Learning Together to be Safe

Lesson plans, learning resources and background information to support schools in combating violent extremism and achieving the aims of the DfCSF toolkit on PREVENT.

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For
Greater Manchester Police

North West Regional PREVENT Education Team

Contents

1. Introduction and background

Since 2003, the UK government has had a strategy in place to counter the threat to this country and to our interests overseas from international terrorism. The strategy is known as CONTEST and its aim is 'to reduce the risk to the UK from international terrorism, so that people can go about their lives freely and with confidence'.

This strategy for challenging violent extremism has four dimensions; Prepare, Prevent, Protect and Pursue and in June 2008 the Government published guidance to local partners on preventing violent extremism, which stressed the importance of empowering learners to come together, with their families and members of the wider community, to expose and challenge such extremism.

This resource pack has been created to work under the Prevent dimension of the strategy, to reduce the likelihood of young people becoming radicalised and then engaging in any form of violent extremism.

There are five strands to Prevent, one of which is to:

- *Increase the resilience of communities to violent extremism.*

This is mirrored in the OFSTED inspection framework:

- *Schools are required to be inspected at prescribed intervals and inspectors must report on the contribution made by the school to community cohesion.*

In order to further support schools and colleges the Department for Children, Schools and Families published 'Learning Together to be Safe', a toolkit introduced to schools from autumn 2008, and there is an updated electronic version included in this pack.

The other resources in this pack are intended to support schools and colleges by identifying the key issues raised by the toolkit, linking them to the national curriculum, and then providing lesson plans and associated teaching and learning materials that can be used in the classroom.

The Crown Prosecution Service defines 'Violent extremism' as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *foment, justify or glorify terrorist violence in furtherance of particular beliefs;*

- *seek to provoke others to terrorist acts;*

- *foment other serious criminal activity or seek to provoke others to serious criminal acts; or*

- *foster hatred which might lead to inter-community violence in the UK.*

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to

empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and cruelty in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremism groups.

Learners need to be equipped with the knowledge, skills and ability to reflect on and be reflexive about current and historical debates. Schools can do this by giving learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues. It is real people, concerned with real tasks in real places that can make a difference.

So the task facing schools is to:

- raise awareness;
- provide information;
- enable learners to make a positive contribution;
- protect the wellbeing of learners; and
- help manage risks.

In order to do this there are at least five elements to a whole school approach:

- understanding how to challenge the extremism narratives that can lead to harm;
- understanding how to prevent harm;
- understanding how to support vulnerable individuals;
- increasing the resilience of learners and their communities; and
- allowing grievances to be aired.

A whole school approach would involve:

- focusing on the leadership, values and ethos of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes;
- focusing on the management of risks and responding to events;
- focusing on the relationship between the school and its community; and
- focusing on the evaluation of the progress being made.

This resource pack focuses directly on the learning, teaching and curriculum aspects of a whole school approach. It is important, however, to see the connections between the learning, teaching and curriculum elements and the other dimensions of a whole school approach. Also it is important to recognize the links between the materials contained in this resource pack and other learning opportunities throughout the school. These materials will also assist schools in meeting its commitments towards enhancing community cohesion.

Learning, teaching and the curriculum

In approaching the issues outlined above through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style.

A curriculum and pedagogy for learners to support them in achieving the goals outlined above requires:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremism narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

Focusing on the curriculum requires schools to address the causes of violent extremism. Broadly speaking this involves three main elements – understanding the potential impacts of contact with recruiters, secondly, understanding the potential impacts of access to violent extremism materials and, thirdly, developing the skills to challenge the use of extremism narratives. Researchers have identified common elements that are likely to contribute to learners joining extremist groups. These include:

- ideology and politics;
- provocation and anger;
- need for protection;
- seeking excitement and action;
- fascination with violence, weapons and uniforms;
- youth rebellion;
- seeking family and father substitutes;
- seeking friends and community; and
- seeking status and identity.

Therefore in order to meet the needs of learners in facing issues relating to violent extremism the curriculum needs to recognise local needs, challenge and build resilience towards extremism and promote human rights, learning and teaching strategies need to explore controversial issues and external groups need to support learning in and out of school. Schools already do a number of things to contribute to these goals such as helping learners develop knowledge of religion, history, geography, citizenship, being critically aware of the role of different media and knowledge of current affairs. Schools also help learners develop the skills to critically evaluate controversial issues. They provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own.

Any proposed curriculum innovation relating to 'Learning Together to be Safe' needs to be cognisant of the aims and structure of the Key Stage Three and Four

curriculum requirements. The National Curriculum requires that schools help learners become:

- responsible citizens:
- confident individuals: and
- successful learners.

These materials need to work with and alongside existing schools' practices and other appropriate programmes such as The PSHE Association by drawing on the relevant concepts, range and content, processes, and curriculum opportunities in, for example citizenship and PSHE. There is a need for as many subjects as is possible in the curriculum to address these issues. There is also a need to take into account the cross-curricular dimensions of the curriculum – media and technology, the global dimension and sustainable development and identity and cultural diversity. These proposals also need to address relevant skills development including helping learners become independent enquirers and effective participators.

Recognising radicalism

Radicalism may or may not have political ends - virtually all social movements contain some element of radicalism without developing into extremist violence. Extremism is not the same as terrorism. 'Learning Together to be Safe' requires that schools can recognise radicalism before it becomes politically motivated extremism. An indicator of radicalism is when learners become intolerant of other people's views or when they apply explicit moral knowledge about good and evil and behave in a way that is based on a good-evil hierarchy rather than considering the situationally appropriate response.

Teaching controversial issues

The reasons teachers may avoid controversial issues as classroom topics are as complex as teaching itself. The issues are complicated. Teachers may become discouraged, not so much by complexity, but by lack of familiarity with the topic: they are uncomfortable if they do not feel "expert" or at least well versed. Furthermore, teachers may be concerned that complicated issues would take too long to cover and (the) regular curriculum would be neglected. With increasing standardization and calls for "accountability", teachers are not inclined to venture down the side roads of learning, where social issues can often lead. We live in a time of general decline in the protocols of civil discourse. Television talk shows bristle with outrageous behaviour, which teachers are understandably reluctant to see reproduced in their classrooms. Also, we sense that we are living in particularly cantankerous times when our actions as teachers are under close and often uniformed scrutiny. If we teach about an issue, we can find ourselves accused of bias or ulterior political motives. In other words, in teaching about a controversy, we become the controversy" (Clarke, 2005, p. 1).

Early commentaries on learning and teaching of controversial issues identified a range of approaches to teaching controversial issues that teachers adopted, these include providing a balanced picture, secondly teacher neutrality and,

thirdly, the teacher taking a committed stance. Others have further developed these in to four positions – exclusive neutrality, exclusive partiality, neutral impartiality and committed impartiality. It is recommended that the most effective stance was one of committed impartiality. However, within the context of the issues outlined above, adopting the position of committed impartiality may not always be appropriate as the lessons proposed may give the opportunity for extremist views to be expressed and if this eventuality arises it will be more appropriate to challenge such views. Effectively tackling controversial issues will help learners challenge misinformed views and perceptions – their own and others'. To do this classroom practices need to include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

What these lessons are about

In developing this series of five lessons for Year 8 learners the developers have drawn upon the model created by Lynn Davies (2008) based on a significant level of research into ways of educating about extremism. Davies proposes a model of educational practice that draws upon four interrelated elements – knowledge, process, scaffolding and value systems. These are expressed in the diagram below. It is not possible to address all the issues in Davies' model in just five lessons, and what is clear from the model is that is a whole school approach that is required.
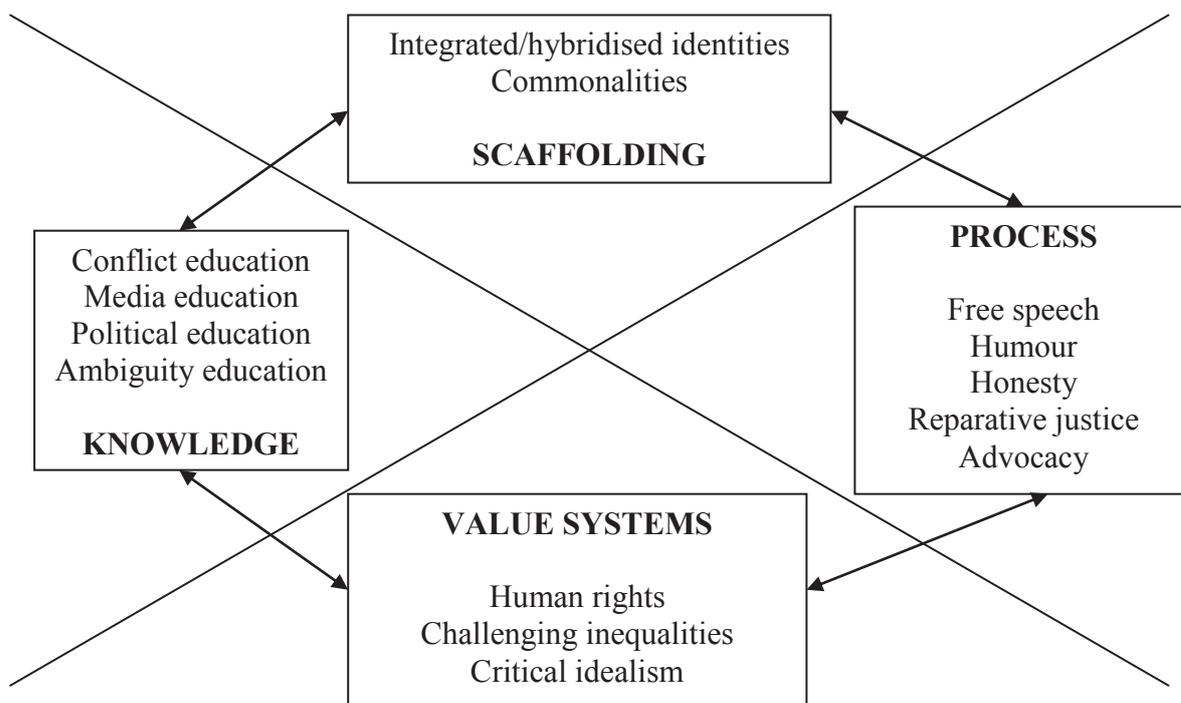
(Adapted from Davies, 2008, p. 181)

Many of these ideas are encapsulated in UNICEF's Rights Respecting Schools (RRS) (http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp and see Section 3 of this pack). RRS model active citizenship to combat violent extremism. They do this through four dimensions:

- knowledge and understanding of the United Nations Convention on the Rights of the Child (see http://www.everychildmatters.gov.uk/uncrc/) and the links between the UNCRC and the school ethos and curriculum;
- learning and teaching styles which take into account children's rights;
- active participation by learners in decision making throughout the school; and
- leading towards a right-based ethos.

Through this approach learners "are empowered to work for change in the full awareness of how the UNCRC is a major instrument for improvements in children's lives worldwide" RRS exemplify school democracy in practice. By combining a cognitive and behavioural approach to the issues outlined above the outcomes of RRS in relation to combatting violent extremism include:

- all children have rights;
- all children have responsibilities;
- self-interests are considered;
- moral and cultural relativism are avoided;
- the fact that rights can conflict with higher order thinking and reasoning skills is recognised;
- the difficulties that some children face can be seen as rights violations; and
- isolating school practices and/or values as individual examples of political correctness is avoided because codes of conduct are seen to be not unique.

What these lessons are not about

In constructing these materials the developers have been acutely aware of the sensitivity of these issues in schools. As a consequence we have avoided what might be called a 'head-on' approach, preferring, rather to adopt Davies' conceptual rather than content approach. Issues of extremism are raised through the learning resources which are included to support the conceptual developments. Further, we are aware that five lessons cannot adequately deal with all these issues. However, we have chosen to target these lessons on Year 8 learners because we feel that teachers can draw on the skills and awarenesses that learners have developed in Year 7, particularly through learning focused on Personal Wellbeing and the Social and Emotional Aspects of Learning (SEAL).

How to use these materials

Before adopting these materials it is appropriate for schools and teachers to consider the protocols within which they are to be used. GMP have a *Joint Agency protocol to Assist in Dealing with Offences in Schools and Crime Recording* and the in July 2007 the DCSF, the Home Office and the Association of Chief Police Officers issued a guidance note for *Crime Recording by Police*

Officers Working in Schools. Schools should consult these documents to establish the appropriate ground rules for working in partnership with Police Officers. However, it remains the case that teachers, in classrooms, should take the lead on classroom management, learning, child protection and disclosure and that Police Officers should take the lead on the legal issues relating to Children's Rights. Schools and teachers, together with their partner police force need to establish appropriate and agreed ground rules for the partnerships required to deliver the agenda described above.

These materials are intended to form a complete package of learning resources that are focused on the model outlined above within the context of a whole school approach. However, they can also be used as a starting point for opening up discussion and debate, particularly about how learners feel about these issues, for setting ground rules in the classroom, and in conjunction with other learning materials, particularly focussed on Personal Learning and Thinking Skills (PLTS).

SECTION 2 - LESSON PLANS

Curriculum Links

These lessons make links with a number of other curriculum areas and you may wish to continue to explore these themes:

- Citizenship
- PSHE
- PLTS
- History
- English
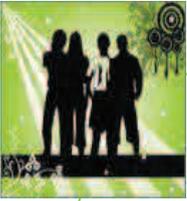
Lesson 1 (in a series of 5): Learning Together to be Safe: values, rights and responsibilities

Lesson focus

Lesson 1 is focused on legal rights, children's rights including the right to an individual identity, the United Nations Convention on the Rights of the Child (UNCRC), the pursuit of rights and responsibilities.

Learning objectives

The learning objectives are:
- to introduce the 'Learning Together to be Safe' Toolkit and strategy
- to develop a greater knowledge and understanding of learners's rights
- to increase awareness of responsibilities accruing from rights.

Resources required

You will need **Resource Pack 1** including:

- A copy of the UNCRC
- ECM/UNCRC (Background information)
- Images of child soldiers and the rights of every child (you can also find others on a number of websites)
- Worksheet 1 – UNCRC
- Worksheet 2 – Imgaes of Rights abuses
- *What Have I Learnt Today?* sheet

You may also want to gather some facts, figures, tables and graphs from the internet on deprivation levels in your local area.

Lesson starter

Explain to the learners that they are going to be participating in five lessons linked to the Learning to be Safe Together toolkit.

Lead a discussion with the class on "What do we know about rights?" This could be recorded on a whiteboard or interactive whiteboard.

Lesson opening

1. Ask the learners to read the UNCRC.
2. Working with a Learning Partner, the learners should discuss two things that they were surprised to see on a list about children's rights recording it on Worksheet 1 if desired. Then ask the learners to share this information with the class and you could record the ideas in some way for future use.
3. Next, ask the learners to talk to their Learning Partner about a right which is not on the list but that they would like to see there. Again they can write this on Worksheet 1 if desired and you could share some of these in the class.
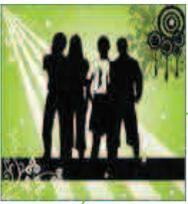
4. Finally in this section, the learners should explore the responsibilities that lie behind these rights for themselves and others. You could choose one or two of the rights and ask them to discuss with their Learning Partner the responsibilities behind these and then share them as a class.

Main body of the lesson

1. Using the images from Resource Pack 1 develop a discussion about how these exemplify rights abuses and how such rights abuses require a response based on our responsibilities to ourselves and others. The discussion should raise questions about where the object of the image might be located and then provoke a values-based response which can be displayed on a learning wall graded from a high to low value response. There should then be a discussion of why the values have been graded as they have been.
2. You may want to use all or part of Worksheet 2 to help the learners focus their discussions.

Lesson plenary

Ask the learners to reflect on three things they have learnt in this lesson. They could share these with their Learning Partner, jot them down on paper or complete the *What have I Learnt Today?* sheet in Resource Pack 1. The *What have I Learnt Today?* sheet can be used at the end of any of the lessons if you so wish.

Learning outcomes

At the end of the lesson the learners should have:
- a better understanding of the differences between rights and responsibilities;
- a better understanding that values inform and influence who we are; and
- a better understanding that values may be culturally defined and shaped but that basic rights are universal.

Preparation for Lesson 2

Ask the learners to bring three personal items into school that say something about their personality or their interests and that they do not mind sharing with others. It is a good idea for you to bring in three things as well to give them an example of what they are to do with them when they bring them in.
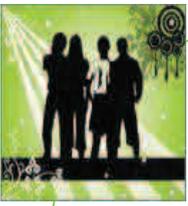
Lesson 2 (in a series of 5): Who do you think you are?

Lesson focus

Lesson 2 is focused on identity, personal identity, the pursuit of understanding and protection of self through self interest.

Learning objectives

The learning objectives are:

- to develop an awareness of one's own identity
- to understand that identities can be created through interactions with others
- to understand Johari's Window

Resources required

You will need **Resource Pack 2** including:

- o Johari's window diagram
- o Information sheet 1 - Philip, Phil, Flip
- o Worksheet 3 – Who do you think they are?
- o Worksheet 4 – Who do you think you are?

You and the learners will also need the three items you have brought into school in preparation for this lesson. And you may like to use the theme music from "Who do you think you are?" which you can download from the internet.

Lesson starter and lesson opening

Introduce the idea of different selves through the Johari's window diagram in Resource Pack 2 – the self that I know, the self that I reveal to others, the self that is unknown to me but others recognise and the self that no one knows or recognises. The learners should think about their own selves in this way.
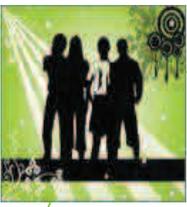
Main body of the lesson

1. In the first part of the main body of this lesson the learners are going to build up a profile of Philip, Phil, Flip by looking at Information Sheet 1 and completing Worksheet 3, "Who do you think they are?". This should be followed by a discussion focused on the fact that values are a subjective viewpoint but that they can lead to real consequences, as in the Philip, Phil, Flip example. The learners could consider other examples where people hold a particular view which others may disagree with and the consequences of taking action about this view.
2. In the second part of the main body of the lesson the learners are going to share the three personal items they have brought in with a Learning Partner (they need only share the information they are comfortable with). It would be helpful if you were to share your three items first by explaining why they are important to you and discussing what they might say about you. If there are some learners who have not brought in any special items then ask them to share anything about the personal belongings they will have with them anyway, such as their bag, their pencil case and their pens.

Lesson plenary

The lesson plenary this week involves personal reflection – the learners should think about the meaning of their objects and complete Worksheet 4, 'Who do you think you are?' that identifies the positive learning about self. The learners will need this sheet for Lesson 3 so please collect them at the end of the lesson.

Learning outcomes

At the end of the lesson the learners should have:

*   a better understanding of the concepts of self and identity;
*   a better understanding of the concepts of self and identity in relation to others; and
*   a better understanding that self and identity can affect others.
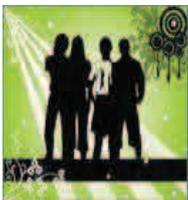
Lesson 3 (of a series of 5) : The same but different?

Lesson focus
Lessons 3 and 4 examine differences and similarities and the focus of this lesson is differences.

Learning objectives

The learning objectives are:

- to understand how to extract data from different media (DVD and text)
- to understand why we fear differences.

Resources required

You will need **Resource 3/4** including:

- o   Information sheet 2 – Background to The Boy in the Striped Pyjamas
- o   The Boy in the Striped Pyjamas DVD
- o   John Boyne *The Boy in the Striped Pyjamas*
- o   Information sheet 3 – Timed breakdown of the DVD
- o   Worksheet 5 – The differences and similarities

In addition the learners will need to have the Worksheet 4 which they completed at the end of Lesson 2 entitled "Who do you think you are?" returned to them for the beginning of the lesson.

Lesson starter

Ask the learners to look again at the positive statements they wrote about themselves at the end of Lesson 2 and to consider what responsibilities arise from these positive attributes. Discuss their ideas as a class.

Lesson opening

Review the content and learning arising from Lessons 1 and 2 on rights and responsibilities and the importance of identity.
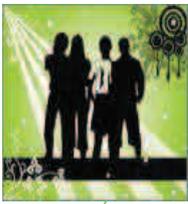
Main body of the lesson

1. Ask the learners to work with a Learning Partner and identify three personal differences that distinguish them from each other, such as:

- o I have brown eyes and you have blue
- o I am taller than you
- o I have black, curly hair and you have blonde, straight hair
- o I like meat and you are a vegetarian

Now hold a class discussion and chart the differences identified.

Consider the differences that distinguish us – are some of these positives and some negatives and if so why is that important?

2. Watch the film extracts 0.31.28-0.45.36 (14 minutes 12 seconds) and/or read the written extracts, pages 104 to 115 and 130 to 133 in Resource Pack 3. Ask the learners to write down any differences they identify between the two boys on worksheet five. Discuss the differences as a class and what that means for our views/feelings about difference. This will involve consideration of whose ideas about difference count most, those of the children or those of the adults.

Lesson plenary

As well as the differences between the boys ask the learners to consider any issues they had identified from the film and/or book extracts and how these issues make them feel about them. You can also ask them how else they might find out about these issues.

Learning outcomes

At the end of the lesson the learners should have:

- an understanding of how differences can divide;
- an understanding of the differences between different sources of information; and
- a better understanding of the socio-cultural background to the Holocaust.
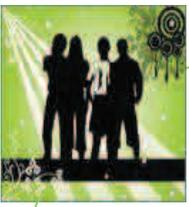
Lesson 4 (in a series of 5): Different but the same

Lesson focus

The focus of this lesson is similarities.

Learning objectives

The learning objectives are:

- to further understand how to extract data from different media (DVD and text)
- to understand that whilst there may be differences there will also be similiarities.
- to understand the negative consequences of extremism and misguided self-interest.
- to understand that similarities could be more powerful than differences.

Resources required

You will need **Resource Pack 3/4** including

- Information sheet 2 – Background to The Boy in the Striped Pyjamas
- The Boy in the Striped Pyjamas DVD
- John Boyne *The Boy in the Striped Pyjamas*
- Information sheet 3 – Timed breakdown of the DVD
- Worksheet 5 – The differences and similarities
- Worksheet 6 – Consequences of extremism
- Worksheet 7 – Three things that make us the same

Lesson starter and Lesson opening

Review the content and learning from Lesson 3 with the learners.

Main body of the lesson

1. Show the final section of The Boy in the Striped Pyjamas from 1.14.20 to the end (16 minutes) and ask the class to complete Worksheet 5 focusing on a negative interpretation of difference. This part of the film demonstrates a personal loss that comes about as a consequence of misguided self-interest based on extremist views. Read pages 214 to 216 in the book and complete Worksheet 6 on the consequences of extremism.

2. Now ask the learners to work with a Learning Partner on things that make us the same. They need to identify at least three things that make us the same personally, in relation to our community and through our family history. You could do this by using Worksheet 7 or through discussion.

3. Following the agreement with Learning Partners create a class chart of "things that make us the same". This will raise the issues of values, rights and responsibilities which can also be recorded. This will then form the basis of a class set of values, rights and responsibilities. This will be developed in the next lesson and could be worked on further in linked curriculum areas particularly with a view to developing Rights Respecting Schools.

Lesson plenary

Discuss briefly some other examples of extremism and the consequences; these might include Rwanda, Kosovo, Somalia and Animals Rights Campaigns and the learners may suggest examples of their own either from knowledge or experience.

Learning outcomes

At the end of the lesson the learners should have:

- an understanding of the personal loss that can come about as a consequence of misguided self-interest based on extremist views
- a greater understanding of why people fear differences but that there are many similarities when you look for them.

Postscript

Please consider the support that you can make available for learners who might have been affected by some of the content of this lesson.
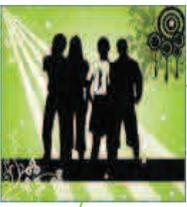
Lesson 5 (in a series of 5): A valuable future for all: values, rights and responsibilities revisited

Lesson focus

The focus of this lesson is on what the learners can themselves do to support and enable community cohesion – it examines respect, communities of action, crossing or toeing the line and the terms activist/extremist/terrorist.

Learning objectives

The learning objectives are:

- to understand how to reach agreement and compromise as this is the only way of overcoming fear of difference.
- to understand how, as an individual and with others, we can all work for a better future.

Resources required

You will need the class lists of things that make us the same from Lesson 4 some materials for creating a poster, whatever you feel is appropriate for the group and within the time available.

You may wish to take in some empty packets of crisps demonstratin a wide variety of flavours as a visual aid for the Crisp Activity.

Lesson starter

Review the values, rights and responsibilities discussed in Lesson 4.

Lesson opening

Carry out the Crisp Activity which is about compromise by:

- having every learner deciding on their favourite crisp flavour
- then in twos the learners compromise to agree on their favourite crisp flavour
- in fours repeat this exercise
- continue to double the group number until all of the class decides on one agreed crisp flavour.

Talk about the implications of this activity.
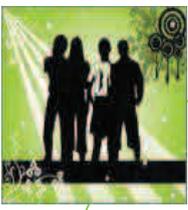
Main body of the lesson

The learners will create a poster which illustrates the kind of future they want in their community. They can do this with a Learning Partner or in a small group. They can use whatever medium you have chosen for the

1. This builds up by considering what the learners like about their neighbourhood, for example the park, the trees, the library and the shops and what they do not like for example, the graffiti and the vandalism. Then they need to consider the postive ways in which the people in the community behave and interact with eachother, for example the youth clubs and sports groups the negative ways for example example gangs, violence and anti-social behaviour. They then agree on what they want to see in their neighbourhood and community and include this in their poster.
2. The second part is for the learners to then think about what they alone and with others can actually do to bring about this future for themselves, for their school and for their community. Discuss and record their ideas for action.

Lesson plenary

1. Ask the learners to reconsider the list of values they created in Lesson 4. Discuss which ones they can all agree on or accept and why it is important to find shared values.
2. Ask the learners to think about what we might mean by a valuable future? Discuss their ideas and suggest that it might be – "living together safely and comfortably".

Learning outcomes

At the end of the lesson the learners should have:

*   a better understanding of how to identify the rights they support in the UNCRC and how their will argue for and demonstrate those rights.
*   an understanding that the above brings responsibilities

Future development opportunities

The lesson plans in this pack could lead to other discussions on a number of topics and questions relating to the Learning Together to be Safe Toolkit. These could include exploring with the learners:

*   What sort of skills would learners need to influence others to change their views?
*   What is the difference between influence and indoctrination?
*   Is the word tolerance a value laden concept? If so, why?

3. Useful websites

You will need to download the UNCRC statement on the Rights of the Child from http://www.childrensrights.ie/files/UNCRC-CRC1989.pdf

and you can find background information about the Convention from http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/unitednationsbackground/uncrcbackground/

Child soldier materials can be downloaded from http://www.child-soldiers.org/childsoldiers/child-soldiers

Boys in ragged clothes can be downloaded from http://histclo.com/Bio/g/biog.html

Dirty water images and information can be downloaded from http://www.guardian.co.uk/business/2006/nov/10/water.environment

Overcrowding images can be downloaded from http://www.photographersdirect.com/stockimages/o/overcrowding.asp

A wide range of photographs of South Africa can be downloaded from http://www.mediaclubsouthafrica.com/index.php?option=com_content&view=article&id=240&Itemid=76

The Holocaust Educational Trust
http://www.het.org.uk
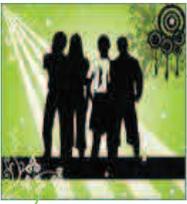
4. Evaluation

Lesson Evaluation

For the purposes of this pilot we would be grateful if you would complete an evaluation for each lesson.

Name: Date:

Lesson Title:

Class: Age Group:

School:

Preparation

Please tell us about any problems you encountered in preparing for the lesson, for example, printing/accessing (online/DVD) resources.

Delivery

Please tell us your views on the materials and activities used in the lesson. For example did the materials gain and keep the interest of the learners?

Please describe any improvised/alternative activities you carried out, your reasons for doing them and their outcomes.

Please tell us which activities you feel were the most effective with the learners.

Please tell us if any activities were not effective with the learners.

Any other comments you would like to make about the materials.
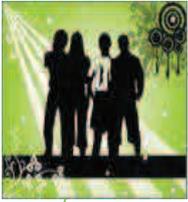
Learner evaluation form

List three things that you liked about the ⬜Learning together to be safe⬜ lessons

1. _____
   _____
   _____
2. _____
   _____
   _____
3. _____
   _____
   _____

List three things that you did not like about the ⬜Learning together to be safe⬜ lessons

1. _____
   _____
   _____
2. _____
   _____
   _____
3. _____
   _____
   _____

For you which was the best lesson (please tick the appropriate box)

Lesson 1: Learning together to be safe: values, rights and responsibilities ❑
Lesson 2: Who do you think you are? ❑
Lesson 3: The same but different? ❑
Lesson 4: Different but the same? ❑
Lesson 5: A valuable future for all: values, rights and responsibilities revisited ❑

In addition we would be grateful if you would ask the learners to complete the Lesson Evaluation at the end of Lesson 5 and **return to:**

The Centre for Urban Education
FAO Samantha Howarth
799 Wilmslow Road, Didsbury, Manchester, M20 2RR
email s.j.howarth@mmu.ac.uk
tel 0161 247 2406
fax 0161 247

5. Additional Resources

1. Rights Respecting Schools

The Rights Respecting School award promotes the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour. UNICEF provides an action plan and guidance on how to use it to develop a rights-respecting school. The UNICEF website (www.unicef.org.uk) gives a brief overview of the award details and short background case studies for some of the schools that have achieved the award. There is also a downloadable PowerPoint presentation with a more in-depth case study from one school. The site provides links to local Unicef education officers who can provide more information on the award. There are also links through to UNICEF's in-service training programme and other educational resources. The Award programme is complementary to the Healthy Schools Award and Eco Schools. The programme was launched in spring 2007, and all the necessary resources needed to prepare and enter for the Award are published on the website http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp

Contact details for local Education Officer - Paul Johnson
UNICEF UK
22 Westdale Gardens, Burnage, Manchester M19 1JD
Tel: 0161 432 0393 Email: paulj@unicef.org.uk

2. inplaceof war.net - James Thompson

Professor James Thompson is Professor of applied and social theatre at Manchester University. James' work focuses on the use of drama to explore and, hopefully, resolve conflict situations and to explore reconciliation and justice with people caught up in tribal, ethnic or religious violence. James has worked in US prisons, and in Kosovo, the Palestinian territories, Sri Lanka and Sudan. You can find out more about his work at www.inplaceofwar.net

3. Who do we think we are?

This unit forms part of a series of five recently commissioned modules of study developed by the Who Do We Think We Are? project to address current gaps in the provision of cross-curricular teaching and learning materials relating to identity, diversity and citizenship. Key topics and themes in each of these modules include the concept of multiple identities, Commonwealth and the legacies of Empire, patriotism and issues of national identity.

4. Challenging Stereotypes: What is British?

This is a resource pack that helps learners understand what it means to live in a multicultural society and how2 different cultures have impacted on British everyday life and what Britain has given to the world. Topics include: food and eating habits; religion; pets; music; interior design; inventions; body decoration; stress relief; carnivals; literature; sport; New Year; fashion; the number system; paper; and St George.
http://www.chalkface.com/products/Citizenship/CSWI/?sid=710446

Also on Chalkface you can find

- Understanding Communities, cultures and identities
- Becoming responsible citizens: Challenging Racism
- Citizenship discussions KS3:Sensitive issues

5. Photovoice

PhotoVoice's mission is to bring about positive social change for marginalised communities through providing them with photographic training with which they can advocate, express themselves and generate income.

PhotoVoice is an award-winning international charity and the only development organisation of its kind in Europe. Its projects empower some of the most disadvantaged groups in the world with photographic skills so that they can transform their lives. Through establishing in-field photojournalism workshops its projects enable those who are traditionally the subjects of photography to become its creator. Through photography these individuals find confidence in their voices and are enabled to speak out about their challenges, concerns, hopes and fears.

PhotoVoice projects span four continents, assisting refugees, street children, orphans, HIV/ AIDS sufferers and special needs groups. Internationally the organisation provides the platform for PhotoVoice groups to exhibit and market their work and to inspire change. It also provides long-term support for individuals to pursue careers in their local photographic industries.

http://www.photovoice.org/html/whoarewe/philosophy/

6. Learning to live with each other Julian Jordan and Sylvia Cunliffe

http://julianjordan.co.uk/public/index.php

7. Institute of Community Cohesion - ICoCo

The ICoCo web portal is an open gateway to community cohesion resources. The portal will allow us to store and sort the increasing amount of information on

community cohesion in a more manageable and accessible manner. As a cohesion practitioner, you will be able to tap into the resources you need more readily and keep up to date with developments without having to look very far. Phase one of the project has focused primarily on ensuring robust 'back-end' data storage to support a sophisticated **search facility** for our growing good practice database and resource library. Many of the developments at this stage have been about creating a solid foundation to support the interactive features we will be introducing in later phases.

http://www.cohesioninstitute.org.uk/news/Pages/iCoCo%20launches%20one-stop%20shop.aspx

8. Learner Action Teams

"A group of learners who identify and work, preferably as part of their curriculum, on a real issue of community interest. The learners carry out research on the issue and develop solutions – either proposals for action by others or action that they themselves then take." Holdsworth 2006

What is the rationale of Learner Action Teams?

- Learners are engaged and excited by purposeful learning in schools – learning that deals with issues that learners see as relevant and important to them; learning that enables them to influence and to change their communities.
- We must look for more productive practices in schools and seek ways for learning to come alive – not just for traditionally successful and academically focused learners, but for **all** learners
- Key words are ***purposeful*** *(*the learning that takes place is seen by learners to have immediately useful purposes) *and **productive*** (the work produces practical and significant outcomes over and above individual's own learning and beyond the classroom.
- When implemented well, Learner Action Teams can have profound implications for a school, its communities and the learners themselves.
- The approach is based on successful classroom practice but with all simple ideas, complexities and difficulties must be addressed in order to put such an approach into effect within a curriculum that appears to be based in and value abstracted learning.

What are Learner Action Teams?

- Teams of learners, who as part of their school curriculum, adopt a community issue that they care passionately about, research it, decide what needs to be changed or improved and take action to achieve that.

Why Learner Action Teams?

Research evidence over the last 20 years points to four inter-related factors for engaging learners with learning in schools and for developing strong and competent human beings:

- **Control** (feeling in control of one's learning, and a sense of competence);
- **Bonding** (relationships, working in a team and/or with others, sense of connectedness with school and community;
- **Meaning** (learning experiences that are seen to be authentic, real, worthwhile; feelings of self worth, of value within community and of making a real contribution to others); and
- **High order thinking and learning** (activities that challenge learners to think, explore, question, problem-solve, discuss).

There is increasing concern about issues of citizenship and community with regard to learners. There is an increasing breakdown in community links and "social capital" of increased alienation of learners from roles of active citizenship and participation in civil society. Initiatives such as Learner Action Teams respond directly to the need to involve learners in community decision-making, in defining and shaping community and in creating new roles of value for learners. Such models challenge traditional perceptions of learners as "deviant", "trivial", "marginal" or "servants" of adult communities.

Learner Action Team model addresses these requirements by engaging teams of learners in:

- **Real decision-making and action** which takes them
- **Beyond the classroom** to work on
- **Issues valued by learners and the broader community,** and which are
- **Linked to other mandated curriculum goals.**

What are the underlying principles and assumptions behind Learner Action Teams?

- Learners can make serious and important decisions about issues that are important to them
- Learners can do important and valuable things: they have expertise and a knowledge of the needs o their community
- Important action can be undertaken as part of learning in school: community – focused research and action is an appropriate educational approach for schools to adopt

What makes a Learner Action Team different to other learner engaged work?

The criteria for Learner Action Teams are:

- Identification and formation of a learner team or teams

- Learner engagement from the start with determination of the project focus or topic; either learner choice of what this focus is, or substantial learner decision-making about taking it on, and how to approach it;
- Continued learner engagement with project decision-making and implementation;
- A focus within the learner's community (geographical, social or cultural), preferably beyond the school; and
- Process of research and action by learners that intend to make a difference around the chosen focus or topic within the community

There is particular value in having a community body to commission and support the Learner Action Teams work, to address common problems with them, and to be an audience for the outcomes of their work.

Steps:

Teacher Preparation

Engagement with the Issue

Research

Reporting the Research

Designing the Action

Implementing the Action

Reporting the Action

Reflecting on the Journey

For details contact John Robinson on robinsonjohnf@aol.com

9. Educating Against Extremism

This book argues that formal education does little to prevent people joining extremist groups. Neither does it equip learners to understand and analyse fundamentalism. The book argues for a different strategy in schools to the conventional tolerant multiculturalism by arguing for an approach that politicises learners without cementing uncritical acceptance of single truths. The book covers; the nature of extremism and myth-making; identity and radicalization; faith schools and segregation; justice, revenge and honour; free speech, offence humour and satire; and critical thinking and critical idealism. We have based these lesson plans on this approach.
Davies, L (2008) *educating against extremism*, Stoke on Trent, UK and Sterling, USA, Trentham Books

On the CD:

- Electronic copies of these lesson plans.

- Resources to use during the lessons