**Common Sense – Combatting Extremism**

***‘The only time you should look down on someone is when you are helping them up’ Chloe Barot.***

**Preamble.**

This resource helps address the issue of extreme behaviours in our schools.

There is already a lot of great practice and no intention to suggest this is the only way forward.

However the six sessions do offer a new, cohesive approach. They are designed to be flexible in terms of pitch, time allocation, and direction.

**Pitch:** usable for any year group from Year 7 to Year 13

**Time allocation:** can be used in 10 minute Assemblies or 1-hour lessons

**Direction:** you can include additional material on homophobic bullying, far-right extremism, or any other area of extreme behaviour.

The guide offers a clear framework and sense of direction, but should not be seen as exhaustive. There are suggested activities to accompany the slides. They can be picked as desired/suitable, yet there is no need to cover every one of them. If selected they will add different levels of impact.

It is advisable to follow the order of the slides as they employ a spiral curriculum model to help the students understand the relevance of qualities, emotions, and most importantly common sense.

**Four Models of Delivery**

**Model One Delivery via 5-6 weekly assemblies**

Stick to showing the Student PowerPoint and using prompts from the Teacher’s Guide for the presentations.

**Pros:** a senior teacher who understands the local situation delivers the materials in a thoughtful manner.

**Cons:** Little time for student input or development.

**Model Two Delivery via 5-6 20-minute Form sessions**

Stick to showing the Student PowerPoint and using prompts from the Teacher’s Guide for ideas for quick discussions.

**Pros:** delivery by the Tutor who knows his/her class and understands the local situation; students have some input and a little development time.

**Cons:** some of the possible development opportunities will be missed.

**Model Three Delivery via 5-6 lesson starts**

Stick to showing the Student PowerPoint and using prompts from the Teacher’s Guide for ideas for quick discussions before moving on to normal topics.

**Pros:** any teacher, in any subject, and at any time, can deliver the materials. This means the materials can all be delivered swiftly. If delivered in PSHEe or Citizenship the teacher may make some great links into the areas they are scheduled to teach.

**Cons:** the teacher may not be an expert in this area [unless covered by a PSHEe or Citizenship teacher] and can therefore lack depth; there is still little time to develop ideas.

**Model Four Delivery via PSHEe/Citizenship lessons**

Here the teacher can use the Student PowerPoint, which is re-writable, and the Teacher’s Guide as launch points following as many of the activities below as he/she feels are possible.

**Pros:** delivery by an expert with time to draw out the detail and create opportunities for meaningful development.

**Cons:** time consuming, and possibly takes away from space normally devoted to other areas.

These resources are inspired by the great work of **Zebra Red**. The gold standard approach is to introduce the topic via their excellent sessions and follow it up with this resource. The quote above comes from their organisation and provided the starting point for all the materials.

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| **A comment on Radicalisation and Extremism** |
| This resource explores an in-school approach to combatting extremism within our schools and local communities. As such we are mainly focusing upon the radicalisation of those we teach and the methods we might use to reduce this.  The ‘Common Sense’ resource will only work well if used alongside the other methods routinely required under the Government’s PREVENT strategies. These materials do not seek to identify extremists, or those behaviours associated with radicalisation that might lead to extremism.  Radical behaviour is not, in itself, wrong. There are many examples of radical people who benefit our communities. Radical behaviour becomes an issue when it leads to extremist ideas at odds with our society. In these circumstances the terms ‘radicalisation’ and ‘extremism’ become watchwords for danger in our society.  This resource was originally commissioned to address radicalisation and extremism in relation to the Far Right. UK society has long had issues with the behaviour demonstrated by organisations seeking to assert their own kind of ‘Britishness’ to the detriment of mainly non-white minority ethnic and cultural groups.  It is important to note the resource will work equally as well in a range of other contexts including radicalisation via ‘faith’. This area is one that dominates our Press and national agenda. It is not the sole preserve of one faith, Islam, though it can seem this way. |

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| **A comment on the format of this resource** |
| This resource has been designed to follow the structures and processes of character education as modeled by The Jubilee Centre for Character & Virtues at The University of Birmingham. It has also been adapted to emulate some of the methods seen in Zebra Red sessions. This makes the structure fairly unique.  Character education, in this sense, explores a range of relevant qualities of mind and character, looks at the effect of emotion, and deploys good, or common, sense.  The stages are broadly:   1. To **‘stop’** and pause; 2. To **‘notice’** what is happening in a situation; 3. To **‘look’** at how our emotions affect our behaviours; 4. To ‘**listen’** critically’ to our motivations; 5. And then to **‘transform’**   This is something the Jubilee Centre often refers to as the caterpillar process after the transformation in the book about The Very Hungry Caterpillar by Eric Carle. In this book the caterpillar eats a wide variety of different coloured foods before transforming into a butterfly. Once he does his wings are coloured with the colours of the various foods he has eaten. This is the same with our qualities and us. Our lives are coloured by the qualities and emotions we use and develop; shaped by our actions and intentions. We become the result of what we were as our younger selves.  As Zebra Red point out ‘change’ may not be permanent, while ‘transformation’ is. |

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| **STOP** | | |
| **Slide**  The slide numbers and titles below refer to the student PowerPoint. | **Activity**  In addition to creating debate via the questions shown on the Teacher Guide PowerPoint the following activities can be followed. | **Impact**  Each slide has potential impact in combatting extreme behaviours. |
| 3. How do you like your smoothie? | **Stop doing without thinking**  A card sort exercise would help you explain how we all see smoothies differently. This might be in the form of a diamond 9 or pyramid task. Students would place their most essential ingredients one at a time until 9 places are taken. Then each in turn has the chance to remove and replace one tile. The nature of ‘smoothies’ is such that agreement may never be reached.  **Stop and Think – Who am I?**  Careful planning and photocopying will mean your pieces of paper for the diamond 9 can now be turned over and re-used for this task. This time the tiles will show different qualities. Their aim is to create a pyramid or diamond 9, which shows their own individual qualities. If the group contains 3 or 4 people they need to know they are not creating something that shows the group, but something that shows themselves individually. This will inspire competition and clearly demonstrate their differences. Try to remember to take a photograph of the different groups work to use in a later session.  **Stop and Think – Who do I want to be?**  With the student’s ideas of what would be his/her own pyramid or diamond 9 encourage discussion over how their best ones [the qualities] can help others, how they might grow their weaker ones, etc. as shown on the Teacher’s Guide slide. | The initial discussions caused by the first diamond 9 task will allow the teacher to show we all sees things differently, and our idea of right/wrong may vary.  The second diamond 9 task will show how there are more significant differences between us. It also provides a chance for the students to consider their own qualities in more depth.  By using the discussion questions as a plenary you will be showing the students how what they are good at can aid others, also how they might consider growing what they already have. |
| 4. What would be in a glass of me? |
| 5. How can you make the glass into something bigger? |

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| **LOOK** | | |
| **Slide** | **Activity** | **Impact** |
| 7. What if you could look down from the highest point in our school? | **Looking down**  Ask the students to stand. Each takes it in turns to say something they might see if they were looking down on their school from the skies. You might set the scene by telling them the time of day, or offering hints such as ‘what are they doing?’ ‘Where abouts are they?’ ‘Can we see how they are feeling?’ If a student cannot think of an answer he/she sits down. Those sat look for repetitions and note the answers they feel are most interesting and offer good variety.  **Looking up**  A repeat of the first task, this time thinking about the local area/community. The students who are knocked-out should listen for similarities and differences in the things classmates say.  Once the discussion is over discuss how what they mentioned might change if people had more of the qualities shown on the slide.  **Looking Around**  A paired task arranged first in friendship pairs. Pairs face each other and take 10 seconds to say something positive about the person they are facing. Have at least 3 goes and regulate it using a timer. Each 10 seconds one person says something positive about the other e.g. ‘you are great at football’ or ‘I like the way you keep trying in English lessons’. Perhaps swap pairs?  End by offering reflection so students can decide if they are surprised, perhaps they feel their friends missed things? | The impact here is to start seeing the variety of people and activities which can happen in school.  This now makes it easier to think about the local community, the people and their actions. It also ought to point towards how the students interact with them.  This part is very hard for students to do, just try doing it with someone you know before hand. It will draw out interesting thoughts and the chance to discuss why it is so hard to talk about who we are at this level.  There are free countdown timers on the internet. |
| 8. Now imagine you could look down from the highest point in our community |
| 9 What do we see when we just look around at each other? |

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| **LISTEN** | | |
| **Slide** | **Activity** | **Impact** |
| 11 What do we hear about the world? | **Listening to the News**  Begin by talking to the class about news and the Press. You might show them websites such as BBC News or have copies of newspapers you can share around the class in groups.  Follow this by explaining how we can also gain news in other ways such as social media and ask the class what they feel might be the differences between the two.  When they have discussed this ask each to complete a paper-chain link and then glue them into a chain.  **Listening to people we respect**  Next discuss why people might respect those with the different jobs shown on the PowerPoint. Try to use some of the words for qualities you have already explored with the class. Then ask them about people we look up to such as famous people, or friends and family. What is it about them that we admire?  Now ask them to complete a second paper-chain link and glue them together. This time the link is about the two things you have just discussed. Once they are completed you will have two long chains to display in the classroom.  **Listening to ourselves**  Now think about the questions from the Teacher’s Guide. Would anything change if the person were from a different country? Does it matter if they are good in some areas but not in others? What would make someone change his/her mind? | Some students do not watch the news or read papers so this may be an eye-opener for them. Others do not engage in social media [though this may surprise us!]. The task will hopefully show them just how many stories affect them at the moment. Will take careful handling to avoid being negative about individuals.  Students might research news before the lesson  Thinking about who we respect and why can be hard. Students often respect a person for one thing they do without thinking about the bigger picture. There will be more impact if you can illustrate this e.g. a glamour model who is a great parent [therefore great role-model] but not very good at avoiding debt or drinking. A footballer might be another example.  Finally the impact here is in how well you use the answers. Think about what they say and how you can use this in the next session. |
| 12 Who do we respect? |
| 13 Would anything change if? |

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| **CHANGE** | | |
| **Slide** | **Activity** | **Impact** |
| 15 Do we change ourselves for others? | **Changing for others**  Bring out the slips used for the pyramid or diamond 9 activity. Ask the students to have another go. As they do it look to see where they are willing to compromise to get the job done. In the original they were trying to show their own qualities, but having to take it in turns with others in the group. If you remembered to take photographs at the beginning you can also compare what they have come up with to see if anything has changed.  **Changing for myself**  Common-sense is missing from the set of slips but is very important. It makes sure if there is an excess or deficiency in one area the others balance it, and helps show when we go wrong.  Looking at the cards at the bottom of the pyramid / Diamond 9 discuss how common-sense might help us develop them?  This discussion might come following a short drama / dialogue in 2s or 3s where students discuss whether they ought to do their homework, be kind to parents, or drop litter. This would include when it is right and when it is wrong. Afterwards it will be more clear the role common sense plays.  **Changing for us**  Now look back and discuss whether some people might use their top ones a little too much, or perhaps not to benefit others. Try asking which they placed at the top and seeing if they, and others, feel they used them in the session, in the day, or even in school in the last week.  Then ask if change is a good thing? Is it easy? Is it natural? Does it matter? Using the Teacher’s Guide slide as prompt. | This first part is partly a review but is also a chance to consider how easily we change our minds and give in to others/ peer pressure.  Common-sense is an important concept for the students to understand here as it acts as a correcting mechanism when one of our qualities, or our life in general, goes out of balance.  The impact of this part is to draw out the importance and difficulty of change. It should also highlight how hard it can be to change for the right reasons and how peer pressure can lead people to do the wrong things very easily.  Often students place words like courage at the top and yet never answer a question in the session. |
| 16 How does common-sense play a part? |
| 17 How can my changing help my community? |

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| **PREVENT** | | |
| **Slide** | **Activity** | **Impact** |
| 19 Extreme things are? | **Extreme things are?**  Before the session begins place an object, a chair, a picture, or an ornament in a prominent position outside the classroom. Beside it place a large sign that says ‘Please do not touch’. Then stand back and quietly watch the students as they enter the room. Make a note of the number who actually touch it.  Once the students are in the room thank them for not touching the item and then ask how many did [in a stern voice]; next ask how many wanted to touch it [more likely to be nearer the figure who did] and then explain you know how many did and tell them. This ought to prompt a discussion over why people do such things.  Now use the Teacher’s Guide slide to explain the three different forms of extremism and how you will be focusing in on one of them for this topic. You should choose the one most relevant to your school, the community, and setting.  **Prevent and be strong**  Next place the slips from the pyramid or diamond 9 activity on the tables and explain you will be having a go at a word game. This is a variant of ‘Just a Minute’. The students will take it in turns to try and talk for a minute without repeating himself or herself, or pausing, on the subject of ‘kicking the person in front’s chair’. There are some great free timers on the internet and the rest of the class will listen keenly as the person tries to explain what happens and why it is a problem.  Once there have been a few goes you can declare a winner and discuss whether kicking a chair once is an issue, and when it becomes one. This will start the students thinking about when something is extreme.  **Prevent and help others**  Now you can return to the example of extremism you had been looking at. If it is an issue locally there are likely to be articles from the Press, social media, or local first hand accounts which can be used.  Explain what they are and then hand out the slips from the pyramid or diamond 9. This time ask them to construct one for the community and try to keep in mind the issue they are looking at e.g. if it is cultural extremism due to FGM then where on the pyramid or diamond 9 is it going wrong? If it is with people joining far-right extremist organisations which quality does the community lack?  **Prevent and be more**  Now you can re-run the ‘Just a minute’ game but using the form of extremism you have been looking at. Pose a question such as ‘How do we stop this happening?’ and sit back. When the students are being shallow stop them, make it a new rule, when they are being provocative pause them, thank them, and ask for responses for bonus points.  Possibly you may wish to have a scribe to note a few of the key things that are said. This can help to keep a sense of order. | The initial task will have impact, as the students will be surprised by how many do it [touch when told not to]. You can then swear them to secrecy and repeat it in the staffroom [where the results will be similar!]  They also need to be aware of the different forms of extremism, though you will need to focus in on the one you wish to discuss later.  By playing this game you will draw out a lot of information about kicking chairs, but more importantly you will see what is trivial and what matters. It is likely that the extreme stuff will be what matters i.e. the person who does it repeatedly and on purpose.  This is also a very important slide as it offers the students a chance to discuss their community. Some may not see what you raise as a flaw, and others may pretend to see. You need to listen to what they say, promote clear guidelines, but encourage discussion. It is also possible the impact will be increased the more information you can provide for the discussions.  If you can avoid doing the advice sheet shown on the PowerPoint then please do, the task in the last session is better. The advice sheet exists as a final task for those just doing the brief tasks.  Remember these are very difficult things to address and discuss. The idea of using a game format is not to make light of the issue but to provide a framework to make things easier. Safeguarding would suggest it is worth pointing out they ought to avoid being too personal, but at the same time be aware the impact might mean you have to involve your safeguarding officer or protocols. This is not a bad thing unless you are not clear before hand and do not follow policy afterwards. |
| 20 How can common-sense help people avoid doing extreme things? |
| 21 If our community were a person it would have which qualities? |
| 22 If our community, or ourselves, was not doing very well which qualities would help balance things? |

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| **CHANGE** | | |
| **Slide** | **Activity** | **Impact** |
| 24 What can you actually do now? | **Move forward**  Before the session organise enough branches, or flowers with leaves + stems, for 1 per group of 4-6 students. Give 1 to each group and backing paper. Then ask them to imagine the branch or flower is their local community.  They need to stick the branch or flower to the middle of their display. If they imagine the branch or flower has different parts representing different things in their community, what would they be and why? They can label these up on their posters. The good parts are hopefully easy, the others harder. An example from a rose might be the petals as key people in the community, the stem as the communities care for each other, the leaves as the different clubs, pubs, and social meeting places. While the greenfly might be the tendency not to trust outsiders. They can then explore how these things can be improved; perhaps the flower needs water [new jobs] to survive, perhaps giving it the wrong food [biased news] means it will die.  Once the display has been created give the students some sticky notes and ask them to go around looking at the displays adding to them with positive ideas for how to solve issues the groups have seen, or ways to make more of the positives. Tell them to sign their sticky notes because you want to keep a record of their great ideas.  It would be good to build in some final reflection time, and to perhaps encourage students to look at ways they can take what they have learned forward. This might be through assemblies, or meetings in the community.  It will be important at this point to discuss why some organisations are banned or discouraged. You might name ones of concern in your local area [these will have been identified on your school’s previous PREVENT training]. It is best to leave these until the students have explored the other sessions and developed the intellectual tools to consider things more fully.  The final slide does mention some links and further sources of information. These are likely to be local and you will need to generate these. It is good to have a range on the slide, even though you discussed only one form of extremism, as the students may wish to look at other things. It is also quite possible they will look at them in their own time so make the PowerPoint available for them to access after the sessions are complete. | If you don’t collect the branches or flowers and let the students you may end up clearing large swathes of parkland or local gardens!  By working on the display in this way you will encourage them to think deeply about their communities, and when they come to using the sticky notes they will have firm ideas.  The ideas from the sticky notes could be used in a final assembly, perhaps with a respected member of the community, to show this is how your students would change things if they could. This will show value for their ideas.  By using references here, and not before, to any local extremist organisations you are removing the power their names hold and increasing the chances they will be seen as a problem.  The impact of this page of links is never likely to be clear but some will access them, and will make good use. |

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| **Mango** | **Pineapple** | **Chocolate** |
| **Lemon** | **Glass** | **Curly straw** |
| **Lime** | **Straw** | **Banana** |
| **Strawberry** | **Syrup** | **Ice** |

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| **Courage** | | **Honesty** | **Loyalty** |
| **Polite** | | **Empathy** | **Hard-working** |
| **Kindness** | | **Humorous** | **Loving** |
| **Punctual** | | **Generous** | ***Something else?*** |
| **A big news story,**  **from the Press** | *Fold and glue along this line – then link to another answer* | | |
| **A big news story,**  **from social media** |  | | |

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| **A job I respect**  **is…** | **Because…**  *Fold and glue along this line – then link to another answer* |
| **A person I respect is…** | **Because…** |

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| **A reason someone might change their mind about this is…**  *Fold and glue along this line – then link to another answer* |
| **They would be right/wrong because…** |