



IDENTITY, VIOLENT EXTREMISM, DIGITAL RESILIENCE

Scheme of Work for Key Stage 2 Pupils

London Borough of Waltham Forest- Prevent Team

Notes on this scheme of work:

This scheme of work is intended for use within Upper Key Stage 2 classrooms, but can be adapted for use in Lower Key Stage 2 and Lower Key Stage 3 settings.

Included in this pack are the following materials:

- Lesson plans for three teaching sessions on the themes of Identity/Community, Understanding Violent Extremism and Digital Resilience
- Powerpoint presentations for each teaching session
- Guidance on how to tackle frequently asked questions in open discussion

All resources were originally created for use within school settings across East London and so examples and scenarios included in this pack are not exhaustive and may be adapted slightly to suit the needs of your educational setting. All resources are intended as a proactive measure to help pupils and teachers build awareness of and resilience against violent extremism, as considered in the Prevent Duty. The scheme of work is most effective when all sessions are delivered but you may wish to deliver just one or two if this is appropriate to your setting. These materials have been developed to fit with existing themes linked to Fundamental British Values and to work alongside broader curriculum areas, such as PSHE, RE, Speaking and Listening and Computing.

Lesson outcomes do not need to be physical and these materials are intended to stimulate open discussion in a safe environment. In some of the East London schools where this programme has already been delivered, staff have opted to create pieces of artwork or poetry to provide physical evidence as a response to issues and themes discussed but this is at the discretion of your school.

We hope that these resources will be effective in enabling and empowering pupils to understand the issue of extremism and to build resilience in our diverse communities. Any further enquiries about this lesson pack can be sent to amy.strode@walthamforest.gov.uk.



Lesson Plans- Identity and Community, Understanding Violent Extremism, Digital Resilience

Subject area and unit: Identity/extremism/online resilience Cross-curricular links: PSHE, RE, P4C, Speaking and Listening	Time scale: 3 lessons (60-90 mins each).
Vocabulary: identity, community, culture, nationality, faith, belief, values, discrimination, stereotyping, extremism, division, segregation, violence, hatred, racism, xenophobia, homophobia, islamophobia, aggression, solution, perspective, communication, online, fake news, bias, source, information, critical, reliable, safety, manipulation, resilience	

Notes on this resource:

Each of these lesson plans was created for use in East London schools but can be adapted slightly to suit the needs of your school, year group or class.

Each lesson plan comes with an accompanying Powerpoint presentation which includes key questions to stimulate discussion (these are outlined in the plans below). In each lesson plan, there are notes on delivery. Please also take some time to read through the accompanying guidance document for tackling challenging questions; this is based on common questions arising from the three sessions when rolled out initially in primary settings across East London, but this list of queries may not be exhaustive. If a question arises which is not included in this document, it may be best to leave the question in the immediate session and return to address it at a later point when you have had time to either research or construct an answer which is most suitable for your pupil/s. This advice is also not exhaustive and you may wish to draw on your own rapport as a teacher with your pupils to build a suitable safe space for open discussion (such as through familiar ground rules and measures to ensure input from all pupils- e.g. lolly sticks/peer feedback etc).

The suggested timings for these sessions are 60 – 90 minutes but, again, this can be adapted to suit your pupils' needs and learning behaviours.

Each lesson plan includes colour-coded prompts to direct you to the relevant accompanying Powerpoint slides or question prompts.

Session	Learning Intentions & Success Criteria	Warm up/ starter	Main introduction and activity	Resources	Plenary
1 60 mins	<p>LI: To understand identity and community</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can explain what the terms 'identity' and 'community' mean - I can identify how it feels to be part of a community - I can think about and discuss my own identity - I understand what makes a strong community 	<p>Introduction and ground rules:</p> <p>Outline that you will be completing workshops on different themes and current issues which pupils might have come across in daily life. These will involve lots of discussion and it is important that we are all confident to be part of these discussions.</p> <p>Ask pupils- what should we remember when discussing issues or sensitive subjects?</p> <p>Take ideas and write up a quick contract. Display this in your classroom during each session for pupils to refer back to.</p> <p>Explain to pupils that if there are any questions, not to feel shy about asking or to share with an adult after the session if they are concerned about any part of the discussion. Encourage them to think about others having the same question in mind and explain that their questions may be useful to their peers. Offer post-its for those who might have a question to ask but it is not an appropriate time to ask.</p> <p>DISCUSSION POINT 1 (Slide 2)</p> <p>Ask pupils- what does identity mean? Take ideas- consider physical and personality traits, what makes you unique. Discuss that the most unique part of your identity is your fingerprint. If pupils are focused on physical/visible aspects of someone's identity, ask them to talk about the meaning of the saying, 'don't judge a book by its cover'.</p>	<p>DISCUSSION POINT 2</p> <p>Ask pupils- do we just have one identity? Take ideas. (Slide 3)</p> <p>Show example of your own identities on Powerpoint. Use the example of Shrek- 'ogres are like onions'- to explain that we have many layers to our identity and these may change and develop based on our experiences, the people we meet, the places we visit etc.</p> <p>ACTIVITY 1</p> <p>Ask pupils to list all the parts of their identity. Offer examples such as nationality, faith, languages spoken, hobbies etc. Bring group back together and ask- at what age do you think our identity stops growing? Take some ideas. Explain that it doesn't stop! Use example of secondary school- you may gain the new identity of your new school but you won't lose the memories and experiences and identity of your primary school.</p> <p>DISCUSSION POINT 3</p> <p>Explain that our different identities mean we fit into communities. Ask pupils- what is a community? Take ideas.</p> <p>Prompts-</p> <p>What makes a group of people a community?</p> <p>How do you know if you are part of a community? (Slide 4) Show definitions on Powerpoint.</p> <p>ACTIVITY 2 (Slide 5-6)</p> <p>Show pupils case study of Mohamed. Ask pupils to list all the different communities he is part of. Challenge pupils to find 10. Offer example to start- e.g. imagining places as communities like Russian dolls/Babushka dolls- smaller, more local communities like Mogadishu fit into wider communities, such as the national African community.</p> <p>Pupils to feedback- consider school community, family, age (youth community), language, immigrant community- you may wish to clarify what the term immigrant means.</p> <p>Reveal who Mohamed is. Ask pupils- which communities is he part of now? Discuss and reiterate how we are not just set in one identity and that, as we get older, we make decisions about how we define our identity. See <i>Tackling Challenging Questions guidance Q1a</i>.</p> <p>ACTIVITY 3 (Slide 7)</p> <p>Ask pupils to choose from their initial list the community or identity which they feel is most important to them and to secretly write this on a small piece of paper and roll into a snowball to throw into the centre/front of the room. Choose a few to read out to the class. Ask pupils to stand up if they feel they belong to the community you read out.</p>	<p>Powerpoint Paper Pens</p> <p>Optional: Post-its</p>	<p>(Slide 12)</p> <p>Talk to your partner- Ask pupils to think of ways that their school builds a sense of community or ideas of other activities or events which might help. E.g. buddy systems, school fairs, assemblies, cultural days/celebrations etc.</p>

Ask- what does this activity teach us? Discuss the idea that we have shared communities. Even if someone next to you has a different identity or community, there will always be something in common between you. [See Tackling Challenging Questions guidance Q1b.](#)

DISCUSSION POINT 4

(Slide 8-9)

Discuss- what makes a strong community? How should a strong community make you feel? *(Slide 10)*

Ask pupils to note down how they would welcome new students to their school community or how they were welcomed if they came from another school or place. Take examples.

DISCUSSION POINT 5

(Slide 11)

Show pupils cartoon.


Explain that in the next workshop, we will talk about people or groups who might try to challenge identities or communities in a negative way.

Ask- what do we mean by stereotyping?

Take ideas and discuss.

Ask- what is the rhino's problem? Explain that he cannot see the full image, which is similar to how people who use stereotyping see individuals- instead of seeing all the layers of someone's identity, they will pick on one part of their identity and use it to make a negative judgement of that person. There is a piece of the puzzle missing. Offer examples or ask pupils to think of examples. E.g. Gender- "girls can't play football/ boys can't do ballet", age- "young people shouldn't have a say in big decisions because they aren't knowledgeable/an old person can't hike up a mountain".

Ask- What should you do if you see someone using stereotyping or discriminating against someone? [See Tackling Challenging Questions guidance Q1c.](#)

<p>2 90 mins</p>	<p><u>LI: To understand violent extremism.</u></p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> - I can explain what is meant by the term 'violent extremism' - I can discuss different perspectives. - I can think of ways to challenge extremist views peacefully. - I can listen to the ideas of others and share mine respectfully. 	<p>Recap ground rules and remind pupils that they are free to ask any questions if they need to. You may wish to take a few minutes to address any post-it questions left during Session 1.</p> <p><u>DISCUSSION POINT 1</u></p> <p>Ask pupils- what do you think extremism means? Take ideas.</p> <p>(Slide 2)</p> <p>See '<i>Potential questions or comments raised during "What Is Extremism?" discussion.</i>'</p> <p>Show pupils four images.</p> <p>Ask pupils to raise their hand if they recognise any images, if they can say anything about an image or if they have a question.</p> <div data-bbox="405 582 801 1556" style="border: 2px solid black; border-radius: 25px; padding: 10px; background-color: #fff9e6;"> <p>TEACHING NOTES:</p> <ul style="list-style-type: none"> - <i>Picture 1</i> - taken during Apartheid in South Africa, shows segregation between races, similar to the segregation used in America in the 1930s- you may wish to reference Martin Luther King, Rosa Parks, Nelson Mandela. - <i>Picture 2</i>- discuss the term Islamophobia- this shows only one form of religious discrimination but there are many kinds which exist in society. - <i>Picture 3</i>- taken during 9/11 attacks in New York. If pupils are unsure of what these are, ask if they are aware of the 2017 attacks in Manchester and London. How are terrorist acts meant to make communities feel? - <i>Picture 4</i>- the Ku Klux Klan or KKK, an organisation who believe in white supremacy (that white people should have power over all other races- would one identity having power over others ever help to build a strong community?). - Write any key terms on the board- <i>segregation, Apartheid, racism, islamophobia, terrorism, Ku Klux Klan, discrimination, violence, hatred, supremacy.</i> </div>	<p><u>DISCUSSION POINT 2</u></p> <p>(Slide 3)</p> <p>Show pupils image.</p> <p>Talk to your partner- what is or could be the impact of continued extremism? Take ideas. Discuss divides, influences, how people might feel, us versus them mentality, wars etc. You may give an example of how hatred might start on a local level (e.g. in a neighbourhood) and guide pupils through the journey of this being spread more widely. Examples should be kept generic and not linked to protected characteristics to avoid targeting discussion to real life prejudice. For instance, "imagine if people were divided on whether they liked cheese or not. How might conflict start? How might someone react if their neighbour shouted something offensive to them? What might happen? How might news spread of this?" etc. You may wish to discuss the involvement of innocent people in this conflict.</p> <p><u>DISCUSSION POINT 3</u></p> <p>(Slide 4)</p> <p>See '<i>Potential questions or comments raised during discussion on Isis and National Action.</i>'</p> <p>Show pupils images of Isis and National Action.</p> <p>Ask pupils to raise their hand if they recognise any images, if they can say anything about an image or if they have a question.</p> <div data-bbox="869 742 1612 1528" style="border: 2px solid black; border-radius: 25px; padding: 10px; background-color: #fff9e6;"> <p>TEACHING NOTES:</p> <ul style="list-style-type: none"> - <i>Isis</i>- Explain that Isis are a group who carry out terrorist acts predominantly in the Middle East in countries such as Syria and Iraq. They may go by other names including Islamic State, but how do we know they do not represent the Islamic faith? (Point out that the word 'Islam' means peace and that all religion teaches kindness and respect. You may wish to compare to the KKK from slide 2, who will often use Christianity to justify their hatred and violence). - <i>National Action</i>- National Action are a group based in Britain. Discuss their use of Hitler as a role model- just because Hitler died at the end of WW2, does that mean that his ideas died too? Groups or individuals who still believe in hatred towards those who are not white or of the same national or cultural background are known as Neo-Nazis (new Nazis). How do we know this group does not represent Britain? (Point out that many children may have said they were British in Session 1, and how they may all be different and contribute different skills etc. to their community). <p>Explain that these groups may call themselves communities but how do we know that these are negative communities? (If struggling, remind pupils of previous lesson and ask- how should a real community make you feel? What tells you that these groups might not make you feel that way?)</p> </div>	<p>Powerpoint</p> <p>Optional: Post-its</p>	<p>(Slide 14)</p> <p>Talk to your partner- what should you do if you witness anything similar to the scenarios today?</p> <p>Take ideas.</p> <p>Recap key terms and definitions.</p> <div data-bbox="2027 1476 2139 1540" style="text-align: right;">  Waltham Forest </div>
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- *Key questions*- Are these acts done because someone simply dislikes someone or are there stronger emotions used? What words can we use to describe all of these acts? Emphasise that the two keywords we use to define extremism are hatred and violence towards other communities.

ACTIVITY 1

(Slide 5-13)

See '*Potential questions or comments raised during scenario discussions*'.

Explain to pupils that we will read some scenarios and decide if they include any hatred or violence linked to extremism. Explain that we can look at hatred as meaning discrimination, i.e. "I could say that I hate Brussel sprouts and that wouldn't necessarily be offensive or discriminatory but, if I say that I hate everyone who enjoys eating Brussel sprouts because they are disgusting people then I am using stereotypes or discrimination".

Run through each example- children volunteer to read aloud, discuss with peers, feedback in discussions- what are the keywords that tell us this is hateful/discriminatory or violent?

TEACHING NOTES:

- *Scenario 1*- discuss difference between xenophobia and racism- racism is discrimination based on skin colour, whereas xenophobia is based around nationality.

- *Scenario 2*- discuss how, even though no violence committed, hateful viewpoints can influence others or lead to violence- offer example that Hitler did not commit mass violence himself or alone but encouraged others to take action once his ideas spread. Discuss where atheists learn their morals if not from a holy book.

- *Scenario 3*- how could this have been resolved differently? (Remind pupils of previous workshop- ways of interacting with new students, particularly pupils with English as an Additional Language).

- *Scenario 4*- what if these individuals were the same religion? What if they were different religions? What makes a 'real believer'?

- *Scenario 5*- (if reaction to term 'gay') explain that, just as we listed our identities, the term gay is just one of those layers, just as someone who is Italian might describe themselves as Italian or just as someone might describe their skin colour as black, white etc. Explain that homophobia is specific discrimination of LGBT+ community. Reiterate the idea that hatred of any kind could lead to violence.

- *Scenario 6*- ask pupils how would Adam feel? What should Adam do? Why is it not a good idea for him to retaliate?

- *Scenario 7*- split into two sections- show of hands (yes/no/not sure) are you allowed to say you hate the government? Why is that acceptable but not to say you hate everyone in that country because they believe different things? Use example- "I can say I hate West Ham F.C because that might be an opinion but why is it not OK to say I hate everyone who supports West Ham and that they are all different from me?"

- *Scenario 8*- discuss the term 'immigrant'- why might someone be an immigrant? Can a person steal someone else's job? Discuss phrase 'by force'.

<p>3 60 mins</p>	<p><u>L1: To understand ways of questioning information online.</u></p> <p><u>Success Criteria:</u> - I can identify different sources of information. - I understand what might make a source unreliable/biased. - I can use a guide to identify unreliable sources - I understand why it is important to question information online.</p>	<p>Recap ground rules and remind pupils that they are free to ask any questions if they need to. You may wish to take a few minutes to address any post-it questions left during Sessions 1 and 2.</p> <p><u>DISCUSSION POINT</u> <i>(Slide 1-3)</i> Explain that today's session will be about online resilience. You might want to clarify the meaning of resilience with pupils. Ask pupils "why might someone use the online world to spread ideas of hatred and violence like those we learned about last lesson?". Give pupils the example scenario on the slide as stimulus. Take ideas. Why might I use the online world to get you to join my club instead?</p> <p>Take ideas and explain that today we will think about ways of questioning sources of information online and the intentions behind them.</p>	<p><u>DISCUSSION POINT</u> <i>(Slide 4)</i> Tell pupils you will show them the trailer for Shrek/Frozen. https://www.youtube.com/watch?v=CIMkI_wvxz8</p> <p>Ask pupils- was I lying when I said I would show you Frozen? Why not? Was I telling the truth? Why not?</p> <p>Explain that we can call this a half truth and some of the groups we talked about last session might use half truths to encourage young people to join them. A half truth is a message which uses elements of the truth to try to convince an audience of something different.</p> <p><u>DISCUSSION POINT</u> <i>(Slide 5-6)</i> Explain that many of these groups will use propaganda. Ask pupils- what is propaganda? Use WW2 rationing or armed forced posters as examples of material which encourages you to act. Show pupils iceberg and explain that when we come across something online, such as the trailer, we only see what is on the surface and not the intentions behind it or even perhaps any editing. Reiterate with shaking head image- we need to question what is under the surface.</p> <p><u>DISCUSSION POINT</u> <i>(Slide 7)</i> Run through <i>Propaganda, Fake News or Reliable?</i> guide. Ask pupils- where have you heard the term fake news? Why might individuals like to use this term? What is reliable news? Key points to clarify- -<i>Mainstream source</i>- clarify that mainstream means something which is popular, renowned or well-established. What might a mainstream source be? Discuss that even though the news is a mainstream source because it gives us up-to-date information about the world, stories can still be selected or edited so it is important to read around them. E.g. if I was a journalist and the Loch Ness Monster was walking through East Ham, would I choose an eye witness who was unphased- "this sort of thing happens every day around here"- or would I choose someone who was expressive and explained how exciting or scary the event was- "I saw these giant jaws coming through my bedroom window. I froze. I was petrified and didn't know whether to scream"? Ask children why Wikipedia is not a reliable mainstream source. - <i>Clarify fact vs opinion</i>- a fact is something which is proven scientifically, historically etc, whereas an opinion is someone's belief. An opinion is true if backed up by fact, e.g. "In my opinion, water is wet".</p>	<p>Powerpoint</p> <p>Fake News Guide printout (optional)</p> <p>Optional: Post-its</p>	<p><i>(Slide 15)</i> Ask pupils- what should you do if you come across anything that confuses you or worries you online?</p> <p>Take ideas. Screenshot if not distressed, close screen if distressed, report if site has function to do so, always tell an adult.</p> <p>What should you do if you are on a site that is not age appropriate, e.g. YouTube channel, Facebook etc, and you see something that worries you?</p> <p>Emphasise importance of still telling a trusted adult. Ask pupils why this is still important and consider ideas around relieving worry, keeping safe and preventing danger or further hatred/violence being spread.</p>
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- *Read beyond-* talk about how a headline about the Loch Ness Monster in East Ham may be clickbait (wanting to generate page views) or might just be there to hook you in to sell a newspaper. Always read the article or you might not get the full picture- it may have just been a hoax, a marketing stunt or a float in a parade!

- *Ask the experts-* Ask pupils for some other examples of experts. Pose the question- are parents always experts? Explain that parents are a valuable source of knowledge, advice and support but offer example of where parents might possess their own bias or not have knowledge of a topic, e.g. "If I asked my 70 year-old uncle to help me write a report on Stormzy, would he necessarily be able to give me reliable information?"

ACTIVITY 1

(Slide 8-14)

Explain that we will use this guide to Show pupils each example and ask which tips on the Fake News guide they would use to decide whether or not it is reliable.

TEACHING NOTES:

- *Doughnuts/Smoking/Satellites-* Use of technical or expert vocabulary in doughnut and smoking example to make author seem knowledgeable- point out that extremist groups may do the same using religious terminology or historical examples.

- *Manchester United-* Ask pupils to give one example of what makes a good football team to encourage them to establish how many different opinions there may be on one topic.

- *New York Post-* Encourage pupils to think about the date and how this newspaper may be predicting the result and reaction to an upcoming election. Explain that all newspapers come with bias- ask pupils, "if I was going to ask you to write an article on snakes, what would your article say?" and take a few opinions to demonstrate bias. Reiterate that it is important to read what more than one newspaper might have to say about a certain topic to get a well-rounded view of the issues.

- *Manchester United/Satellites-* Focus on the idea that how a website looks does not tell us whether it is reliable or not. Sometimes, websites may look very clearly homemade, but sometimes people can invest a lot of time and money into making a website look legitimate using videos, images, reviews and links to social media.