Extreme Dialogue for PREVENT Scotland

Introduction

Extreme Dialogue is a series of interactive educational resources for teachers, youth workers and others working with young people, centred on compelling films telling the first-hand stories of former extremists and survivors of extremism from across Europe and Canada (**http://extremedialogue.org/**).

This pack contains a suggested list of activities from the Extreme Dialogue Resource. Two specific stories (Adam and Billy) have been identified as useful in helping to combat radicalisation and extremism through education in Scotland. These two stories have been broken down into two lessons each to meet a standard fifty-minute secondary school period. Many schools in Scotland are Rights Respecting Schools (**https://www.unicef.org.uk/rights-respecting-schools/**) The following sessions are a useful way for pupils to further their understanding of the UN Convention of the Rights of the Child in an interactive and active way. However, sessions can also be delivered out with this programme.

It recommended that the following sessions should be delivered to pupils once per week over a four-week period to provide maximum impact and to allow for critical thinking and reflective practise.

A comprehensive description of each activity can be found in the free 'Resource Pack' which is available on the following link: **http://extremedialogue.org/educational-resources/**

Contents

Session One: Adam's Story Pt1

https://extremedialogue.org/stories/adam-deen

Learning Intentions

- To increase knowledge and understanding of violent extremism and its origins.
- To analyse the consequences and effects of violent extremism.
- To understand why someone might be influenced by extremist ideologies.

GIRFEC Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity	Prezi Frames
Introduction to session	2 minutes	Brief overview of what the group will be doing	3
Introductory Image	5 Minutes	Gaining thoughts on groups first impressions of Adam	4-8
Watch Film 1	3 Minutes	Video embedded in Prezi	50-52
Push and Pull Factors	15 Minutes	Identifying the reasons that influence individuals to become involved in extremist behaviour.	53-55
Extreme People	25 Minutes	Exploring the variety of people who have been influenced by extremist behaviour	57

Session Two: Adam's Story Pt2
https://extremedialogue.org/stories/adam-deen

Learning Intentions

- To understand why someone might be influenced by extremist ideologies.
- To recognise the influence peer-groups have on each other when dealing with adversity.
- To critically think about what pressures people are under when confronted with extremist ideologies.

GIRFEC Wellbeing Indicators

Safe, Active, Respected, Responsible, Included

Name of Activity	Time Needed	Description of Activity	Prezi Frames
Recap of Session 1	3 Minutes	Summarising the last session	N/A
How to Boil a Frog	7 Minutes	Understanding how someone can be influenced over time	58-61
Watch Film Clip 2	5 Minutes	Video embedded in Prezi	62-64
The Radio	15 Minutes	Exploring different strategies to say no to influencers	67
Watch Film Clip 3	10 Minutes	Video embedded in Prezi	71-74
Closing Activity	10 Minutes	Reflecting on the groups thoughts on Adam and discussing if these have changed throughout the two sessions	75

Session Three: Billy's Story Pt1
https://extremedialogue.org/stories/billy-mccurrie

Learning Intentions

- To increase knowledge and understanding of violent extremism and its origins.
- To analyse the consequences and effects of violent extremism.
- To develop an understanding of the environment where conflict can arise

GIRFEC Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity	Prezi Frames
Intro to Session	5 Minutes	Brief overview of what the group will be doing	1
Introductory Image	5 Minutes	Gaining thoughts on groups first impressions of Billy	4-5
Mini-Northern Ireland Historiography	15 Mins	Providing the group a context of Billy's Story	13-34
Video: Hurting and wanting to get your own back	10 Minutes	Video embedded in Prezi	36
Pulse Circle	10 Minutes	Video embedded in Prezi	71-74
Closing Activity	15 Minutes	Exploring how information is shared by communities and how fast this can happen	37

Session Four: Billy's Story Pt4

https://extremedialogue.org/stories/billy-mccurrie

Learning Intentions

- To understand why someone might be influenced by extremist ideologies.
- To recognise the wider impact of extremist behaviour.
- To critically think about what pressures people are under when confronted with extremist ideologies.

GIRFEC Wellbeing Indicators

Safe, Respected, Active, Responsible, Included.

Name of Activity	Time Needed	Description of Activity	Prezi Frames
Recap of Session 3	2 Minutes	Summarising the last session	N/A
Video: Not like in the movies ***Watch from 3:35-6:26***	10 Minutes	Creating empathy and understanding for the situation	40
The Ripple Effect	15 Mins	Recognising the wider impact actions can have when violence occurs	54-58
Unfold my Arms	3 Minutes	A problem-solving activity to promote communication	61
Video: Some mother's son ***Watch from 6:26-10:47***	10 Minutes	Video embedded in Prezi	62
Reflection Session	10 Minutes	The group discussing the learning which has taken place during the sessions and linking Adam and Billy's stories.	63

Appendix 1 - Prevent an Curriculum for Excellence

Introduction

Many schools in Scotland are delivering anti-radicalisation projects within their curriculum and using the resources that have been developed to support the work.

These resources provide the opportunity for teachers and pupils to explore the issue of radicalisation in a safe and challenging environment.
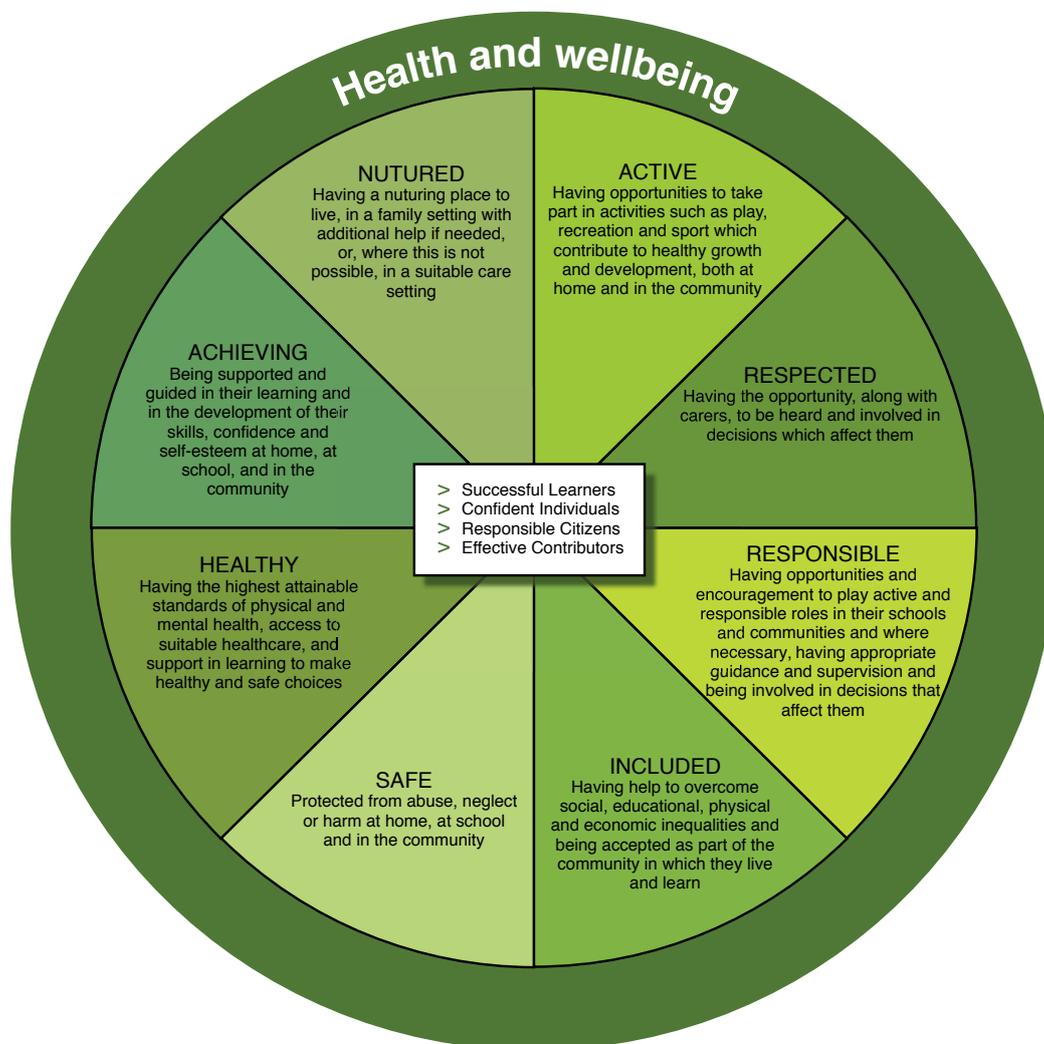
While many schools shape up their own projects and may use different resources, exploring the concept of radicalisation through the resources available on the National Improvement Hub of Education Scotland gives the opportunity for teachers to deliver to the following experiences and outcomes at the **3rd & 4th Level** within Curriculum for Excellence:

1. Health and Wellbeing

Learning in health and wellbeing ensures that young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

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The "Health and wellbeing" wheel showing the segments:

- **NUTURED** — Having a nuturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting
- **ACTIVE** — Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community
- **ACHIEVING** — Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school, and in the community
- **RESPECTED** — Having the opportunity, along with carers, to be heard and involved in decisions which affect them
- **HEALTHY** — Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices
- **RESPONSIBLE** — Having opportunities and encouragement to play active and responsible roles in their schools and communities and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them
- **SAFE** — Protected from abuse, neglect or harm at home, at school and in the community
- **INCLUDED** — Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

Centre:
> Successful Learners
> Confident Individuals
> Responsible Citizens
> Effective Contributors

Potential 3rd & 4th Level Health and Wellbeing Outcomes that could be met

- I am aware of and able to express my feelings and am developing the ability to talk about them.

  (HWB 3-01/ 4-01a)

- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

  (HWB 3-02/ 4-02a)

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

  (HWB 3-03/ 4-03a)

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- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

  (HWB 3-04/ 4-04a)

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

  (HWB 3-05/ 4-05a)

- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

  (HWB 3-07/ 4-07a)

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

  (HWB 3-08/ 4-08a)

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

  (HWB 3-09/ 4-09a)

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

  (HWB 3-010/ 4-10a)

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

  (HWB 3-11/ 4-11a)

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

  (HWB 3-12/ 4-12a)

- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

  (HWB 3-13/ 4-13a)

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- I value the opportunities I am given to make friends and be part of a group in a range of situations.

    (HWB 3-14/ 4-14a)

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning

    (HWB3-19a)

- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

    (HWB4-19a)

- I understand the importance of being cared for and caring for others in relationships, and can explain why

    (HWB 3-44a/4-44a)

2. Literacy across Learning

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

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Potential 3rd & 4th Level Literacy Outcomes that could be met are:

- I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style.

  (LIT 3-01a/4-01a)

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

  (LIT 3-02a)

- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

  (LIT 4-02a)

- As I listen or watch, I can:
    o identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
    o identify and discuss similarities and differences between different types of text
    o use this information for different purposes.

  (LIT 3-04a)

- As I listen or watch, I can:
    - clearly state the purpose and main concerns of a text and make inferences from key statements
    - compare and contrast different types of text
    - Gather, link and use information from different sources and use this for different purposes.

  (LIT 4-04a)

- As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

  (LIT 3-05a/4-05a)

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- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

  (LIT 3-06a/4-06a)

- I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

  (LIT 3-07a)

- I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

  (LIT 4-07a)

- To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

  (LIT 3-08a)

- To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

  (LIT 4-08a)

- When listening and talking to others for different purposes and ideas, I can
  - o communicate information, ideas or opinions
  - o explain processes, concepts or ideas
  - o identify issues raised, summarise findings or draw conclusions.

  (Lit3-09a)

- When listening and talking to others for different purposes and ideas, I can
  - o communicate information, ideas or opinions
  - o explain processes, concepts or ideas with some relevant supporting detail
  - o sum up ideas, issues, findings or conclusions.

  (Lit4-09a)

- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

  (LIT3-10a)

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- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

(LIT4-10a)

- To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

(LIT3-18a)

- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

(LIT4-18a)

3. Other Experiences and Outcomes:

While Health and Wellbeing and Literacy across Learning are the main areas where outcomes can be met from anti-sectarian work there are other outcomes that can also be met:

- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others

(RME 3-02b)

- I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.

(RME 3-02b)

- I am developing respect for others and my understanding of their beliefs and values.

(RME 3-07a/4-04a)

- I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways.

(RME 3-08a/4-08a)

- Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions.

(RME3-09a)

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- Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.

  (RME4-09a)

- I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.

  (RME3-09b)

- I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.

  (RME4-09b)

- I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.

  (RME3-09c)

- I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.

  (RME4-09c)

- I am developing my understanding of the nature of belief and morality

  (RME 3-09d)

- I am able to offer a basic analysis of the origins and development of beliefs and morality.

  (RME 3-09d)

- I can use my knowledge of a historical period to interpret the evidence and present an informed view.

  (SOC 3-01a)

- I can evaluate conflicting sources of evidence to sustain a line of argument.

  (SOC 4-01a)

- I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.

  (SOC 3-02a)

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- I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.

(SOC 4-02a)

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.

(SOC 3-15a)

- I can evaluate conflicting sources of evidence to sustain a line of argument.

(SOC 4-15a)

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

(SOC 3-16a)

- I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.

(SOC 4-16a)

- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

(SOC4-16b)

- I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.

(SOC 4-16c)

- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.

(SOC 3-17b)

- Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.

(EXA 3-14a)

- Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts.

(EXA 3-14a)

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- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

(EXA 3-15a)

- I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work.

(EXA 4-15a)

Conclusion

It is important to remember that this list is neither definitive nor exhaustive. Individual teachers will shape up their own anti-sectarian projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give schools and teachers an insight in to what is possible when structuring a project using the resources highlighted.

Mark S. Adams
Development Officer
Sense Over Sectarianism
Glasgow City Council
mark.adams@education.glasgow.gov.uk