Disagree cards and explain that if they want to challenge something that is said in the group (even by the workshop facilitator) they can use the cards at anytime.

Talking point: Issues for the end (Parking Area) - Slide 7

Young people may want to talk about issues that may not be relevant to those being discussed within the workshop. Where this is the case ask them to make a note of these on a post-it note and explain that these will be returned to at the end of the workshop.

Activity: Understanding what Identity is - Slide 10

Show the young people the props and ask them to say what they think of them. Invite the young people to wear props if they wish.

Use the props to show that when people wear certain items of clothing these can tell something about what they do and aspects of their identity.

Workshop One

Talking point and film: What do we mean when we talk about our identity? - Slides 11-13

In pairs, ask young people to discuss what is meant when we talk about our identity? Ask for feedback.

Mention that while we define our sense of 'self', other people can also choose labels for us which define who we are, sometimes positive and sometimes negative.

Show the film 'Amazing Things Happen' and ask the young people for feedback. Explain that factors that can shape our sense of identity might include:

- Our likes and dislikes
- People who are important to us e.g. role models
- Things that we are good at
- Friendships groups
- Family
- The communities we belong to

Good Autism Practice Tip - Ask clear and direct questions regarding the film to ensure retention. Think about giving the young people the questions prior to the film.

Activity: My Identity Map (Slides 14-15)

Have young people to turn to page 4 in the Student Handbook and write their name in the centre, then write down all the things that shape their identity e.g. hobbies or important people in their lives etc.

Ask them to pay special attention to aspects of their identity that they were born with e.g. boy/girl/ and aspects of their identity that are not static? Ask for feedback.

Workshop One

Talking Points - Slide 16

- Have you ever pretended to be something or somebody to fit in? You may wish to write these down on a flip chart for future reference

Activity: Understanding the world around me - Slides 17-18

The following activity will enable young people to see how their identity shapes the way they see the world around them. State that how they view and interact with the world depends on key aspects of their identity e.g. their beliefs, values, family and friends.

Hand out a copy of the '**identity cards**' to each young person and have them rank these from most important to least important. Explain that everyone's answers will be different. A number of blank cards are also provided to enable them to identify aspects of their identity they have not previously discussed.

Good Autism Practice Tip - Allow time for processing. Ask each person take on the roles of actors and directors. The first director gives their cards to other young people in order of importance and then discusses each in turn. Each young person has a turn. You may wish to take pictures during this activity to have a record of the things that are important to each young person.

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slides 19-21

Before finishing, recap what the young people have learnt about their identity? Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Handbook.

Workshop One

Notes for workshop facilitator - dealing with sensitive issues

Be mindful that there may be looked after children in the group or young people who may have experienced a recent family break-up or bereavement who may find aspects of the workshop difficult.

Some young people could be dealing with or coming to terms with aspects of their sexuality and/or gender realignment. Any such issues should be discussed with the class teacher prior to the commencement of the workshops.

Workshop Two

Workshop Two: Group Identity and belonging

Lesson Aim: Young people explores their 'multiple identities' and the challenges this can sometimes bring, a sense of belonging linked to national identity and British values.

Delivery Tip – Have fun with the props representing British Symbols, you could even create your own sensory smells box including tea and marmite!

Good Autism Practice Tip - When discussing whether there are aspects of their identity that have ever caused them problems, it might be a good opportunity to ask about them about their Autism and whether it has or hasn't raised challenges.

The theme about the relationship between Autism and friendships will have scope to be visited throughout the workshops and is a positive learning opportunity.

Be extremely mindful that young people may talk about the negative aspects of being labelled with Autism and their experiences of being bullied.

Learning outcomes

- I will understand that there is more than one aspect to my identify
- I will understand how British values contribute positively to living in the UK

Recap the group agreement, dealing with sensitive and controversial issues within the group and issues for the end.

Resources you will need

Student Handbook, digital camera, A4 laminated group agreement cards, Agree/Disagree cards, issues for end (parking sign) card, talking stick, flip chart, paper, pens, post-it notes, a variety props defining Britain i.e. picture of the Queen, tea bags, fish and chips etc, cards illustrating the 4 cases, and a set of cards with British values.

Workshop Two

Activity: More than one identity - Slides 8-12

Start by explaining that we all have more than 'one identity' - we may have different identities depending on our family circumstances or the people we are surrounded by. You may wish to enquire whether they have a different online identity.

On slide 9 read through the case study of Imran, then ask the young people to identify the various factors that make up Imran's identity, together with the benefits and challenges he might encounter. Check the understanding of these words.

On page eight of the Student Handbook or if using laminated cards of the case studies, ask the young people to repeat the activity for the remaining case studies and underline the words they think are most relevant.

Introduce the two debating point:

- the challenges they may encounter because of their identity
- the positive aspects of their identity

Activity: Film - Our DNA journey - Slide 14

Explain that while our identity is shaped by our upbringing, our culture, our family values, and the stories passed down from generation to generation, even our DNA can reveal much about our identity and where we come from. Show the film Our DNA Journey which illustrates how most of us are far more diverse and have much more in common with people from other countries than we might ever have thought.

After watching the film, discuss the following questions:

- What happened to the British man who found he was part German?
- Why do you think the French woman was so surprised?

Workshop Two

Activity: What does it means to be British? (Slides 13 – 15)

Start by asking the young people ‘what it means to be British?’ Are there certain things or symbols that they associate with being British i.e. national symbols might include Big Ben, taxis, certain behaviours and values?

Encourage young people to pick out the different symbols on slide 15. Use a range of different props to engage the class with British symbols and icons. These might include image of fish and chips, a mug with the queen on it, a box of teabags etc. Ask the young people to feedback their answer. Ask them to reflect back.

Activity: Getting on with each other - national (British) values - Slides 16 – 18

Ask young people to work in pairs or in small groups and list the rules their school or college have to help them get along with each other? These might include: class rules or rules related to technology i.e. acceptable use policy. Encourage them to talk about how they help them get along with each other.

Now ask them if they think we have rules in Britain that help people get along with each other?

Good Autism Practice Tip – To make this a practical exercise ask the young people to write down rules that help people get along in Britain on post-it notes.

Have A4 copies of each British value and have young people try and match up the rules/words they have written on their post-it under each of the five British values.

Have the British values situated around the room to as part of a movement break.

Workshop Two

Talking Point: Recognising the positive achievements of people with Autism - Slide 19

To end the workshop on a note positive, show the class the images of successful people with Autism. Explain who each person is and what they have achieved.

Ask each member in the group if there is something they have achieved in the last year that they would like to share.

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slides 20-21

Before finishing, recap what the young people have learnt about the different aspects of their identity and the different groups that they belong to.

Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Handbook.

Workshop Three

Workshop Three: Stereotyping

Lesson Aim: Young people explore where stereotypes come from and how stereotyping can lead to prejudice and discrimination against certain individuals and groups.

Good Autism Practice Tip: Young people with ASC can often adopt stereotypes as a method of understanding social relationships in a more concrete and defined way. They may well use stereotypes frequently. By discussing the impact of stereotyping adults/teachers can start to challenge the rigid thinking by introducing the concept that a stereotype is not the whole truth, whether it is positive or negative.

Delivery notes: Using a chat show style interview when asking the young people and staff about whether they have been stereotypes introduces a range of opportunities for them to engage. Filming, the interviewing, directing or being the guest on the show provide different roles for the young people to play. Film the activity so you can play back and check their learning.

Learning outcomes (Slide 7)

- I will understand what a stereotype is
- I will recognise when a stereotype is being used
- I will understand the negative consequences of using stereotypes

Recap the group agreement, dealing with sensitive and controversial issues within the group and issues for the end.

Resources you will need

Student Handbook, digital camera with filming capabilities, Agree/Disagree cards, parking signs, talking stick, flip chart, paper, pens, post-it notes, question cards about where stereotypes come from, masking tape and props for chat show.

Workshop Three

Talking Point Slides 8-11

Start by explaining to the group that stereotypes can be useful as it's sometimes easier to group people together rather than consider each individual. Explain that everyone uses stereotypes as it helps us to make sense of the world.

Explain that a stereotype is **'a way of thinking about individuals or a group of people before we even know them'**

Ask the group how many believe **'girls are good listeners'** and **"young people with autism are not interested in making friends"**
Ask what the reason is for this belief.

Alternatively, ask the group what stereotypes they can see being used on slide 10 slide i.e. shape of the boy is blue and the shape of the girl is pink.

To further reinforce the learning point ask where else they might see gender stereotyping taking place e.g. in shops like Mothercare and ToysRUs.

Activity: What stereotypes can you see? Slide 12

In pairs or as a group discuss stereotypes associated with each of the pictures shown on the slide 12.

Ask them to think of an adjective (describing word) to describe each image. Explore what led them to think the way they did about each of the pictures. Were they using stereotypes? Ask young people to feedback their answers

Good Autism Practice Tip – Use the question cards and the agree/disagree cards to identify how some of the pictures could be stereotyped.

- Are teenage mums bad?
- If you wear a hoodie are you a criminal?
- If you have a bald head are you racist?

Workshop Three

Activity: Exploring how people use stereotypes - Slide 14

Delivery Tip - Before stating the activity use masking tape to define a physical line of beliefs on the floor. With one end indicating 'agree' and the other end 'disagree'.

To explore the notion of stereotyping further, read out each of the statements on slide 14 and ask the group if they agree or disagree with them. Ask them to stand on the line to show what they think. Then ask them to give a reason for why they think this.

- A doctor is better than a person who collects the rubbish
- Women are safer/better drivers than men
- People who are unemployed are too lazy to get a job
- People who spend too much time on the computer are geeks

Discuss with the group where these stereotypes come from and the reasons for their answers.

Talking Point: Where do stereotypes come from? Slides 15- 16

Delivery Tip – Print out cards that state where stereotypes come from.

In pairs or as a group, ask young people to discuss where they think stereotypes come from. Answers might include:

- Many are learned at home from our families
- Peers and friends shape the way we think
- Media representation of certain groups
- Online e.g. social media

To reinforce the role the media place in shaping and perpetuating stereotypes introduce slide 17 and them to discuss the stereotypes being used?

Workshop Three

Talking Point Slides 17

Delivery Tip: Prior to undertaking the next activity careful thought, consideration and sensitivity must be given to Muslim students within the group.

Ask the young people if there are certain stereotypes associated with being Muslim. Ask where these stereotypes come from? Are certain stereotypes reinforced by world events i.e. do acts of terrorism change the way some people view Muslims?

Reflect back and if appropriate incorporate Autism into the discussion. Ask what the stereotypes of being on the autistic spectrum are?

Activity: Film - 'I'm a Muslim but I'm not... Slide 18

Explain to the group that you are going to show a film entitled 'I'm a Muslim but I'm not...' Discuss the negative stereotypes that are mentioned by the people in the film?

Activity: Role play - Understanding the dangers of stereotyping Slide 19

Tell the young people and staff in the room to interview one another about their experiences of being stereotyped and the impact that this may have had on them. Young people can either use a chat show host style scenario or ask the questions outright?

- Have you ever been stereotyped because you are a female?
- Have you ever been stereotyped because of your race?
- Have you ever been stereotyped because of your autism?

Other questions that they might ask are why the stereotype was used, who used the stereotype and in what situation?

You may wish to film the interviews for future reference and to reflect back on.

Workshop Three

Talking Point: The dangers of stereotyping Slide 20

Explain to young people that stereotyping can lead to prejudice i.e. when we prejudge an entire group of people unfairly and discriminate i.e. the unfair or harmful treatment of people based upon a particular characteristic or belonging to a group.

Read each of the statement on slide 22 and have the young people use the agree/disagree cards to facilitate further discussion.

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slides 20-21

Before finishing, recap what the young people have learnt about stereotyping.

Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Student Handbook.

Workshop Four

Workshop Four: Extremist views and behaviour

Lesson Aim: To examine what is meant by extremism and the process of online radicalisation. The workshop explores the difference being passionate about something, the problems of holding extremist views and violent extremism. The workshop then examines the process of online radicalisation and how this process is similar in nature to online grooming.

Delivery Tip: Using a variety of delivery styles for this complex subject area is imperative to make the material accessible. Photographs, quizzes, role-play and collage are suggested in the lesson plan but you may want to use news footage to enhance learning. Ensure you use concrete definitions of the terms and keep referring back to those definitions.

Good Autism Practice Tip: An understandable concern regarding this subject is that once it is introduced to young people with ASC then obsessions regarding the concepts may develop. By offering a clear and informed explanation you are ensuring that young people are not responding to misinformation or inaccurate ideas and opinions.

The aim of this workshop is give knowledge and enable understanding of the possible scenario's young people could encounter online.

Learning outcomes

- I will understand what is meant by the term radicalised
- I will understand how young people become radicalised
- I will understand what is meant by the term extremism

Recap the group agreement, dealing with sensitive and controversial issues within the group and issues for the end.

Resources you will need

Student Handbook, digital camera with filming capabilities, Agree/Disagree cards, parking signs, talking stick, flip chart, paper, pens, post-it notes and cards with reasons why young people might become radicalised.

Workshop Four

Talking Point: What's the problem? Slide 7

Explain that, throughout history (e.g. Guy Fawkes) but particularly over the last few decades, terrorist acts have become more prominent across the world.

Introduce the topic of recent terrorist incidents. Ask the young people if they are aware of any. Use the pictures of pictures on slide 7 with concise sentences about the facts of each terrorist incident to aid the discussion.

Young people will have heard words like extremism and radicalisation being used by parents, teachers, on TV or on other social media but what do these words mean? State that the aim of the workshop is to explore these terms.

Talking Point: Thinking about extremism - Slides 8-11

Ask young people if they have ever felt passionate about a cause? It might be having a sense of injustice about something e.g. animal rights, world poverty or the environment etc.

Discuss how many young people feel passionate about an issue at one time or another - this is part of growing-up, but that there is always the need to keep things in perspective.

Ask what they think 'extreme' means in each of the examples. Explain how extremism can be hard to define. What some people consider extreme, others may consider normal. Ask if they thought any of the examples shown were forms of extreme or dangerous behaviour.

Workshop Four

Talking Point: Thinking about extremism (cont)

Holding extremist views, beliefs and ideas is not in itself against the law, but can lead to problems if such views were to turn to violence.

Ask the group why holding extreme views, beliefs or ideas might have negative consequences?

Defining extremism Slide 12

State that the British government defines extremism in the following way: '***the vocal or active opposition to fundamental British values.***'

You may need to recap on what the five British values are.

Activity: Extremism: true or false? Slide 18

Delivery Tip - Before stating the next activity use masking tape to define a physical line of beliefs on the floor and on one end indicates '**true**' and the other end '**false**'.

To recap on some of the points of the previous section ask young people the following questions:

- You can spot someone with extreme beliefs just by looking at them (False)
- Extremism always leads to violence (False)
- Extremism can apply to issues such as animal rights, the environment or nuclear weapons (True)
- Extremist groups sometimes target vulnerable young people (True)

Workshop Four

Film: Preventing radicalisation (Slide 19)

Explain to the group that you are going to show a film entitled Preventing Radicalisation. Ask them what the key learning points are from the film.

Talking Point: What is radicalisation?

The remaining talking points and activities seek to make the link between the process of (online) radicalisation and extremism.

Ask the group what they think is meant by the term radicalisation? You may wish to pose the question ***'do people suddenly take on extremist overnight?'***

Show slide 16 and explain that the government define radicalisation as ***"the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups"***

Talking Point: Online Radicalisation Slide 17-19

Many young people may already be familiar with the term online grooming. Explain that many extremist groups use a similar process when attempting to radicalise young people. Use slides 17-19 to explain to young people what online grooming is and what the process of online radicalisation looks like.

Workshop Four

Activity: Why do some young people become radicalised?

The next activity provides young people with an opportunity to explore **why** certain young people might become radicalised.

Hand out sets of the '**why young people become radicalised**' cards and ask them to pick 1 or 2 cards which they think are the main reasons why a person might become radicalised.

Facilitate a whole group discussion by asking them to feedback the cards they chose. Young people can also use the Agree/Disagree cards to further support this activity.

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slide 20

Before finishing, recap what the group have learnt about the terms extremism and the process of online radicalisation.

Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Student Handbook.

Workshop Five

Workshop Five: Persuasion vs. Propaganda

Lesson Aim: The overall aim of the workshop is to enable young people to start to use critical thinking skills to develop an understanding of a range of propaganda techniques that are used by extremist groups to radicalise and recruit other young people.

Delivery Tip: This can be a fun workshop to help young people understand how propaganda is used in their everyday lives. Ask them to bring along an example of propaganda along to the next workshop whether it is an advert, song or slogan.

Good Autism Practice Tip: For literal thinkers this is a good opportunity to introduce how to pause and question whether information is always exact and a true definition. Practical strategies could be incorporated to help young people such as a key-ring with 2 questions on it designed to challenge whether a concept is true or not.

Questions might include:

- Do I know the person who asked this question or designed this advert?
- Should I trust someone I don't know or something I have seen for the first time?

Learning outcomes

- I will understand what propaganda is
- I will understand how online propaganda is used by extremist groups

Recap the group agreement and dealing with sensitive and controversial issues with the group.

Resources you will need

Student Handbook, digital camera with filming capabilities, Agree/Disagree cards, parking signs, talking stick, flip chart, paper, pens, post-it notes, props and propaganda technique match cards.

Workshop Five

Activity: The Art of Persuasion Slide 7

Introduce a comical prop to the group, such as a Halloween accessory or simple video game. Explain that you want the young people to 'persuade' the adult/teacher or another young person to buy it.

Once the group have done this, ask them to try and identify the key techniques they used to persuade the adult/teacher to buy the prop/product.

Explain that when we try to persuade someone to do something we do this by influencing their opinions, emotions, attitudes or behaviour.

To make this activity potentially more relevant to young people have them try and persuade each other to play certain computer games. You might want to pick a game aimed at children as well as a computer game marketed at older young people or even adults. Certain games may be more appealing due to the fact they are marketed at an older group and so the element of risk may be a contributing factor that influences their behaviour.

Talking Point: What is Propaganda? (Slides 8-10)

Introduce the word 'propaganda' (slide) and engage the group in a discussion of its meaning.

Use slide 8 to explain that **'PROPAGANDA is a range of techniques used to influence our thoughts, beliefs, opinions, emotions (feelings), attitudes or behaviour'**.

Using slide 9, introduce each picture/advert and ask the group **'what these images have in common?'** After a short discussion explain:

- They are all used to influence you to do something.
- They are all examples of propaganda

Workshop Five

Talking Point: What is Propaganda? (cont)

Show the first picture on slide 10 of the McDonalds logo. Ask the group how the picture makes them feel or think. Does it make their mouth water or make them want to buy a burger? It could even conjure the exact opposite emotions or feelings for vegetarians. Explain this is the power of advertising/propaganda.

Now bring in the second picture and explain that the advertising/propaganda can be used to get us to buy something or tells us how bad something might be.

Slide 11 shows how propaganda has been used in world wars. Have the group discuss who produced the poster, when and what was the purpose of the poster.

Talking Point: Who Uses Propaganda? (Slides 12)

Have the group discuss individuals or organisations that seek to influence us through the use of propaganda. These include:

- The Media (what messages)
- Political parties of all persuasions (when)
- Extremist groups (how)

Talking Point: Ways to Spread Propaganda (Slide 13)

Delivery Tip: Use sound effects or themes such as the national anthem, adverts etc. Discuss each of them and get the group to record their responses.

Ask the group to think about the ways certain groups can get their messages across. These might include:

- Posters
- Newspapers
- Radio
- Songs (national anthems)
- Television
- Social media

Workshop Five

Talking Point: The Tricks of Propaganda - Slides 14-16

Explain that people who design propaganda use a number of common tricks/techniques to get their message across. Ask if they know any of these tricks?

These include:

- **Bandwagon techniques** - Everybody is doing this. If you want to fit in, you need to “jump on the bandwagon” and do it too. The implication is that you must JOIN in to FIT in
- **Name-calling** – Labelling people with negative words to create a negative picture in people’s mind.
- **Transfer** - Using images to bring up strong feelings or emotions
- **Fear** - Plays on our deep-seated fears that disaster will strike if we do not follow the instructions. Fear works because we want to keep ourselves, our family or a group we belong to safe.
- **Card stacking** – Presenting only one side of the story and ignoring or discrediting the other
- **Emotional words** – Using words that will make people feel strongly about someone or something
- **Compare and contrast** - The viewer is led to believe one thing or product is better than another, although no real proof is offered.

Hand out copies of the propaganda technique cards to. Explain to group that you want them to match the name of propaganda technique being used with the definition. For example:

The card ‘**name calling**’ should be matched with the card with specific propaganda techniques ‘**what type of propaganda uses negative words against a person or idea?**’

Workshop Five

Activity: Did you get the message? Slide 17-19

Explain that extremist groups use propaganda techniques to both radicalise and recruit young people to their cause.

State that young people need to pay particular attention to images, slogans and symbols, even the font size and colours can influence us, as well as what the author is attempting to influence i.e. a certain behaviour or a belief?

Have the group decode the laminated A4 propaganda posters used by extremist groups. They should try and identify:

- Who produced the material
- The key messages being communicated
- The purpose
- The audience
- What propaganda tricks are being used

Delivery Tip: To get the group moving around or working in small groups, place the posters on the wall and ask them to match the propaganda trick cards with the poster.

Talking Point: How to avoid being used by propaganda Slide 20

Ask the young people how they can make sure they make informed choices and not be swayed in their decision-making when confronted by propaganda?

They can do this by:

- Watching out for the use of propaganda techniques
- Using critical thinking skills to check for hidden messages
- Watching out for truths and lies
- Reading and listening to reliable and trustworthy sources

Workshop Five

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slide 20

Before finishing, recap what students have learnt about the types of propaganda is used by extremist groups

Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Student Handbook.

Workshop Six

Workshop Six: Staying safe online

Lesson Aim: Building on the previous workshop, the final workshop seeks to build people's digital resilience, awareness, knowledge and understanding of risk of online radicalisation and online propaganda used often used by extremist groups.

Delivery Tip: Young people may know a lot about staying safe online prior to this workshop. To check that the information they have is accurate and informed, invite them, prior to the workshop, to help facilitate part of the teaching. Match their information with what the workshop provides and allow them to identify discrepancies and additions.

Good Autism Practice Tip: Giving young people responsibility in a manageable way is an excellent engagement strategy that is very effective and can help those with ASC who may think they know everything about this subject area. Learning alongside young people rather than teaching at them proves very effective for developing and checking learning.

Learning outcomes

- I will understand how to stay safe online
- I will understand how extremist groups use online propaganda to recruit and radicalise young people

Recap the group agreement, dealing with sensitive and controversial issues within the group and issues for the end.

Resources you will need

Student Handbook, digital camera with filming capabilities, Agree/Disagree cards, parking signs, talking stick, flip chart, paper, pens, post-it notes, pros and online safety scenarios.

Workshop Six

Talking Points: What's good about the internet? Slide 7-9

Discuss how the internet presents many positive opportunities but can equally present dangers. Ask the group to write down on post-it notes what they think is good about the internet, staff should join in too. Encourage the group to feedback their answers.

Delivery Tip: Depending on the group you can get them in a circle or to stand up to present their views.

Now ask them to give examples of websites you trust? Why do they trust these sites and not others?

Can we believe everything that we encounter on the internet? Explain that in a recent OFSTED report it was found that 1 in 5 (20%) young people believed everything they read on the Internet.

- Why do you think is this?
- What might be the consequences of this?

Activity: Become an Online Detective Slides 10-12

Delivery Tip: A number of films have been chosen for this section. The workshop facilitator will need to judge beforehand which film they chose to show based upon the needs, knowledge and understanding of the students in the group.

'Detecting Lies and Staying True' examines the difference between facts and opinions and how to know trust reliable sources online.

'How to choose your news' looks at the way that news can be manipulated and extremely relevant with the current rise of fake news.

'How false news can spread' explores how false information can spread around the world. The film also discusses the controversial link between the routine vaccination of children and Autism.

Workshop Six

Talking Points: Fact or Fiction - Slides 13-16

The following talking point will enable young people to evaluate the reliability and usefulness of both offline and online information they may encounter. Ask the group what the difference is between a fact and an opinion?

- A **fact** is something that is true and can be proven. It does not change, no matter who says it.
- An **opinion** is something that someone thinks or feels. It may vary from person to person.

Now ask them what the difference between misinformation and disinformation?

- **Misinformation** is false or inaccurate information that can *unintentionally* mislead people
- **Disinformation** is false or inaccurate which aims to *deliberately* mislead people.

Delivery Tip: Critical thinking underpins all of the workshops. Therefore, you may wish to introduce these concepts at the very beginning of Workshop One.

Activity: Become an Online Detective (cont)

Delivery Tip - Before stating the next activity use masking tape to define a physical line of beliefs on the floor and on one end indicates '**true**' and the other end '**false**'.

Read out each of the statements and ask the group to decide whether they agree or disagree with the statements. These are:

- I should always question information that I find online.
- It is clear who wrote the content and the information is current and correct. I can trust the site.
- If the website looks official, then the information it offers must be true?
- I should always compare the information I find online with at least 2 other sources?

Tell the group that they need to state why they gave the answer they did.

Workshop Six

Activity: Thinking about online safety - Slides 17-18

Introduce the SMART tips and discuss each one in turn. Then hand out copies of the case studies and ask the young people to list the online risks associated with each of the examples given.

Have the group to think of the advice they might give to the person in each of the scenarios to stay safe online. Ask them to apply the SMART tips to the scenarios. Encourage the group to feedback their answers.

Talking Point: Examples of fact or fiction - Slides 19-20

Explain how important it is to critically questions information they see online. They need to ask:

- Who shared the information?
- What is the source?
- What information did they share?
- What do they want me to believe?
- How was it received by others online?

Show the group examples of three stories that have recently appeared online and have them critically examine the reliability of each of the stories.

Example One - ISIS use Play Station to Plan Massacre in Paris (Nov 2015)

Example Two - American students being "forced" to pray & (?) 'Heartbreaking' (Jan 2016)

Note to facilitator - Detailed notes relating to each of these stories can be found within the PowerPoint notes of workshop six.

Workshop Six

Activity: Reflection, issues for the end (Parking Area) and young people's evaluation - Slide 20

Before finishing, recap what students have learnt about the types of online safety and how online propaganda is used by extremist groups.

Revisit the issues for the end (Parking Area) and address any issues raised by the group. Only address the most relevant issues, the non-relevant issues can be addressed in the break time if necessary.

Ask young people to complete the evaluation form in the Student Handbook.

Key Resources

Films

Workshop One – Amazing Things Happen. This film is appropriate for use across Key Stages 2/3/4.

<http://www.scholastic.com/kids/oneworld/withaudio.htm>

Workshop Two – DNA Journey. While this film is appropriate for use across Key Stages 3/4 the film does contain one swear word.

https://www.youtube.com/watch?v=3ykhP_cd9LU

Workshop Three – ‘I’m a Muslim but...’ This film is appropriate for use across Key Stages 2/3/4.

<https://www.youtube.com/watch?v=JMQjyRc7eiY>

Workshop Four – Preventing Radicalisation. This film is appropriate for use across Key Stages 2/3/4.

https://www.youtube.com/watch?v=1I_Fp2GjCNk

Workshop Five

Detecting Lies and Staying True. Examines how to trust reliable sources of information and news online.

<https://www.youtube.com/watch?v=fXFbQKz3anw>

How to choose your news. Explores the way that news can be manipulated and extremely relevant with the current rise of fake news.

<https://www.youtube.com/watch?v=q-Y-z6HmRgl>

How false news can spread. Looks at explores how false information can spread around the world. The film also discusses the controversial link between the routine vaccination of children and Autism.

https://www.youtube.com/watch?v=cSKGa_7XJkg

Note that the web links to these short films are embedded within the accompanying PowerPoint lesson plans.