

# Educate Against Hate: Starting conversations about the **extreme right-wing**

These materials are designed to help teachers initiate conversations in the classroom about right-wing extremism.

There is no requirement to explicitly teach about extremism in schools. However, helping students to understand what extremism is and the process of radicalisation is one way to help build resilience to harmful narratives. Teachers can use this resource, or parts of this resource, to start discussions in class.

The **video** covers:

- An overview of the extreme right-wing (ERW)
- The techniques used by extremists to recruit people
- The risks these groups pose
- How students can counter the ERW with respect and tolerance

The **classroom task** can be used to explore the process of radicalisation and how young people can be drawn in.

The resources are designed to be used flexibly with students in Year 9 and above. However, you know your students best. It is strongly recommended that you review the films and handouts before delivering them to identify whether there are themes that might be upsetting for particular students.

## Using the film in class



The film is **4 minutes 36 seconds** long.

It's designed to initiate conversations in the classroom. At several points in the video, a 'pause' icon appears in the top right corner indicating that it can be paused to open a class discussion.

Alternatively, the film is available as four separate videos.

An editable PowerPoint slide accompanies the video(s) with suggested discussion questions for the class:

- What does extremism look like?
- What are some examples of far-right extremism?
- Why are the Nazis and the British Union of Fascists considered extreme?
- What is radicalisation?
- What would you do if you were worried about a friend?
- How did the video make you feel?
- What did you learn?

## Using the classroom handout

This handout shows the journey of a young person being radicalised into the far-right via online gaming. It aims to help initiate discussions about the techniques used by extremist groups to get more people to believe their hateful ideas.

For example, students could be asked to:

- Identify techniques being used to persuade the main character.
- Consider what they would do if they were in the position of the main character or one of his friends.
- Act out the narrative and then develop additional scenes.

Some of the techniques that can be identified in this fictional case-study include:

- Offering a sense of community and a support network (while creating distance from friends and family)
- Giving a sense that the individual is 'special', building on existing vulnerabilities such as lack of belonging or low self-esteem.
- Promoting an 'us and them' mentality
- Capitalising on individual grievances and blaming specific communities
- Encouraging using hatred and violent actions to seek justice

An annotated 'teacher copy' is available that highlights how these techniques are demonstrated in the case study.

## Definitions

**Extremism:** The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs<sup>1</sup>.

**Terrorism:** An action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

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<sup>1</sup>The Counter Extremism Strategy 2015

**Radicalisation:** Commonly used to describe the processes by which a person adopts extremist views or practices to the point of legitimising the use of violence.

**Immigrant:** A person arriving or returning from abroad to another country.

**Extreme right-wing:** This category covers sub-ideologies, including Cultural Nationalism, White Nationalism and White Supremacism. These themselves span a range of extreme beliefs such as anti-Semitism, anti-Islam, neo-Nazi, ethno-nationalism or anti-establishment

## Examples of extreme right-wing terrorism

The following events are mentioned in the film:

### Finsbury Park attack

In 2017, a far-right terrorist drove his van into a group of people coming out of a mosque. One person was killed and several others were injured. The attacker was quoted as shouting "I want to kill Muslims" and "this is for London Bridge" in reference to the recent attack claimed by the Islamist terrorist group ISIS.

### Murder of Jo Cox

Jo Cox was a member of Parliament representing the Labour party. In 2016 she was attacked and killed. It is claimed by eye-witnesses that the person who murdered her said after the attack, "This is for Britain".

### Norway attacks

In 2011, a far-right terrorist planted a car bomb in Oslo, near the office of the country's Prime Minister. Approximately 2 hours later, there was a second attack at a summer camp organised by the Norwegian Labour Party. These two attacks led to 77 people being killed. Before carrying out the attacks, the perpetrator emailed a large number of people a document he had written outlining his racist viewpoint.

### Christchurch Mosque Shootings

In 2019, there were two consecutive shootings at mosques in Christchurch in New Zealand. More than 50 Muslims were killed. Prior to the attacks a manifesto was emailed to members of the media, believed to have been written by the attacker, which included racist sentiments and neo-Nazi symbols.

A [timeline of terrorism](#) between 1972 and 2018 is available on the SINCE 9/11 website. It includes far-right and Islamist examples. It is suitable to be used by secondary school students.

## Where to find out more information

**Nazis and the holocaust:** The [Holocaust Educational Trust](#) aims to educate young people of every background about the Holocaust and the important lessons to be learned for today.

**Proscribed groups:** A list of proscribed (banned) terrorist groups in the UK is available on [GOV.UK](#).

**Immigration:** A [Parliamentary briefing pack](#) on immigration statistics.

**Vulnerability to radicalisation:** Some individuals are more vulnerable to radicalisation than others. More information is available in the [Q&A section](#) of Educate Against Hate.

**Talking to students after a terrorist attack:** The [PSHE association](#) have produced a framework for young people to discuss terrorist events, providing opportunities to process what has happened in the safety of a classroom.

**Islamist extremism:** A film and handout by Educate Against Hate to facilitate discussions about Islamist extremism is also available here:  
<https://educateagainsthate.com/resources/starting-conversations-islamist-extremism-2>

**Advice on holding difficult conversations:** The [Institute for Global Dialogue](#) has produced advice for teachers on holding discussions on difficult topics. This includes tips for facilitating discussion (Chapter 5).

Further resources to talk about extremism in the classroom are available on [educateagainsthate.com](https://educateagainsthate.com)