

FAT FACE

Radicalisation Teaching Resource Video and Lesson Plan



TRADING
WITH
SCHOOLS

Fat Face

Lesson Plan

Teachers' notes

This resource seeks to support schools in building pupils' understanding of these issues and building resilience to the methods and processes of radicalisation. Schools have a duty to ensure pupils are aware of the risks associated with extremism. This resource is a stand-alone unit, allowing schools to decide which year group to use it with, but it should be taught within a planned PSHE programme. We would recommend that it is used with Year 6 and above, as this should provide the broader protective learning pupils need, supported by the wider curriculum and set within a positive school environment.

The aim of this lesson pack is to demonstrate how people, including children, can be exposed to extremist influences or prejudiced views at an early age from a variety of sources. Education plays a huge role in potentially being able to minimise the risks associated with young people, building pupil's resilience to recognise and manage risk themselves where appropriate to their age and ability and to help children develop as critical thinkers and engage in informed debate. Schools can provide opportunities for the myths and misinformation used to radicalise young people to be discussed and constructively challenged in a safe setting.

These guidance notes accompany a PowerPoint presentation and a short film called 'Fat Face'. The focus throughout the lesson is on extremism of all kinds including; far right, far left, animal rights, religious and environmental groups and many more. Teachers are urged to ensure they are familiar with all the material before the lesson and to be flexible to adapt their teaching approach, as appropriate, to address specific issues so as to become more relevant to the current issues of extremism and radicalisation. It is important that teachers are well prepared to deal with issues arising from the sessions.

A safe learning environment (Slide 2)

As with PSHE lessons it is essential to establish or reinforce ground rules for discussions. A safe learning environment helps pupils feel

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comfortable with sharing their ideas and will help teachers to manage discussions on sensitive issues confidently. These lessons require pupils to reflect on the language they use and to be particularly respectful of others' contribution to enable positive discussion. It is good practice for teachers to work with pupils to establish ground rules about how they behave towards each other.

Examples of ground rules:

- Listen carefully; do not interrupt – even when you are excited to respond
- Let one person talk at a time
- Everyone has a right to be heard and respected
- Use language that won't offend or upset others
- Comment on what was said not the person who said it

Aims

By the end of these lessons children will:

- understand the meaning of the words, extremism, terrorism and radicalisation
- have more of an understanding about how people become terrorists
- be aware of some of the danger signs that might show if someone is at risk of becoming a terrorist
- be able to recognise and protect themselves from extremism and radicalisation, through raising awareness of the process of radicalisation and the consequences of extremism
- know what to do if they are worried about something or someone they know developing extreme beliefs or behaviours, or are at risk of radicalisation.

It is important to remember that knowledge alone is not enough and this should be complemented by the whole PSHE education and the development of skills and attributes young people need to manage their lives, keeping themselves and others safe and healthy.

Throughout these lessons you will encounter words/themes/topics that

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can make links with other curriculum areas and you may wish to continue to explore these in:

- PSHE
- History
- English
- RE

Explain to the children that today's session introduces the concepts of extremism, terrorism and radicalisation which we will explore over the next few lessons.

Definitions (Slides 3 & 4 & 5)

Extremism

The Home Office defines extremism as:

'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'. (*Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015, paragraph 7).*)

Simplified definition

Any group of people who share any extreme (very strong) views or beliefs on any subject e.g. could be a political group (very strong views about how the country should be run or organised), religious groups, animal rights groups, environmental groups and many more. These ideas or beliefs will usually be far outside what most people think of as acceptable and can be offensive. They will also often express hatred towards anyone who doesn't agree with their ideas.

Radicalisation refers to:

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (*Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition).*)

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Terrorism is defined as:

An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (*Section 1 of the Terrorism Act 2000*).

Terrorist group/organisation

These groups come together by using people with extreme views (extremists) and encouraging them to act outside the law, use violence and other acts to try and force other people to take on views. Not all extremists become terrorists, some remain peaceful but there is a real risk.

Propaganda

In general, a message designed to persuade its intended audience to think and behave in a certain manner, thus advertising is commercial propaganda. In specific, institutionalized and systematic spreading of information and/or disinformation, usually to promote a narrow political or religious viewpoint. Propaganda acquired negative connotations in the 20th century when totalitarian regimes (principally Nazi Germany) used every means to distort facts and spread total falsehoods.

Simplified Definition

When extremists groups share their views online (videos/social media) or by other methods trying to get people to see their point of view and believe what they believe and join them.

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Section 1: Understanding extremism (Slide 4)

Aim

- To understand what is meant by the term 'extremism'
- To explain some of the reasons why people might hold extremist views
- To discuss cases of extremism

Definition of extremism

- The holding of extreme political or religious views
- Also refer to definitions provided
- Could be far right groups such as the English Defence League, animal rights extremism, environmental extremism, Ku Klux Klan and the IRA

Potential link with history: Extremism in history

Here it is worth considering the context of the war, as many schools study this in Year 6. Remind children of the context of the war and encourage them to reflect on this from both sides.

Suggested activity

Give the children some cards with potential reasons for the first and/or second world war. Ask them to sort these into a diamond 9. What were the most compelling reasons? Why? How does this differ between the German or British (or add other nations) perspective? For supportive ideas, see the National Archives:

<http://www.nationalarchives.gov.uk/education/greatwar/g2/backgroundcs1.htm>

It is important to understand that extremist groups can be groups of people that directly know each other, or live close together, especially if it is to do with a local issue: e.g. something affecting the environment.

Or

They can be a group that exists across the world, share ideas and their beliefs online and where you agree with their ideas, you might not even be aware you are part of an extremist group of people. When extremist groups share their views online with videos or social media or by other methods trying to get people to see their point of view and believe what they believe and join them, this is called **propaganda**.

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Link to History/English curriculum

Again it is useful to consider the use of propaganda in encouraging people to join the war effort. Children could be given propaganda images and ask to sort them by intended audience and to explain the underlying image. If time, in groups, the children could design their own. For an example of war time British propaganda see:

<http://www.nationalarchives.gov.uk/theartofwar/prop/>

The Imperial War museum has examples of German propaganda

<http://www.iwm.org.uk/history/11-incredible-german-first-world-war-posters>

If time, the British and German perspectives could be compared and contrasted.

We will all have our own views based on our personalities, the things we feel are important to us. These can be affected by many things like how we are raised and our life experiences. What we have to understand is that whilst it is ok to have our personal views, we have to be respectful of others; everyone is entitled to make their own choices about their lives/beliefs so long as we live within the law and do not harm others.

We also need to understand that if we allow ourselves to develop extreme views on a particular subject (far outside what most people think of as acceptable), we are more at risk of being 'pulled' into risky behaviour.

Terrorism (Slide 5)

The unlawful use of violence and intimidation to bring about political or social change

What is the difference between extremism and Terrorism? (Slide 6)

Terrorist groups come together by using people with extreme views (extremists) and encouraging them to act outside the law, use violence and other acts to try and force other people to take on their views.

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Radicalisation (Slide 7)

It is important to understand that if someone wants to make you become a terrorist, they don't just come along and ask you to join their terrorist group and tell you what to do. They are much more 'clever' and shrewd than that, they will disguise it, pretend to be something else, and trick you. They use very clever methods, to pick their targets and manipulate their minds, and you may not even realise that this is what they are doing to you if it happens.

This is called grooming for terrorism or radicalisation.

Understanding of key words (Slide 8)

1. Manipulate

If someone manipulates you this means they make you do or think something they want you to do or think – usually in such a way you actually believe it was your choice or idea.

For example if you had chocolate biscuits in your lunch box for school and I was a friend of yours and I wanted one, I might say things like – “Oh you are so lucky,” “I'm not allowed chocolate, I never get given anything nice in my lunchbox!”. This might make you offer me one of your chocolate biscuits. It might feel like it was your choice to offer it, but was it? Have you been manipulated by your friend?

Discuss answers to these questions in groups then feedback to the whole class.

Give the children a scenario to discuss with a partner about how they would go about manipulating someone to get what they want.

2. Vulnerable

There are lots of things that make people vulnerable – if you look up the definition examples include:

- Exposed to the possibility of being attacked or harmed, either physically or emotionally

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- In need of special care, support or protection because of age, disability, or risk of abuse or neglect
- Able to be easily physically, emotionally or mentally hurt, influenced or attacked

3. Disguise

Disguise is about making something appear to be something else.

Example, if you wanted to start a new basketball club at school and were having trouble getting people to join your club, you might decide to try and disguise it a bit. You might approach all the children at the Netball club who have lots of members and tell them that you are starting a new club and it's just like netball, you might say "It's just like netball and, you'll love it. You have a similar court and you have to work as a team and shoot balls through a net." You try and use the large group of children already set up in the netball club to recruit people to join your club.

(Slide 9) Activity; Ask the children are they the same? Explore some of the differences

Netball is nothing like Basketball, the rules are very different, in one you can run with the ball by bouncing it, in the other you can't, in one you shoot the ball straight into the net and there is no board behind the net, in the other it has to hit a board behind the net- they are different sports with different rules.

(Slide 10)

This is a bit like what happened with the so called Islamic State or ISIS or DAESH.

(Slide 11)

They set up an extremist group with their own completely different extreme idea and they linked their ideas to ISLAM, but in reality they are nothing like the true Islam which is a peaceful faith and the people who follow this are horrified about the things that this terrorist group do.

ISLAM is the religion that Muslims follow. True Muslims would never do the awful things that the so called Islamic state(ISIS) do.

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They decided to pretend their group was based on ISLAM and cleverly use this to trick some vulnerable people into believing this and joining their group.

This is very sad for Muslims and people that follow ISLAM. Many have suffered from people who don't understand they have nothing to do with the so called Islamic State (ISIS).

Useful resources might be an assembly by a local Imam or invite the Bristol Muslim Cultural society in to present an assembly on 'What is Islam?'

Radicalisation (Slide 12)

Grooming people for terrorism or radicalisation.

Radicalisation is a process someone goes through to turn them into terrorists, making them have extreme views of a particular subject. Adjusting how they think and see things so that they are prepared to do risky and dangerous acts to try and get other people to agree with their extreme views or ideas.

The most dangerous people and 'truly' evil people in a terrorist group are the organisers. They won't do the terrorist acts themselves, they won't risk going to prison or getting injured or worse dying.

They will use 'clever' ways to get other people/children – often completely innocent people to do unlawful acts for them.

So in some ways the people that we see and hear about on the news that have done awful things – terrorist acts (use most recent examples) are victims themselves, who have been used and tricked by terrorist organisers, using clever methods including social media.

These organisers will often have people and methods for grooming people to become terrorists

Stages of grooming for terrorism – radicalisation diagram **(Slide 13)**

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Section 2 - FATFACE

Play the FILM using the following link:

www.vimeo.com/202407525 and use the password 'toler8'

Teacher Notes

Play Sunday (Slide 16)

Invite the pupils to say briefly what they think of Johnny and how he comes across?

Prompts:

- His personality – confident, happy etc.
- How does he view himself? – thinks he's pretty cool
- His use of language – 'peng, bae'. What does this tell us about him? Do we think he may be trying too hard to be cool? Sometimes we think we are something we are not.
- Where is he?
- Should he have his phone in his room at bedtime?

Play Monday (Slide 17)

Using the flowchart on radicalisation, consider the stages of grooming. Is this Stage 1?

- What do we know about Johnny?

Prompts:

- Breakfast?
- What was his mum doing?
- What was his home life like? - Mum and dad arguing
- Was his father there? What had happened with his father's job?
- Were his dad's views racist? What types of things was he saying? Do we think this was accurate information?
- Mention Uncle Jez and how he fought in the army
- What do you think about Lucy? How does he see Lucy?

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(Slide 18)

Dad gave him some information that was inaccurate and he went to explore it further and he accessed some more information online. Include E-safety/social media and the importance of accuracy of information.

Would Johnny have searched this online if it wasn't for his dad?

Aim to bring out the fact, life is quite hard at home and all the issues previously discussed. Lucy is the one good thing for him and a positive in his life.

Reflect here on vulnerability and how when you are unhappy and don't have support, you are more likely to make the wrong choices and seek support from the wrong kind of people.

It may be worth asking the children to reflect on a time when they might have been vulnerable – e.g starting a new school, breaking an arm etc. Reinforce the idea that whilst some groups of people are particularly vulnerable, we are all vulnerable at some points in our lives.

Revisit the flowchart of radicalisation and consider the stage of grooming

Play Tuesday (Slide 19)

Discuss how he wanted to confide in Lucy but didn't feel able.

What then happens to Johnny? How does this make him feel?

Reflect on the language Johnny uses with Lucy – 'We come from the same place; – what do we think he meant by this?

Do you think the comment was influenced by his dad and what he had read online?

What does the comment indicate about Johnny's views now?

What is the response to his comment?

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How does Johnny appear now compared to when we first saw him? - Isolated, his behaviour in front of the mirror, trying to bolster his 'hard man' image, image conscious or insecure because of what the boys said and Lucy's dismissal of him.

Have his views changed? Is he expressing a racist view?

What is his mood? He was angry and he regretted what he said and pointed out that he must have been embarrassing.

Revisit the flowchart and consider stages of grooming – stage 1, stage 2.

Has he been possibly influenced by online material or people around him – stage 4?

Play Wednesday (Slide 20)

Explore;

Home life – mum and dad arguing at home, how his friendship with Lucy has changed

Experiencing bullying, lonely and isolated (you may wish to at this point pick up on being a victim of bullying/online bullying and what you should do at your school should this happen and the importance of talking to someone).

What might he be thinking?

What might he be watching online – what is the nature of it?

What happens? Bring out the fact he's contacted by someone, who could this be? Could it be a 'radicaliser' or someone with the same interest?

Why do you think the person would ask him to direct message him?
Who do we think this could be?

Reflect here on what they would do if a message came up from someone they didn't know asking them to DM (direct message) them – bring in E-safety element of the curriculum.

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(Slide 21)

Radicalisers will have certain trigger words they use to search on the internet for people who may be vulnerable, so that they can 'groom' them and trick them into getting involved in terrorism. If you search the internet or put comments on social media asking about any extremist group or show any strong views or offensive views there is a chance that you will get 'groomed'. Remember, if a radicaliser approaches you, they won't appear like a bad person when you meet them; they are more likely to come to your attention as a friend, a chance meeting of someone who understands you. They may just find out about you and arrange a situation where they happen to bump into you.

The radicaliser may not even approach you directly, they may just have programs on the internet that once you start searching for certain topics, their propaganda videos will come up and people can get radicalised just by watching these 'clever' films that pull you in and influence you to think differently. These are cleverly designed. They might make you think that what you do is a brave and courageous thing to do and they will lead you to believe that you will be admired for doing it. These videos are designed a bit like a TV advert, to make you want to do what they want you to do, to make you think it would be a great thing to do and that people will respect you for doing it.

(Slide 22)

These appear to be the sort of things that Johnny was looking at.

When he sees the footage of him on social media, what is the effect? How might watching this footage make him feel? - Worthless, isolated, vulnerable, no one likes him.

You can understand why if someone is feeling like that they might fall for the tricks of a radicaliser and something that is going to give them some status or make them feel like they belong.

Reflect on the flowchart on radicalisation (slide 17) and consider what stage of grooming – stage 1 & 2 & 3 & 4

Play rest of the film (Slide 23)

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What changes have you noticed with Johnny now?

What are his views?

How does he come across? – Change of image, mood.

Does it look like he really knows what he is talking about, or does it seem like he is reading from a script?

Why is he posting messages on line saying these things?- He wants to belong. He has found something that makes him feel good about himself and makes him feel like some people value him.

What do you think happens next?

(Slide 24)

Options for discussion (see slide 24) – if you were one of Johnny's friends, you may have noticed him being bullied, being alone and isolated, you may have heard him making these comments that were a bit offensive/racist and you may have told a teacher – in which case he may have got some help.

Discuss other possible outcomes – e.g. Johnny uses the screwdriver to assault one of the boys who was teasing him, when one of the boys starts to chant 'fat face' again. He gets it out and is so frustrated at how he feels, he pushes into the boy hard- (this could cause serious injury, even fatality).

If this happens, Johnny will have gone from being a child without extreme or racist views to a child who has committed a hate crime or a terrorist act.

The consequences for this are huge.

How did this happen?

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Consider the stages of grooming (Slide 24)

Stage 4

Isolating from friends and people who care, tends to happen naturally as the person expresses their extreme views and people don't like this. This leads them to be confused and not understand why people don't see their point of view, they feel more alone and this is what the radicalisers want.

Stage 5

Johnny acts of his own free will when he gets the screw driver – or does he?

Is he doing this because he has been manipulated and isolated from all the good influences? He feels everyone is against him and now he believes he is defending himself and our country. You hear him say 'I'm not racist'. He has been brainwashed and doesn't even realise what he is like now, he thinks he is doing the right thing and defending his country against foreigners.

When we first saw Johnny, before he was groomed if someone had gone up to him and said, 'Go to your garden shed, get a screw driver out and stab that foreign boy at school!' Do you think he would have done it?
No!

This shows us the effect of being radicalised and how he got to the point where he went to his shed and got a screwdriver out without even being asked with the intention of harming someone.

Ask the children to reflect on what they would/could do if they began to notice these subtle changes in Johnny? Also reinforce that changes in a person's character may be due to a myriad of other reasons and not just radicalisation – e.g. moving house, birth of a new baby sister or brother, parents separating etc.

(Slide 25)

It is really important if you are worried about yourself or someone you know that you speak to a teacher or an adult you trust at school. Who would you tell if you had a worry that someone was being abused or groomed for abuse like this or any kind of abuse?

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Suggested activities to check understanding –

- Write a recipe for radicalisation

Reflect on the flow chart of stages of radicalisation – (slide 24)

Ingredients to include; the types of people that may be involved, to include the target and the radicaliser and their characteristics.

- You could write a rap or poem about this or create a melody, film it or record it.

Here are some examples:

They will pick on a lonely, vulnerable soul
They don't care about you they got their own goal
Then they're going to use your strong views
Make them stronger and befriend you
They'll make you feel you have it all
Now you got status, no longer so small
Then come the demands that you have to do
Or else back to sadness and isolation for you

Don't tell anyone
What we are planning to do
Don't tell anyone
They won't understand you
Don't tell anyone
They won't think it's cool
Don't tell anyone
Not even at school
What are you going to do?
What are you going to do?
If you can see what it is will empower you

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For further advice/support please contact:

Avon and Somerset Constabulary Prevent Team on 0117 9455539

Or

Trading with Schools, **Teaching and Learning Consultant (Equalities and Prevent) Bristol City Council** on 0117 922 2444