

SIDE BY SIDE

FACILITATOR GUIDE

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The online resources

Side by side is free and provided by the Education and Training Foundation. It can be accessed on <http://www.etflearners.org.uk/>.

The online resources were designed to be used by and with a broad range of learners though the way they are used will need to be adapted for different levels and contexts.

Accessing the resources

You can register and review the modules for yourself. The first three modules should take around 30 minutes each, the British values module takes approximately 45 minutes.

There are two ways in which learners may access the learning themselves:

- Individual registration: Each learner can register at <http://www.etflearners.org.uk/> and access the four modules.
- Organisation registration: Some organisations may automatically register learners via their own VLE. This saves learners from having to register and allows the organisation to access completion data. The Education and Training Foundation offers a licenced service to enable this. For further details, go to the [Monitoring the usage of the modules by your learners](#) section in the Facilitator and staff area.

Alternatively, you may choose to present the module using a projector or interactive whiteboard and work through it with your learners. The first three modules will then take approximately one hour each. The British values session will take longer, so you may want to split it over two one-hour sessions. We have produced a version of each module with larger text for use with a projector or an interactive whiteboard. These may be accessed in the [Display version of the modules](#) section in the Facilitator and staff area.

The Side by Side package consists of two introductory drama videos, four modules and four knowledge checks.

The introduction videos

The introduction videos tell the story about how Mark and Louise both became involved in extremism.

Louise

- Louise's story is introduced by her parents
- They reflect on changes that they failed to notice as Louise was radicalised
- The final part of the story shows her leaving the house to meet Patrick and Jasmine
- This part is told by Louise (in voiceover).

Mark

- Mark's story is told by his brother
- He reflects on how Mark got involved with a group after meeting someone called Ed online
- The final part shows Mark meeting up with a group finishing just before he hurls an object.

The modules

- Radicalisation and extremism
- Staying safe online
- What can you trust?
- British values (this module is not drama-based)

In the first three modules, the story flashes back to stages in the radicalisation process and encourages learners to think about how the radicalisation process works. In the corresponding section of this guide, there is more information about the story and contents within these modules.

Learning outcomes: radicalisation and extremism

Section / main objective	Learning points
<p>Introduction</p>	<ul style="list-style-type: none"> • <i>Understand what extremism means and how it differs from legitimate protests and campaigns</i>
<p>Targeting by extremists <i>Understand the vulnerabilities that extremist recruiters take advantage of.</i></p>	<p><i>Know that there is not a problem with disagreeing with the government policy or actions or trying to achieve change through peaceful and democratic means</i></p> <p><i>Know that extremists do not respect democratic methods and <u>may</u> try to achieve change using criminal methods</i></p> <p><i>Know that extremists will target people who are still forming their views</i></p> <p><i>Know that extremists will target people with a range of vulnerabilities and/or political views</i></p> <p><i>Know the importance of individuals knowing their own emotional vulnerabilities</i></p>
<p>A radical solution <i>Understand that a key tipping point is when an individual decides that a given cause justifies illegal action.</i></p>	<p><i>Know that even extremism can feel 'just' when individuals engage with groomers. There is an emotional reward when surrounded by people agreeing with you</i></p> <p><i>Know that when engaging with some religious and political beliefs, there might be a more radical group of people rejecting democratic means and advocating criminal (extremist) acts</i></p> <p><i>Know that many extremist groups sustain their identity by focusing on an exaggerated threat from other groups</i></p>
<p>On the brink <i>Understand the mindset of an individual that has been radicalised and what could tip them into an extremist act or tip them away from extremism.</i></p>	<p><i>Know that some people decide to pursue change through anti-democratic, extremist means</i></p> <p><i>Know that whilst legitimate protest may involve civil disobedience, extremist behaviour goes way beyond this and generally involves significant harm to others</i></p> <p><i>Know that breaking the law and taking part in extremist behaviour has negative outcomes for the individual, their family and friends</i></p> <p><i>Know that learners should report concerns to the safeguarding team if they are worried that someone known to them may be involved in extremism</i></p>
<p>Summary <i>Learners will recall key actions that lead to radicalisation and extremist views.</i></p>	<ul style="list-style-type: none"> • <i>Seeing injustice and wanting change is normal/legitimate and part of the role of an engaged citizen in a democratic society</i> • <i>Democratic engagement is admirable and effective, extremism is criminal, dangerous and ineffective</i>

Learning outcomes: staying safe online

Section / main objective	Learning points
<p>Encountering extremism Learners will be aware of where they might be targeted, how they can avoid being targeted, and how they can reject targeting when subject to it</p>	<ul style="list-style-type: none"> • Know that extremists use websites (and social media) to draw people to their cause • Know that extremists target can target anyone – particularly if they seem to be seeking answers to their concerns about the world or their lives • Know that extremists cast their net widely to find those open to extremist grooming • Know that extremists may target anyone
<p>Your online friend Learners will be aware of the methods that an extremist might use to influence them.</p>	<ul style="list-style-type: none"> • Know that extremists will seek to develop relationships with individuals (appear to be their friend) • Know that groomers have a plan for people they groom that will not be clear to the person being groomed in the early stages of grooming • Know that extremists will target people’s vulnerabilities • Know that extremists will manipulate people so that the grooming will feel like a positive relationship • Know that extremists collect incriminating material to coerce those they are grooming • Know that extremists use the same/similar grooming methods as sexual abusers and blackmailers • Know that grooming process is incremental
<p>Do as I say Learners will be aware of how extremists may get them to become extremists themselves using online communications.</p>	<ul style="list-style-type: none"> • Know that extremists choose private channels because: <ul style="list-style-type: none"> • they want to remove the person being groomed from a wider range of views • they want to encourage or organise criminal activity • Know that extremists will test commitment, breaking current emotions anchors e.g., with family and friends and establish new ones within their extremist network • Know that extremists will promote misleading and false ‘information’ • Know that extremists will play on the emotions of the individual being groomed
<p>Summary Learners will recall key actions that will help themselves and others to stay safe.</p>	<p>Learners should:</p> <ul style="list-style-type: none"> • Use maximum privacy settings • Be very cautious when talking to strangers (those they do not have real-world links to). • Be extremely cautious if people learners meet online want to have private discussions • Not reveal personal details to strangers • Not meet strangers met only online

	<ul style="list-style-type: none"> • <i>Report concerns to the safeguarding team in their college or training provider</i>
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Learning outcomes: what can you trust?

Section / main objective	Learning points
<p>Exploring interests <i>Understand that all sources of information are written with an agenda. Be able to evaluate sources as to how strongly they might be presenting an extremist agenda.</i></p>	<ul style="list-style-type: none"> • <i>Know that everything learners read and hear is, to some extent, reflecting someone else's point of view</i> • <i>Understand that mainstream media in the UK have a variety of viewpoints</i> • <i>Understand that some media outlets provide platforms for a variety of viewpoints including more extreme views</i> • <i>Know that many specialist news sites are likely to have a strongly held agenda and not offer alternative viewpoints</i> • <i>Recognise emotional manipulation within factual material</i> • <i>Know that some sources will put up information that is completely false</i>
<p>Entering the debate <i>Be aware of common gaps in the logic of those justifying extremism.</i></p>	<ul style="list-style-type: none"> • <i>Know some tricks used by extremists to 'win' arguments – e.g., strawman, false cause</i> • <i>Recognise how emotional manipulation is used in discussion</i> • <i>Be aware of the impact on others (family and friends) of extremist beliefs and actions</i>
<p>Who's in control? <i>Know of specific strategies that extremist might adopt to justify radical action.</i></p>	<ul style="list-style-type: none"> • <i>Know that extremists use private discussions to avoid the scrutiny of a public forum</i> • <i>Know that extremists are not friends, they are aiming to radicalise through grooming</i> • <i>Recognise emotional manipulation</i>
<p>Summary</p>	<ul style="list-style-type: none"> • <i>Look for whole picture not just one point of view</i> • <i>Check information/evidence that is given</i> • <i>Be aware of manipulation techniques which are used</i>

Learning outcomes: british values

Section / main objective	Learning points
<p>Introduction <i>Understand that the British values are values common to all in Britain that underpin our</i></p>	<ul style="list-style-type: none"> • <i>British Values underpin British society enabling those with different views/beliefs live and work together successfully and peacefully</i> • <i>There are four British values and these are widely accepted due to their enabling nature</i>

<p>society.</p>	<ul style="list-style-type: none"> • We can share British values even though we may enact them differently – through different political or religious commitments • How does this impact on learners' everyday life?
<p>Democracy Understand that people who make decisions for us are democratically accountable – and that this accountability brings legitimacy.</p>	<ul style="list-style-type: none"> • The UK has a representative democracy – we elect MPs to pass laws on our behalf • Even the government has to abide by these laws – if they want to change them they have to win a vote in parliament • We also have democracy at other levels – regional parliaments and assemblies, elected mayors and councils. This ensures that the people making decisions on behalf of everyone are regularly held accountable • Part of the democratic process in the UK includes campaigning for change e.g., through pressure groups, trade unions • Democratic accountability provides legitimacy to the decisions being made • British values are enabling – if people want to change things then they can engage with democratic process • How does this impact on learners' everyday lives?
<p>Rule of Law Understand that the rule of law enables society to function better. For the most part, the rule of law is working, invisibly, to provide you with a better life.</p>	<ul style="list-style-type: none"> • Society works better when everyone lives by the same rules • The rules are made by Parliament but an independent body – the judiciary – is responsible for seeing that they are upheld • British values are enabling – it is the rule of law, protecting our safety and giving us certainty about how others can act, that enables us to succeed • How does this impact on learners' everyday life?
<p>Individual liberty Understand that we have a lot of – but not absolute – freedom. This includes freedom to question how the country is run.</p>	<ul style="list-style-type: none"> • In the UK we enjoy a relatively high level of liberty (historically / internationally) • Although we take freedoms for granted, UK liberty has been achieved through years of democracy (from a start-point of very little liberty for ordinary citizens and a total lack of democracy) • There are limits on liberty – these remain because one person's liberty can adversely impact others • British values are enabling – consider the things that learners are at liberty to do and some things that they are not at liberty to do • How does this impact on learners' everyday life?
<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Understand that Britain – as a diverse nation – needs citizens to share mutual respect and tolerance for those with different faiths and beliefs and for those without faith. Be clear that people all faiths</p>	<ul style="list-style-type: none"> • British society contains a wide mix of people of different faiths and beliefs (including those who have no faith) • Having a different faith (or none) does not stop British people sharing values (particularly fundamental ones) • Mutual respect and tolerance goes beyond the minimum standards (legal protections) • British Values are enabling – consider how a position of mutual respect and tolerance allows people to live full and happy lives

<i>adhere to fundamental British values.</i>	<ul style="list-style-type: none">• <i>How does this impact on learners' everyday life?</i>
Equality duty	<ul style="list-style-type: none">• <i>What does the Equality duty cover?</i>• <i>Public bodies are bound by the Equality duty</i>• <i>How does this impact on learners' everyday lives?</i>

The online knowledge checks

There are four online knowledge checks, one for each of the modules. If a learner gets 7/10 or above the module certificate link on the home page will become live and they can go in and print their certificate. There is a certificate for each module.

Suggestions on using the resources with learners

Side by Side is made up of two introductory videos followed by four online modules. The first three modules are constructed around the story of two young people, Mark and Louise, who are drawn into extremist causes:

- The introductory videos take place at the end of Mark and Louise's narratives: we hear from their friends and families about the impact of their actions.
- Each module then shows different points on Louise and Mark's respective journeys into extremism – the 'tipping points' that led them into extremism.
- The modules do not make explicit the kinds of extremism Louise and Mark are drawn into, nor do they show us explicitly what happens to Louise or Mark as a result of their choices.
- Alongside the narrative videos, each module includes a variety of other types of content, including text, expert 'talking heads' videos, multiple choice questions and animation videos summarising each module's content.

Side by Side has been designed to appeal to a wide range of learners across the FE sector by presenting the issues of radicalisation, grooming and safeguarding in the context of an engaging narrative and interactive learning exercises. Although each module is intended to be accessible for learners of different levels, there may be elements which some learners find more challenging and which require support.

The Side by Side resources might be used in a variety of ways with learners. Here we provide a few guidelines to get the most out of the resources however you choose to use them: -

- familiarise yourself with the resources
- watch the introductory dramas
- work through the modules yourself
- identify the learning outcomes that you want to achieve with your learners
- identify what you will do to help the learners achieve these outcomes
- decide if the learners work on their own or in pairs, or if you will work as a group
- decide if the learners will work through a module independently and then discuss it with a tutor or assessor
- look through the additional activities provided in the facilitator guide to see if you can use any of these to extend the learning
- determine how you will check what has been learned.

Adapting the approach for different levels

The resources in this pack are split into 'A' and 'B' exercises.

- The 'A' exercises are suitable for learners of all levels.
- The 'B' exercises use simplified language and are more suitable for learners at Entry Level 3 and Level 1.

Some learners can be left to watch the dramas and work through the modules on their own. Other learners, particularly those at lower levels, will need more support. When working with learners at Level 1 or Entry 3, we suggest you consider what will work best with your learners. For example, this could involve:

- breaking the activities for learners into small 10-15 minute chunks
- having a short discussion before and after doing the Side by Side activity: before watching a drama discuss ideas about how young people get drawn into extremism and after watching the drama discuss the issues that arise
- pairing individual videos with an activity from this pack
- you should review the expert videos and decide if they are suitable for all of your learners. With some learners you might decide to show a section of the expert videos or to discuss the issues raised instead

of watching them.

Types of extremism

- This resource looks at grooming and radicalisation, and shows the different factors that can lead to young people being drawn into extremism.
- Staff may wish to introduce the government definition of extremism alongside the explanation of extremism in the first module. The government definition is: vocal or active opposition to fundamental British values and calls for the death of members of our armed forces, whether in this country or overseas.
- The government strategy covers both violent and non-violent extremism, and links to the definition of British values.
- Staff may find the exercises on p. 21 an effective way of exploring extremism further with learners.

Dealing with controversial issues

The topics covered in Side by Side are controversial and raise challenging issues. You should be aware that some learners might disclose concerns about extremist grooming as a result of taking the modules. You should report a disclosure to your safeguarding team if your learners are at risk of any form of grooming.

The activities in this guide

This guidance booklet provides staff with activities they can use with learners. The activities will consolidate and amplify the learning achieved during completion of the online modules. In all cases, they should be used after each online module has been completed.

Activities are differentiated in two ways.

Learner level

Some activities have two versions; one for Entry 3/Level 1 learners and one for Level 2/level 3 learners. The learner level for which an activity is recommended is clearly indicated.

Learner configuration

All activities can be run with either groups of learners or with individual learners. The guidance suggests different approaches to these different situations.

Things to consider

Some of my learners might agree with the extremist recruiters! What can I say?

- *Avoid getting into arguments. Position your comments around the dangerous impact extremist actions can have for everyone.*
- *Invite participants to consider how dishonest the recruiters are by not revealing their true purpose from the outset.*
- *Always set some simple ground rules in partnership with any group of learners you are working with that include respecting everyone in the group. If extreme or offensive views are expressed, you can refer back to the ground rules and involve all the learners in deciding how to respond. This is an exemplification of British values.*

Some of my learners might object to the Prevent duty and not want to take part – help!

- *Don't allow sessions to become diverted into arguments with individuals. By using these resources, you will be establishing a direction of travel for the majority – and remember, the individuals may well begin to reconsider in private.*
- *Concentrate on the underlying principles that underpin the narratives and the ways that the British values are relevant to all of us rather than being backed into defending the Prevent duty in the abstract.*

Raising these issues with learners may cause some people in the class to feel uncomfortable and picked on.

- *The narratives have been written deliberately to avoid labelling the recruiters or associating extremist behaviour with any particular group or community. This will allow you to discuss the threat extremism poses to everyone.*

I don't feel confident to take these issues on in depth. It's not my area of expertise.

- *That is why these resources have been produced – to give you easy access to high-quality material – and why the Facilitation Guide provides you with additional teaching materials and activities along with ideas about how to use them.*

This feels like a sledgehammer to crack a nut – extremism is very rare. This is all unnecessary. It might even make things worse.

- *Extremism is not as rare as you might think. And as the online resource shows, it's something that can work in many different ways.*
- *Remember – the Prevent duty means what it says on the tin – it is about **preventing** radicalisation for extremism but also encouraging people to use democratic means to raise concerns.*

I teach learners with a wide range of abilities. Some of them may not understand these issues.

- *Learners working at all levels can be vulnerable to radicalisation so it is important to make sure that all learners are aware of the dangers of radicalisation and extremism.*
- *The narratives in the resources will be easy for most learners to understand and the materials and activities you will find in this guidance come with advice on how to use them that is differentiated by learning level.*

Is there anyone who can help me prepare to use these resources with learners?

- *As well as the content of this guidance, which provides you with materials and activities to use, you will be able to discuss the use of the online resources with the safeguarding team in your organisation. All organisations will have a designated safeguarding officer – possibly a team of them – and also a senior safeguarding lead. Discuss your plans and ideas with them.*

Where can I learn more about Prevent?

- *Further information about support and training on Prevent provided by the Foundation can be found on <http://www.preventforfeandtraining.org.uk>*
- *The statutory Prevent duty guidance document for FE and training <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>*
- *The Counter Extremism Strategy <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>*

RADICALISATION AND EXTREMISM

The online modules

The online module contains three chapters:

Targeting by extremists

- Learners see both Mark and Louise as extremists make contact with them.
- Learners consider the vulnerabilities that Mark and Louise have.

A radical solution

- Learners see Mark talking with an extremist at a point where he has started to be drawn into an extremist approach.
- Louise is seen in an online chat where people have been arrested for extremist activities linked to the cause she is engaged with.
- Learners consider to what extent Mark and Louise were groomed by extremists.

On the brink

- Learners see Mark and Louise interacting with friends after they have been radicalised for extremism.
- Learners consider what friends can do if they suspect there is a problem.

Those at risk

About this activity



The purpose of this activity

To support learners in identifying types of vulnerability that put people at risk of being groomed by extremists and some of the signs and indicators to be aware of.



Link to the online learning

This activity reinforces the first section, 'Targeting by extremists'.

Delivery setting

This activity can be delivered within a large group or as a one-to-one activity for a tutor or workplace assessor.



Resources

For group and one-to one-learning

- Sort cards:
There are two versions of the sort cards, a standard version (B) and a set with simplified language (A). You should choose the version most appropriate for your learners.
- Flipchart paper and pens.

Running the activity

For group or one-to-one learning

Ask the group or individual to look at each of the cards and then decide if the issue written on the card definitely makes this person at risk or might be at risk.

Level 2 and level 3 version

Take a selection of those they identify as definitely at risk and then ask the group to identify what might be a sign or indicator that makes this definitely a risk.

Take a selection from those that might be a sign that someone is at risk then ask the group or individual to identify what might be a sign or indicator that might make this more worrying.

Entry level and Level 1 version

Take a selection of those issues identified as definitely being a risk and then ask the group or individual to identify what might be a sign or indicator that this factor is present in someone – what would it look like in a friend or colleague?

Take a selection from those that might be then ask the group or individual to identify what might be a sign or indicator that this factor is present in someone – what would it look like in a friend or colleague?

Ask the group/s or individual what they think they should do if they see indicators of radicalisation for extremism in people they know. If they do not come up with the answer themselves suggest that if they did have concerns about someone they know they should report their concerns to someone in authority at work or where they study – and if possible the safeguarding officer.

Those at risk: Sort cards B**HEADING CARDS**

Definitely at risk	Might be at risk
---------------------------	-------------------------

SORT CARDS

Someone with learning difficulties	Homeless or sofa surfing	Someone undergoing a personal crisis
Unmet aspirations	Experiencing local community tensions	Unhappy at home
Personal experience of discrimination	Not sure who they are and where they belong	Someone falling behind with their work
Involved in criminal groups	Accessing violent extremist websites and social networks	Enjoy using the internet
Has lots of friends on Facebook	Justifies the use of violence to solve society issues	Looking to be led
Seeking status	Poverty	Did not do well in their education
Seeking attention	Just fallen out with their boyfriend or girlfriend	Not very streetwise
Isolated from their friends	Feelings of injustice	Feelings of failure

Those at risk: Sort cards A**HEADING SORT CARDS**

Definitely at risk	Might be at risk
---------------------------	-------------------------

SORT CARDS

Someone who finds learning difficult	A homeless person	Someone facing problems in their life
Someone who isn't able to achieve what they want	Living in an area where people do not get on with each other	Unhappy at home
Someone who has been discriminated against	Someone who is unsure of themselves	Someone falling behind with their work
Involved in crime	Looks at violent/ extremist videos online	Enjoys using the internet
Has lots of friends on Facebook	Someone who is willing to be violent	Someone who wants to look up to others
Wants to be important	Poor	Hasn't got good exam results
Seeking attention	Just split up with boyfriend or girlfriend	Someone who is not cool
Someone who spends less and less time with old friends	Feels angry about the way things are	Feels a failure

How does this make them feel?

About this activity



The purpose of this activity

1. Stimulate reflection on the feelings of others who surround those who are being radicalised .
2. Create discussion relating to a better understanding of these other people's perspectives.



Link to the online learning

This activity requires that the learners have watched the introduction and completed the online radicalisation module.

Delivery setting

This activity can be delivered within a large group or, if adapted, as a one-to-one discussion based activity for a tutor or workplace assessor as described.



Resources

For group and one to one learning

- prepared flipchart
- post-its
- selection of flipchart pens.

Setting up the activity



Group activity

Divide the learner group into table smaller groups and provide a piece of flipchart paper per table. If working with a number of groups, ensure that you issue different colour pens to each table (note which group has which colour).



One-to-one activity

Use the flipchart with a single learner, if you are, for example, an assessor working with an individual apprentice.

Prepare a flipchart for each group/individual in the following way:

Family members	
Extremists	Louise and Mark



Group activity

Ask the learners to reflect on the three different groups described on the flipchart from the online resource and the current situation. Using descriptors write onto the flipchart the feelings that these different groups might be having e.g., let down, low self-esteem, angry, happy

Once each group has completed the flipchart and recorded a number of feelings, ask them to move round to each table and for those they agree with (as a group) tick it and for those they do not agree with or understand then to place a question mark (they will be using the coloured pen you have allocated the group so you will know who records what).

Once finished focus on those where there is disagreement and use this to stimulate discussion around different perspectives and feelings



Individual activity

If working with an individual, work with the flipchart directly with the learner, fill it in with them in the course of a discussion, and then review with the learner their overall input.

Invite the group or individual to consider what THEY would feel like if something they did made their family feel in the ways they identified Louise and Mark's families might have done.

If they know that THEIR actions would elicit such feelings in their families, would they take those actions?

Radicalisation, Extremism and Terrorism

About this activity



The purpose of this activity

This activity is designed in two parts. The first part will support learners to define and distinguish between radicalisation, extremism and terrorism. The second part will support learners to identify different types of radicalisation and extremism.



Link to the online learning

This activity should be used after the online module on Radicalisation and Extremism is completed.

Delivery setting

The activity can be used with individual learners and with groups of learners and appropriate strategies for using the activity in these different ways are offered.



Resources

For group and one-to-one learning:

- flip chart
- sort cards
- handout.

Running the activity

1

The task is to match each sort-card to one of the quadrants on the flipchart sheet.

Decide if there will be a single group or a number of sub-groups. Provide each group with the flipchart and a set of sort-cards. Ask the group(s) to decide which card should be placed on which square of the flipchart. The card should correspond to the words on the square.



If there is one group, once they have finished placing the cards discuss with them the reasons for their allocation and compare it to the recommended allocation (below).

If there are sub-groups, each group should complete its own allocation of cards to squares. Then compare allocations between groups and where there are disagreements ask each group to explain the reason for their decisions. Refer back at the end of the exercise to the recommended allocations. After this is complete distribute the handout to each individual and ensure that they are able to relate their card allocations to these definitions.

Each card describes a type of radicalisation or extremism. Decide which card should be placed in which square of the flipchart.

Decide if there will be a single group or a number of sub-groups. Provide each group with the flipchart and a set of sort-cards. Ask the group(s) to decide which card should be placed on which square of the flipchart. The card should describe a type of radicalisation or extremism that correspond to the words on the square.

If there is one group, once it has completed placing the cards discuss with them the reasons for their allocation and compare it to the recommended allocation (below).

If there are sub-groups have each group complete its own allocation of cards to squares. Then compare allocations between groups and where there are disagreements ask each group to explain the reason for their decisions. Refer back at the end of the exercise to the recommended allocations



If working with an individual, provide the flipchart to the individual learner along with a set of cards. Act as the 'caller' by reading out the card and then ask the learner to decide on which square to place it. After three allocations – whether correct or not – ask them to justify their allocations and compare theirs to the recommended allocations. After this is complete, give the handout to the individual and ensure that they are able to relate their card allocations to these definitions

Additional notes for group and one-to-one learning (activity one)

Recommended card allocations

- Radicalisation – 1, 3, 7, 14
- Terrorism – 4, 5, 9, 11, 13
- Extremism – 3, 7, 9, 12, 13, 14
- None of the above – 2, 6, 8, 10, 15

There is clearly some overlap between these categories. The key distinguishing feature of the 'none of the above' cards is that they are democratic, lawful and peaceful activities.

Tutor notes (activity two)

Recommended card allocations

- Racist – 1, 2, 6, 8, 9,
- Political – 1, 2, 3, 4, 5, 8, 12, 14
- Religious – 7, 14
- Homophobic – 10, 11
- Animal rights – 13

There is, inevitably, some overlap between these categories. A shared element they all have is a rejection of British values.

Understanding terms – Radicalisation, Extremism and Terrorism: resources**FLIP CHART (ACTIVITY ONE)**

RADICALISATION	TERRORISM
EXTREMISM	NONE OF THE ABOVE

SORT CARDS (ACTIVITY ONE)

<p>1 Someone you meet online gradually makes friends with you and then tries to persuade you to take part in violent activity</p>	<p>2 You are extremely committed to animal welfare and sign petitions protesting against experiments on animals</p>	<p>3 A speaker in the shopping centre is telling anyone who will listen that democracy and the rule of law are worthless</p>
<p>4 A bomb is sent through the post to your local member of Parliament</p>	<p>5 Someone drives a car into the gates of the Houses of Parliament trying to kill and injure as many people as possible</p>	<p>6 Your best friend takes part in a peaceful demonstration against Brexit</p>
<p>7 A local organisation distributes leaflets saying that all mosques and synagogues should be closed down</p>	<p>8 In a parents' meeting at a school someone asks if there is a shortage of school places because of recent immigration</p>	<p>9 In a parents' meeting at a school someone says they will attack any parents who are immigrants whose children attend the school</p>
<p>10 A gay nightclub's application for a late-night licence is debated by the local council</p>	<p>11 A gay nightclub has a firebomb pushed through its letterbox</p>	<p>12 A blog lists the names and addresses of local politicians who disagree with Brexit and says, 'They are the traitors – make their lives hell!'</p>
<p>13 People who work for a company that experiments on animals are threatened with violence</p>	<p>14 Someone in your street is distributing leaflets inviting 'all Muslims' to fight the 'evil west'</p>	<p>15 A mosque holds an open day and invites its neighbours in to have tea, explore the building and meet the Imam</p>

HANDOUT (ACTIVITY TWO)

Definitions

Radicalisation – in this context, this means the process by which a person comes to support terrorism and forms of extremism.

Terrorism – is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Extremism – is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of British armed services personnel is included.

FLIP CHART (ACTIVITY TWO)

Racist	Political	Religious
Homophobic	Animal rights	

SORT CARDS (ACTIVITY TWO)

<p>1 Someone you meet online gradually makes friends with you and then tries to persuade you to take part in violent activity aimed against refugees</p>	<p>2 Someone standing for election to the local council says that she wishes to 'send all Chinese people back home'</p>	<p>3 A speaker in the shopping centre is telling anyone who will listen that democracy and the rule of law are worthless</p>
<p>4 A bomb is sent through the post to your local member of Parliament</p>	<p>5 Someone drives a car into the gates of the Houses of Parliament trying to kill and injure as many people as possible</p>	<p>6 A leaflet says that a player in your football club is useless 'because he is black'</p>
<p>7 A local organisation distributes leaflets saying that all mosques and synagogues should be closed down</p>	<p>8 Someone standing for election to Parliament says that only white people should be allowed to vote</p>	<p>9 In a parents' meeting at a school someone says they will attack any parents who are immigrants whose children attend the school</p>
<p>10 Some friends out in town are attacked because they are lesbians</p>	<p>11 A gay nightclub has a firebomb pushed through its letterbox</p>	<p>12 A blog lists the names and addresses of local politicians who disagree with Brexit and says, 'They are the traitors – make their lives hell!'</p>
<p>13 People who work for a company that experiments on animals are threatened with violence</p>	<p>14 Someone in your street is distributing leaflets inviting 'all Muslims' to fight the 'evil west'</p>	



STAYING SAFE ONLINE

The online module

The online module contains three chapters:

Encountering extremism

- Learners see where Louise and Mark encountered extremists. They see Mark getting into conversation with a stranger online.
- Learners consider how careful they need to be when talking to strangers online.

Your online friend

- Learners see Louise sharing personal information with her online contact.
- Learners consider the relationship and motives.

Do as I say

- Learners see Louise chat with her contacts and Mark talk on the phone with his contacts. The contacts are highly coercive.
- Learners consider why Mark and Louise go along with what they are asked to do.

What should I look out for and what should I do?

About this activity



The purpose of this activity

This activity will support the consolidation of learning relating to how learners might be targeted through the use of social media, how this might happen and what they could do about it.



Link to the online learning

This activity can be used after viewing the first section (encountering extremism) or used after viewing the entire module.

Delivery setting

This activity can be delivered as a group activity or in a one to one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For this activity, you need to prepare the names of five platforms on cards/slides as suits your setting:

- chatrooms
- social media
- internet
- smart phone
- websites.

For groups

- platform cards, PowerPoint slide, or as a handout
- flipchart, pens and paper.

For one-to-one learning

- platform cards OR on sheet of A4
- paper and pens to record views.

Running the activity

1

This activity will support the consolidation of learning relating to how where learners might be targeted by extremist groomers through the use of social media, how this might happen and what they could do about it.



Group activities

Divide the class into groups. Present or elicit a range of social media platforms. This could be through Question and Answer as a class or in groups then feeding back to the class.

Learners should consider:

- chatrooms
- social media
- internet
- smart phone
- websites.

In groups identify how they might be targeted through this specific online platform? Ask them to identify at least three ways in which they feel this platform could be used to target them.



One-to-One learning

Work through each online platform or a selection of platforms with the learner and draw together the ways in which these platforms can be used to target individuals. Ask the learner for any additional platforms.

Now draw together what the learner has identified and see if they can align any of their suggestions to what has happened to the individuals in the drama

2

Return to the drama and talk about the platforms being used. Then ask each group or individual to identify three pieces of advice they would give to Mark and Louise on how to avoid becoming a target

Possible advice could be:

- Do not disclose so much about yourself and especially the mood you are in or how you are feeling
- Think more about the information being shared with you – check it out.

Finally, ask them to think of the last time they used any one of these platforms – can they identify anything they would do differently if taking their own advice?

Isolation from family and old friends

About this activity



The purpose of this activity

This activity will support the consolidation of learning relating to specific techniques that extremists might use in order to target – isolation from family and old friends.



Link to the online learning

This activity references the drama on p. 7 of the online module.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For groups

- scripts from the drama
- PowerPoint or handout with the 'key reasons'
- flipchart, pens and paper.

For one-to-one learning

- handout on the 'key reasons'
- scripts from the drama
- paper and pens to record views.

Running the activity



Group activity

Ask each group to consider why the learner(s) think that extremists use isolation from family and old friends as a method of targeting individuals.

Ask individuals or the groups to feedback to the whole class on their answers.

Check that the following reasons have been covered:

For summary use these key reasons:

- To increase an individual's vulnerability
- To isolate means that an individual has no one in their established circles to turn to or to confide in if they are worried or threatened
- Can encourage the individual to feel lonely, rejected and therefore needing to seek new friends
- Can even turn individuals against old friends and family so that they want to do things that might show they do not need them.

Ask the groups or individual to look at and discuss the drama scripts and identify what evidence there is of the extremists trying to isolate Mark or Louise – who are they isolating them from?

Finalise this discussion-based activity by identifying the key reasons for vulnerability and seeing if this is true in the cases of Mark and Louise in a class discussion



One-to-One activity

Discuss with the learner why they think that extremists use isolation from family and old friends as a method of targeting individuals.

Check that the following reasons have been covered:

For summary use these key reasons:

- To increase an individual's vulnerability
- To isolate means that an individual has no one in their established circles to turn to or to confide in if they are worried or threatened
- Can encourage the individual to feel lonely, rejected and therefore needing to seek new friends
- Can even turn individuals against old friends and family so that they want to do things that might show they do not need them.

Ask the learner to look at and read the drama scripts and identify what evidence there is of the extremists trying to isolate Mark or Louise – who are they isolating them from?

Finalise this activity by identifying the key reasons for vulnerability and seeing if this is true in the cases of Mark and Louise.

Script from the drama**SCENE 1: INT. LIVING ROOM, LOUISE'S HOUSE - DAY**

LOUISE is on a chat app with JASMINE, whose face we can see on screen from time to time.

LOUISE

I don't do much most weekends, it's really boring. Hang out with my family mainly.

JASMINE

Well that sucks!

LOUISE

Yeah, I guess. There's just nothing else to do round here.

JASMINE

What about college? How's that?

LOUISE

S'alright. I like it sometimes.

JASMINE

Sometimes?

LOUISE

I just don't know where I am going in life, where I belong.

JASMINE

That sucks. It's important to feel part of something. You've got your friends though, right?

LOUISE

Sort of. It's not like it used to be though.

JASMINE

Why not?

LOUISE

I don't even know if I like them sometimes. Maybe we're just hanging out because we always have done.

Keeping safe online – getting hold of the information

About this activity



The purpose of this activity

This activity will support the consolidation of learning relating to key actions which will help learners and others to stay safe online in their social media interactions.



Link to the online learning

This activity should be used after the online module on staying safe online is completed.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For groups

- instructions for the activity, either as PowerPoint slide or on the flipchart
- copy of the online discussion
- flipchart, pens and paper
- summary of key points either as PowerPoint slide or prepared on the flipchart.

For one-to-one learning

- instructions for the activity
- copy of the online discussion
- paper and pens to record views
- handout of the key points.

Running the activity



Group activity

Split the class into groups or work as one small group.

Explain that you are going to let them review a private online discussion. The discussion is between WonderWoman 2020 and GoTo123. During the conversation, WonderWoman2020 does not realise that she is revealing personal information. Ask the group to review the conversation and identify the following:

- How good has WonderWoman2020 been in keeping personal information private?
- What information has she shared that could then be used to find out more about her and her family
- How could she have kept herself safe?

Share the online discussion between WonderWoman 2020 and GoTo123.

Finally, ask the learners to feed back to the class the information that the group or individual have discovered about WonderWoman2020 and have a wider discussion about what WonderWoman2020 might have done differently.

Record this on a flipchart.



One-to-one activity

Explain that you are going to let the learner review a private online discussion. The discussion is between WonderWoman 2020 and GoTo123. During the conversation, WonderWoman2020 does not realise that she is revealing personal information. Ask the learner to review the conversation and identify the following:

- How good has WonderWoman2020 been in keeping personal information private?
- What information has she shared that could then be used to find out more about her and her family
- How could she have kept herself safe?

Give the learner the handout of the online discussion between WonderWoman 2020 and GoTo123.

Record the answers on a sheet of paper and review them with the learner.



For group and one-to-one learning

Summarise the activity by highlighting the following key points:

- *How good has WonderWoman2020 been in keeping personal information private?*
 - She thought she was being discreet but in fact there was lots she was sharing
 - Important not to become too 'smug' and always keep checking what you are disclosing.
- *What information has she shared that could then be used to find out more about her and her family?*
 - Some information relating to where she lives
 - By sharing such key information about the football team she plays for, the distinguishing football kit, who they just played and what position she plays it would be easy for GoTo123 to investigate further and find out more about her.
 - Information about her family – she has a sister and that she is sometimes in trouble with her parents.



- *How could she have kept herself safe?*
 - Talking generally about the football
 - Not talking about her family and her relationship with them.

Gather together any other comments made by the group or the individual and represent them as a summary of the activity.

Getting home after a long day, she decided to grab a snack and get on-line. She logged on under her screen name WonderWoman2020. She checked her Buddy List and saw GoTo123 was on. She sent GoTo123 an instant message:

WonderWoman2020:

Hi. I'm glad you are on! I thought someone was following me home today. It was really weird!

GoTo123:

LOL, You watch too much TV. Why would someone be following you? Don't you live in a safe neighbourhood?

WonderWoman2020:

Of course I do. LOL. I guess it was my imagination cos' I didn't see anybody when I looked out.

GoTo123:

Unless you gave your name out on-line.... You haven't done that have you?

WonderWoman2020 –

Of course not. I'm not stupid you know.

GoTo123:

Did you have a football game today?

WonderWoman2020;

Yes, and we won!! I am sure we can win this league!

GoTo123:

That's great! Who did you play?

WonderWoman2020

We played the Wonderers. LOL. Their kit is so gross! They look like bees. LOL

GoTo123:

What is your team called?

WonderWoman2020;

We are the Team Valley Cats. We have tiger paws on our kit. They are really cool.

GoTo123:

Did you score?

WonderWoman2020;

Hope not, I play number 1 and in the goal! Oops I have got to go. I have promised to cook dinner tonight for when my parents get home. I don't want them mad at me again

GoTo123:

Okay sounds like you have a busy evening ahead

WonderWoman2020;

Oh no my sister has just come in so really must go - she will be right on my back Bye!

GoTo123:

Catch you later. Bye

When the conversation ends GoTo123 went to the member menu and began to search for her profile. When it came up, he highlighted it and printed it out. He took out a pen and began to write down what he had discovered about WonderWoman2020 so far.

Keeping safe on line – what do you know?

About this activity



The purpose of this activity

This activity will support the consolidation of learning relating to keeping yourself safe online.



Link to the online learning

This activity should be used after the online module on staying safe online is completed.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For groups

- Set of dominoes – one set each and in groups of 3.

For one-to-one learning

- One set of dominoes

There are two versions of the dominoes – Set A is designed for Level 2 and Level 3 learners and Set B is designed for Entry 3 and Level 1 learners. You can choose the most appropriate set for the level of your learners.

Running the activity

Each domino has a question on one half and an answer to a different question on the other half.



For groups

Ask the groups to do the following:

- Take the cards in your pack and share them out. Apart from the person with the 'START' card, everyone else places their cards face down.
- The person with the 'START' card reads out the question in bold and places their card on the table.
- Each person should discuss what they think the answer might be, and then look to see if they have an answer on their cards.
- When the group has an answer which they all agree with, the card should be placed on the table, and the next question should be read (PS – this might answer to the previous question!)
- Complete the session with a discussion about what the cards have identified about keeping safe online and how learners can now improve their online safety.



For one-to-one learning

Place all the cards out in front of the learner both. Find the start domino and place in the centre then find the answer to the question – discuss the response then repeat using the next question.

Once the dominoes activity is completed, take a look to ensure that the answers are correct and then ask the following questions

- Which answer did they find most difficult?
- Is there anything that they feel they need to do now in order to be safer online?

Dominoes A**START**

Should you accept friend requests on social media from people you don't know or people you knew many years ago but haven't spoken to since?

**Questions you need to ask yourself:
How do I know I can trust them? What do I know about them now? Am I happy that they will see all my posts, movements and photos and can copy and distribute or keep all of them?**

Should you keep your anti-virus software and operating system up to date?

If you don't you are taking unnecessary risks. Hackers can overcome these protective systems quite easily. So if yours are out of date, there is more chance of something going wrong. This is why the systems suggest you update often. They have to work hard to keep ahead of the online criminals.

If someone shares extremist 'information' with you online should you believe it?

It is important that you think about any information carefully and if possible, check it out on other sources. Take a questioning approach to everything you are told online. If you are confused about something, ask someone at college or in the workplace.

Someone that you are messaging asks you to continue discussions away from mainstream social media – for example, via platforms such as KIK Messenger, Whisper, Yik Yak or Omegle, SureSpot and Viber. What should you do?

These platforms provide greater anonymity and are harder to monitor. It is important that you refuse to use them. Using them is not necessary unless they have something to hide.

Should you know what privacy settings you have on your social media profile?

Yes you should. If friends of friends can see your profile, they can copy and save or send your pictures to anyone in the world. You don't know who will then see them, or who your friends might have as friends. If your profile is public, the whole world can see your status, posts and pictures. Would you put those posts and pictures on a billboard outside your house? Or on a national advertising campaign? It is safest to have high security settings.

Should you have the same password for all your websites, devices, apps, etc.?

This is like having one key for your front door, safe, locker and car and bike. If someone gets hold of it, they have access to everything.

Have you ever replied to an email, clicked on a link or opened an attachment in an email from someone you don't know? Or from someone you know that could be fake (e.g., 'We are in Peru. We have been mugged. Please send us some money')?

Spam and phishing emails can have many things attached or embedded, such as offensive material, viruses, or links to websites (e.g., the bank) that look genuine but have filters that will steal your password and get access to your account if you try and log on. These can be extremely convincing, especially if they are from a bank you have accounts with. Never log on through a link sent in an email. Access the bank website the way you normally would, or call them on a number you know is correct.

END

Dominoes B

<h1>START</h1>	<p>Should you accept friend requests on social media from people you don't know in real life?</p>
<p>Questions to ask yourself: How do I know I can trust them? What do I know about them? Is it ok for them to see all my posts, activities and photos? Am I happy that they can share or keep them?</p>	<p>Should you keep your anti-virus software and operating system up to date?</p>
<p>If you don't you are taking risks. Hackers can break through out of date protection. If yours is out of date, things can go wrong. This is why you should update often. It keeps you ahead of the criminals.</p>	<p>If someone gives you extremist 'information' online should you believe it?</p>
<p>It is important that you think about any information. Check it out. Don't think just because it's on a screen and it looks good it must be true. It often isn't. It's there to trick you. Check information with other people in your life e.g., at your college or work.</p>	<p>Someone that you are messaging wants to move to, for example, KIK Messenger, Whisper, Yik Yak or Omegle, SureSpot and Viber. What should you do?</p>

These platforms are harder to monitor than other sites. You may not be able to find out who people are. Do not agree. People don't need to use them – unless there is something to hide.

Should you know what privacy settings you have on your social media profile?

Yes you should. If friends of friends see your profile, they can copy and save or send your pictures anywhere. You have no idea who will then see them, and you have no idea who your friends might have as friends. Would you put those posts and pictures on a board outside your house? It is safest to have high security settings.

Should you have the same password for all your websites, devices, apps?

No! This is like having the same key for your front door, locker, bike and car. If someone gets hold of it, they can get at everything. Use different passwords.

Have you ever replied to an email, clicked on a link or opened an attachment from someone you don't know? Or to something from a friend that sounds fake (e.g., 'We are in Peru. We have been mugged. Please send us some money')?

Spam and phishing emails can have nasty things attached such as offensive material, or dangerous viruses. They can link to websites (e.g., the bank) that look real. But they will steal your password and get into your bank account when you log on. They are not real. Never log on through a link sent in an email. Access your bank website the way you normally would, or call them on a number you know is correct.

END



**WHAT CAN YOU
TRUST?**

The online module

The online module contains three chapters:

Exploring interests

– Learners review some of the types of information they come across and consider what can be trusted.

Entering the debate

- Learners see Mark in an online conversation.
- Learners consider whether Mark's contact was genuinely debating.

Who's in control

- Learners see Mark and Louise being manipulated by their contacts.
- Learners consider how the contacts are manipulating them.

Methods of manipulation

About this activity



The purpose of this activity

This activity will consolidate the learning developed in the questions and enable learners to identify from their answers some common themes and methods of manipulation used by extremists.



Link to the online learning

This activity should be used after the online module, 'What can you trust' is completed.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For group and one-to-one learning

- a sheet of flip chart paper or a sheet of A4 paper
- felt-tipped pens and/or pens
- blu-tak
- sort cards
- scissors to cut up the sort cards.

Running the activity



For groups

Mark out the flipchart or paper in two columns as below.

Depending on the size of the group, either place one sheet in front of the group or give one sheet to each of a number of smaller groups.

Ask the group or groups to place each card on the appropriate column of the sheet of paper.

Tell the learners they will have to explain to you and/or their fellow learners why they have placed the cards as they have once they have completed.

You may wish to get the learner groups to stick their paper to the wall and ensure that all the learners look at all the sheets prior to a discussion, with the cards stuck to the paper with blu-tak. If there are disagreements between groups a discussion between them can be facilitated.

- Once the cards have been distributed, those in the left-hand column describe a method of manipulation. This is how extremists can target and pressure individuals.
- The cards which should be placed in the left-hand column are: 1,3,4,5,6,8,10,13,16,18
- Learners can be asked, 'Why do you think MisterBlue and Patrick are manipulating Mark and Louise?' They should be supported to see that the reason is to place Mark and Louise in a position where they comply with unstated wishes and plans that they would not, in other circumstances, comply with. So the targetters have: i) an agenda, ii) it is not shared with the targets, iii) the targetters have a strategy for manipulating their targets to comply, iv) the targets are no longer able to exercise free choice, and v) if the targets had been aware of these tactics they would have been better able to reject the manipulation of the targetters.
- Discuss with the class what they would now look for to recognise if this is happening to them or their friends and therefore reject the targeting.
- Discuss with the class the process of grooming for extremism that may be hidden from its targets and help build learners' resilience – i.e., their ability to identify and reject targeting by extremists.

One-to-one learning



The assessor or tutor should prepare a sheet of A4 or a flipchart sheet along with the sort cards.

The staff member can then either ask the learner to allocate the cards on the sheet and then discuss the allocation with them, or discuss the allocation of each card with the learner in order to allocate the card on the basis of an agreement reached in discussion.

- Give the card to the learner either one by one or ask them to sort all the cards.
- Once the cards have been distributed on the sheet, those in the left-hand column describe a method manipulation. This is how extremists can target and pressure individuals.
- The cards which should be placed in the left-hand column are: 1,3,4,5,6,8,10,13,16,18.

- The learner can be asked, 'Why do you think MisterBlue and Patrick are manipulating Mark and Louise?' They should be supported to see that the reason is to place Mark and Louise in a position where they comply with unstated wishes and plans that they would not, in other circumstances, comply with. So the targetters have: i) an agenda, ii) it is not shared with the targets, iii) the targetters have a strategy for manipulating their targets to comply, iv) the targets are no longer able to exercise free choice, and v) if the targets had been aware of these tactics they would have been better able to reject the manipulation of the targetters.
- Discuss with the learner what they would now look for to recognise if this is happening to them or their friends and therefore reject the targeting.
- Discuss with the learner the process of grooming for extremism that may be hidden from its targets and help build learners' resilience – i.e., their ability to identify and reject targeting by extremists.

THIS IS WHAT THE PERSON MANIPULATING IS DOING	THIS IS NOT WHAT THE PERSON MANIPULATING IS DOING

Sort cards

1 Manipulating	2 Respecting
3 Pressuring	4 Threatening
5 Isolating	6 Pretending to have special knowledge about 'them'
7 Being a true friend	8 Forcing a decision to be made now
9 Encouraging the targets to ask questions	10 Seeming to have all the answers
11 Being kind	12 Having a sense of humour
13 Making the targets feel guilty	14 Being willing to change their mind
15 Being completely upfront	16 Not being completely upfront
17 Providing evidence for their arguments	18 Not providing evidence for their arguments

Using evidence to make judgments

About this activity



The purpose of this activity

To consolidate the learning from the previous two activities, take up the issue of how evidence is used in critical thinking. The issue is raised in the sort-card activity and can be taken forward with this activity.



Link to the online learning

This activity should be used after the online module, 'What can you trust' is completed.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

Group and one-to-one learning:

- paper/flip chart sheet and pens
- access to module 4 – tablet, laptop
- sort cards from Activity 2
- multiple-choice question sheet.

Running the activity



Group activity

Ask learners in their groups what they think the word 'evidence' means. You can offer them some options if they need this as stimulus (below).

Having established what the word means clarify that making good choices usually requires evidence to support those choices. Having no evidence, having evidence withheld, or having information presented with no checking of its worth, may be an indicator of being targeted by extremists.

Play module 4.

What does 'evidence' mean? (Mark with a tick or cross)

- someone's made-up story (x)
- a joke (x)
- a poem (X)
- provable information that supports an argument (Y)
- facts that give you a reason for something (Y).

Tutor's notes

Concentrate on the last two options above. Of course, poems and jokes could comprise evidence – but only if they also comply with the final two points.



In groups, each person should take the one of the sort cards placed on the left-hand column of the paper in the last activity and ask the group to identify the evidence in the drama that provides evidence for what is on the card. Ask them to identify words, tone of communication, or other content that can be seen or heard as evidence.

To help learners complete this activity, use a flipchart sheet or a sheet of A4 paper set out as below. Learners can place a sort card in the left-hand column and then make a note of their evidence next to the card in the right-hand column.

If working with a large group, consider splitting into smaller sub-groups. Each sub-group can complete the stages and then compare their conclusions.

Feed back to the group as a whole to identify how they can or will check information in the future.



One-to-one learning

If working one-to-one, the assessor or tutor can work through the activities directly with the learner. Place the flipchart sheet in front of the learner and ask them to place a card in the left-hand column and then discuss with them the evidence they have. They can write down the evidence discussed in the right hand column.

Ask the learner what they think the word 'evidence' means. Offer them some options if they need this as stimulus (below).

Having established what the word means, clarify that making good choices usually requires evidence to support those choices. Having no evidence, having evidence

withheld, or having information presented with no checking of its worth, may be an indicator of being targeted by extremists.

Play module 4.

What does 'evidence' mean? (Mark with a tick or cross)

- someone's made-up story (X)
- a joke (X)
- a poem (X)
- provable information that supports an argument (Y)
- facts that give you a reason for something (Y).

Concentrate on the last two options above. Of course, poems and jokes could comprise evidence – but only if they also comply with the final two points.

The learner should take the sort cards placed on the left-hand column of the paper in the last activity. Then ask the learner to identify the evidence in the drama that provides evidence for what is on the card. Ask them to identify words, tone of communication, or other content that can be seen or heard as evidence.

To help learners complete this activity, use a flipchart sheet or a sheet of A4 paper set out as below. Learners can place a sort card in the left-hand column and then make a note of their evidence next to the card in the right-hand column.

Ask the learner how they will/could use this to check out information in future.

Response sheet

PLACE YOUR CARD BELOW	EVIDENCE YOU HAVE FOR WHAT IS ON THE CARD <i>e.g., spoken words, attitudes, actions</i>
<i>E.g. 1. Manipulating</i>	<i>E.g., Ed to Mark: "Oh listen to it. Little Mark needs his mates with him. It's pathetic. Are you scared of us?"</i>

Pushing back: asking questions

About this activity



The purpose of this activity

To consolidate the learning from the earlier activities and to move the learner to the position of active questioner and analyst – using critical thinking and making judgments to identify and reject targeting by extremists.



Link to the online learning

This activity builds on the learning from the second 'chapter' of the online learning – Entering the debate.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

- .

Running the activity



If working with a group, depending on group size, split it into smaller groups and get the sub-groups to complete the exercise.

Ask learners to work in their group to create/write down a list of five questions that they can always ask about information presented to them online or by individuals they meet online that will help them decide if the information or person is reliable or possibly coming from an extremist source. Then ask one group to share their questions and see how similar they are to the questions identified by the other groups.

After this is complete the facilitator can, in discussion with the learners, compare the learners' questions with the list below:

- What is the evidence for this?
- What happens to me if things go wrong?
- Why don't you respect me?
- Why can't I say 'no' and still be friends with you?
- What are the arguments against this?
- What is the organisation you belong to called?
- Why shouldn't I tell my family and friends about this?
- What would you do if I told the police about this?

Finally, each learner can record their five favourite questions, drawn from their own, those of other learners and your own, on a sheet of paper and keep this as the set of questions they will always use.



A tutor or assessor working one-to-one can ask the individual learner to consider what five questions they can always ask about information presented to them online or by individuals they meet online that will help them decide if the information or person is reliable or possibly coming from an extremist source. The task of identifying five questions can also be given on one visit and discussed at the next. The questions identified by the learner can be compared with the list below:

- What is the evidence for this?
- What happens to me if things go wrong?
- Why don't you respect me?
- Why can't I say 'no' and still be friends with you?
- What are the arguments against this?
- What is the organisation you belong to called?
- Why shouldn't I tell my family and friends about this?
- What would you do if I told the police about this?

Finally, the learner can record their five favourite questions, drawn from their own and your own, on a sheet of paper and keep this as the set of questions they will always use.



BRITISH VALUES

The online module

The online module contains an introduction and five sections.

Democracy

Rule of law

Individual liberty

Mutual respect for and tolerance of those with different faiths and beliefs and those with none

The Equality duty

Each section follows the same pattern:

- The value is explained
- A question is asked (around the personal meaning / benefit)
- They see other learners' thoughts
- A question is asked (around the wider benefits)
- They see other learners' thoughts (for the Equality duty, they see education professionals discuss).

British values

About this activity



The purpose of this activity

To consolidate the learning from Module four, British values, by supporting learners to consider and understand what British values are and what they might mean in practical ways in their day-to-day life.



Link to the online learning

This activity reinforces learning from the introduction and the four sections on British values within the online learning.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For group and one-to-one learning:

- British values definition
- Handout.

Running the activity

Remind the group / individual of the British values and the definitions of:

- Democracy: all have a role in influencing decision making
- Rule of law: laws protect everyone, no one is above the law (but this may not always be the experience of all learners)
- Individual liberty: freedom of speech, the right to act, believe and express oneself in the way they choose (within the law)
- Mutual respect and tolerance of different faiths and beliefs
- Equality duty



Group learning

Depending on the group size, decide if you will work with one group or divide the group into smaller sub-groups. If working with sub-groups allocate each of them ONE of the British values

Give the learners the handout and ask them to identify examples of how this works in practice in the contexts described in the left-hand column.



ONE-TO-ONE LEARNING

If working with an individual, decide on one British value to work with and discuss with the learner how they can complete the right hand column of the handout. Depending on the individual learner, and time available, all of the British values can be worked on in this way in one session, or two could be completed in one session and the remaining two completed in a forthcoming session.

Give the learner the handout and ask them to identify examples of how this works in practice in the contexts described in the left-hand column.

British values – handout

Using the British values that you have been allocated, identify some examples of how this works in practice in the related contexts

Context	Example(s) of this
What happens at work?	
What happens with your friends and families?	
What happens in the classroom / workshop?	
What happens in society?	

3D debate

About this activity



The purpose of this activity

This activity will support the consolidation of learning relating to linking British values and ensure a deeper understanding of their importance and meaning.



Link to the online learning

This activity reinforces learning from the introduction and the four sections on British values within the online learning.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

Groups

- British values definition
- paper for the groups
- Agree, Disagree, Do not know signs for the wall
- Blu-Tack for the signs
- handouts.

One-to-one learning

- British values definition
- Agree, Disagree, Do not know signs for the wall
- Blu-Tack for the signs
- handouts.

Running the activity

Group or one-to-one learning

Before the session, put the Agree, Disagree and Do not know signs up on the wall, ensuring there is enough space around each one.

Remind the group or individual of the British values and their definitions.



Group

Depending on the group size, divide the group into small groups and give them copies of the handouts asking why the British values are important to them. Depending on time you can give each group all 4 OR allocate them one or two to complete.

Ask them to discuss these and then write down what they feel the British values enable them to do.

Collect the statements from the groups and then read out each statement. After each statement ask the group to discuss and then decide if they Agree, Disagree or Do not know and add to the relevant sign.

Once complete, go to each group and ask them why they have decided this – encourage debate and engagement. At the end of the activity, draw together the main points relating to the underpinning importance of British values.



One-to-one learning

If working with an individual, prepare the handouts providing some statements identifying why the values are important. Look at each one and then ask the learner if they agree.

At the end of the activity, draw together the main points relating to the underpinning importance of British values.

3D debate – handout

Democracy enables me to...

Rule of law enables me to...

Individual liberty enables me to...

Mutual respect and tolerance of different faiths and beliefs enables me to...

The Equality duty and protected characteristics

About this activity



The purpose of this activity

The Equality Act 2010 defines discrimination and the characteristics that individuals may have that are protected from discrimination as well as the Equality Duty itself. Understanding Protected characteristics and discrimination are important underpinnings of British values.



Link to the online learning

This activity consolidates learning from Module 4, British values, relating to the Equality duty.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

Group and one-to-one learning

- sort cards
- protected characteristics chart.

Running the activity

This activity can be paired with the activity on 'Understanding Discrimination and Fairness' but should be completed first as the second activity references this one. There are two parts to this activity. The second part is designed for Level 2 and Level 3 learners. With Entry 3 and Level 1 learners you may choose to only use the first part.



Group learning

Copy sufficient numbers of charts to give one chart to each small group of learners or give one chart to one group if you have a single group. Provide one set of cards to each small group. Ask one group member to read out one card at a time. Ask the small group then to decide where on the chart to place each card. When all groups have completed this task, invite small groups to share which card they have placed on which square of the chart. If there is disagreement facilitate a discussion in which groups explain why they have made their decisions and then confirm the correct distribution.

These questions can be put orally by a tutor to a whole group. Invite oral responses. Take responses from a number of individuals if this helps generate different answers. The differences in the answers can then be explored and discussed by the group. These are general open questions to which there are not right or wrong answers. They are designed to generate thinking and discussion – so using these questions is a learner-led activity. Use the answers as a guide to further extend discussion and exploration.

- Did activity one lead you to learn anything that surprised you? If it did, why were you surprised?
- What do you think are your most important protected characteristics?
- Have you ever felt that you may have been discriminated against – and if so, which of your protected characteristics was the discrimination aimed at?
- Do you think that there might be characteristics that are not protected by law from discrimination but which might lead to discrimination?



One-to-one learning

These questions can be put orally to the individual. Use the answers as a guide to further extend discussion and exploration.

- Did activity one lead you to learn anything that surprised you? If it did, why were you surprised?
- What do you think are your most important protected characteristics?
- Have you ever felt that you may have been discriminated against – and if so, which of your protected characteristics was the discrimination aimed at?
- Do you think that there might be characteristics that are not protected by law from discrimination but which might lead to discrimination?

For group and one-to-one learning (card sort exercise)

- A key learning point should be the inclusive nature of the protected characteristics – e.g., gender encompasses both men and women, and sexual orientation encompasses both gay and straight people. It follows from this that the Equality Act 2010 that defines the protected characteristics is an act for everyone.
- Everyone has a number of protected characteristics – we all have a gender, an age, a sexual orientation, etc. And we might be discriminated against on the grounds of any one of these characteristics – or more than one.
- Note that while a person either has or does not have a disability, anyone without a disability can become disabled – which reinforces the point about the universality of the Equality Act 2010 and the Equality duty.
- Note that religion and belief encompasses beliefs about the world that are not god-based – philosophical beliefs – and also atheism.
- Note that all of the protected characteristics are of equal importance in law – the numbers of people with a characteristic is irrelevant to its status. Gender is a universal characteristic whereas gender reassignment is quite rare – yet these characteristics as important as each other in law.

Additional notes for group and one-to-one learning (for questions)

These are general open questions to which there are not right or wrong answers. They are designed to generate thinking and discussion – so using these questions is a learner-led activity.

Q1 – learners may have been surprised at the full extent of some of the protected characteristics – e.g., race including nationality, sexual orientation including both gay and straight, and religion and belief including atheism – so these can be drawn out as learning points. But what the learner(s) might say is entirely open and needs to be dealt with carefully. Staff have a duty of care for all learners in these discussions

Q2 – this question is designed to help the learner identify that they, like everyone else, have a mix of characteristics at the same time. Different characteristics may assume greater importance than others. These may differ over time and in different circumstances. The question also helps make the issue of the characteristics and discrimination more personal than theoretical.

Q3 – individuals may find it difficult to say that they have been discriminated against, so expect some silences and difficulties with this question. You might guide learners to consider which subjects they were encouraged to follow at school, their current employment, the way they might be treated in shops or food outlets, how they are treated or regarded by older or younger people, how free they feel to discuss their religious beliefs or sexual orientation. It will be best in most circumstances not to seek deeply personal disclosure, but to gently encourage reflection in some of these areas. This needs to be dealt with carefully and sensitively. Learners may disclose information of a sensitive nature or that may make them vulnerable. Remember, staff have a duty of care for all learners in these discussions.

Q4 – this question provides a direct link to the British values activities on understanding discrimination and fairness. There clearly are 'unprotected characteristics' that can be grounds for discrimination – e.g., hair colour, body size, choice of clothes, use of tattoos. While neither the Equality Act or its the Equality duty come into play it should be stressed that such discrimination is unfair, damaging and should be unacceptable and that good employers and providers of services would deal with it in the same way as discrimination against protected characteristics.

The Equality duty and protected characteristics: resources

SORT CARDS

<p>Pregnant women, people on parental leave, women who have recently given birth</p>	<p>People from different faith groups, people with a philosophical belief, people with no religion or belief</p>
<p>Older people, younger people</p>	<p>Nationality, ethnic background origin or heritage</p>
<p>Women and men</p>	<p>Physical or sensory impairments, mental health difficulties, long-term medical difficulties, learning difficulties, conditions such as dyslexia, autism, Tourette's syndrome, and attention deficit disorder</p>
<p>Gay and lesbian people, bisexual people, heterosexual/straight people</p>	<p>Married people, people in civil partnerships, single people</p>
<p>Transsexual people, transgender people, men and women with transsexual history</p>	

CHART

UNDERSTANDING PROTECTED CHARACTERISTICS	
RACE	GENDER
AGE	RELIGION & BELIEF
DISABILITY	SEXUAL ORIENTATION
MARRIAGE & CIVIL PARTNERSHIPS	GENDER REASSIGNMENT
PREGNANCY & MATERNITY	

Understanding Discrimination and Fairness

About this activity



The purpose of this activity

The Equality Act 2010 defines discrimination and the characteristics that individuals may have that are protected from discrimination as well as the Equality duty itself. Understanding protected characteristics and discrimination are important underpinnings of British values.



Link to the online learning

This activity consolidates learning from Module four, British values, relating to the Equality duty.

Delivery setting

This activity can be delivered as a group activity or in a one-to-one situation for a tutor or an assessor. The details below will identify the adaptations required in order to deliver in these contexts.



Resources

For group or one-to-one learning

- sort cards
- Discrimination/Not discrimination chart.

Running the activity

This activity can be paired with the previous activity on 'Understanding Protected Characteristics' but should be completed second as the first activity references this one.

There are two parts to this activity. The second part is designed for a higher-level group e.g., Level 2 or Level 3. With an Entry Level 3 or Level 1 learners you may choose to only use the first part.



Group

Copy sufficient numbers of charts to give one chart to each small group of learners or give one to a single group, if working with a small class. Provide one set of cards to each small group or the single group. Ask one group member to read out one card at a time. Ask the group(s) then to decide where on the chart to place each card – either in the 'Discrimination' or 'Not discrimination' columns. When all groups have completed this task invite small groups or individuals within the single group to share why they have placed the cards on one of the chart's columns. If there is disagreement facilitate a discussion to take place in which groups explain why they have made their decisions and then confirm the correct distribution.

Once complete, go back to the cards correctly placed on the 'Discrimination' column and ask the groups what they think the protected characteristic in play might be.



One-to-one learning

If working with an individual learner, use one chart and one set of cards with the individual learner. Discuss with the learner where on the chart they would choose to place each card. Ensure their reasons for their choices are examined. Then compare their decisions with the correct distribution.

Once complete, go back to the exercise and ask the learner to identify the protected characteristics in play.



Group

Decide if you will work with a single group or a number of smaller sub-groups. Write the four questions on a whiteboard, place them on a PowerPoint slide or print them on an A4 sheet. Then put each question orally to the group(s) and take responses.

- If you or someone you knew was being discriminated against unlawfully, what could be done about it?
- What feelings do you think someone might have if they were being discriminated against?
- What arguments in favour of fair, non-discriminatory staff recruitment could you make to an employer who was discriminating?
- Do you think unlawful discrimination undermines British values? Why?

Additional notes for group and one to one learning activity one

- The following cards should be in the 'Not discrimination' column: 10, 9, 8, 7, 6.
- A key learning point should be that choice – i.e., deciding against or in favour of something or someone is not unlawful discrimination. It involves, literally, 'discriminating' in the sense of 'choosing' but this is not the same as unlawful discrimination for the purposes of the law.
- Unlawful discrimination must disadvantage a person or group of people in a way that cannot be reasonably justified. And it must disadvantage them on the basis of at least one of the defined protected characteristics.
- The only basis for deciding if someone can do a job is abilities and qualifications. Their age, race or sex -- their Protected Characteristics – are irrelevant.
- People can, of course, be discriminated against because of characteristics that are not protected from discrimination in law. For example, people can be discriminated against because of their size, their hair colour, or because of the way they dress. Discrimination of this kind is unfair and should not happen. Good employers and providers of services will not tolerate discrimination of this kind because it is unfair – even if it may not be unlawful. And it does contradict British values. It may be helpful to stress the connection between discrimination and unfairness and between British values and fairness.
- Regarding 4: note that the protected characteristic of 'Race' includes nationality.
- Both the protected characteristics and the definitions of unlawful discrimination are defined in the Equality Act 2010, which also defines the Equality Duty.

Additional notes for group and one-to-one learning

These are open questions designed to generate thinking and discussion, so using these questions is a largely learner-led activity.

Q1 – among possible responses might be: taking a complaint to a trade union, taking a complaint to a solicitor or, a Citizen's Advice Bureau, or reporting it to an assessor, tutor or designated safeguarding officer

Q2 – it will be important to steer learners to feelings/emotions rather than thoughts or plans. The question is designed to help elicit an empathic response. Feelings might include: anger, fear, grief, bewilderment, being overwhelmed. They may also include determination (to find a solution/achieve recourse).

Q3 – i) avoid possible prosecution by avoiding unlawful discrimination (link to the other value of Rule of Law), ii) it's the right thing to do, and in line with British values, iii) if staff recruitment is genuinely open to all the chances of appointing the very best person for the job is increased, iv) a diverse/inclusive workforce that looks like the customers it serves, and understands the needs and tastes of all customers is likely to do a better job than a workforce that is not inclusive – the business case.

Q4 - because i) it clearly contradicts the values of rule of law and respect for difference and ii) British values are what binds together the diverse population of the United Kingdom. Unlawful discrimination divides people and communities, the precise opposite of where the values take us.

Understanding Discrimination and Fairness: resources**SORT CARDS**

1 You can't do this job because you are a woman	3 You can't be a carpenter because you have depression
2 You are too old to be a gasfitter	4 People from Italy don't get jobs here
5 You can't study here because the workshop is not arranged for wheelchair use	9 I never buy brightly-coloured clothes
6 I choose to spend time with people who like a good laugh	10 I prefer dogs to cats
7 I always go on holiday in Spain	11 I won't work with a Catholic person
8 I only buy cheese and onion crisps	12 We do not employ gay people

Discrimination / Not discrimination chart

UNDERSTANDING THE EQUALITY DUTY	
DISCRIMINATION	NOT DISCRIMINATION