

Primary KS2

Feedback: “Are young people interested in politics?”

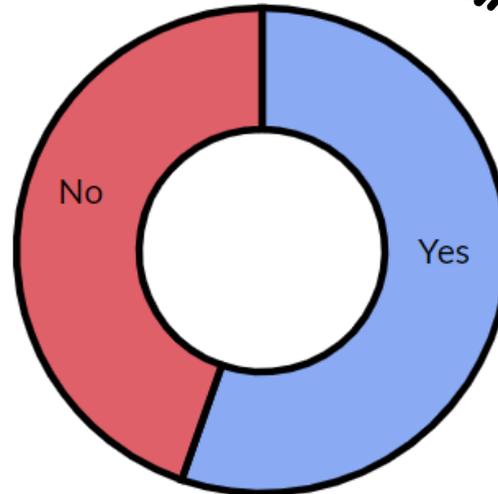


“It’s more of an adult thing.”

Bohunt School
Worthing

“It’s our future so children do care even if we can’t vote.”

Sutton Coldfield
Grammar School
for Girls



As young kids, we rely on our parents a lot, why not rely on them sorting politics too?

Sutton Coldfield
Grammar School
for Girls

 No
55.3%

 Yes
44.7%



“I think that young people should be taught about politics because I don’t know anything about it but it is important to know what is happening. For example, I don’t know anything about Brexit other than it keeps being delayed and I don’t have an opinion on it so I just agree with my older sibling and parents.”

Sutton Coldfield Grammar School for Girls



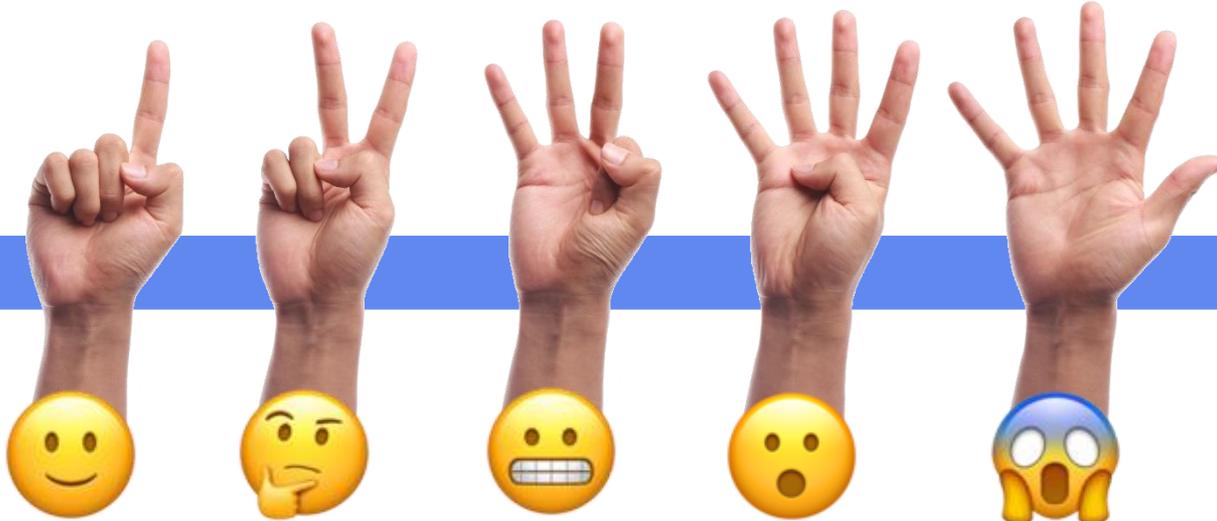
Starter: What is an extreme view?

Show your vote (3-5 mins)

On the next slide, you are going to see five different views. Where would you put them on the scale, from least to most extreme? Show your answer with your fingers. Can you explain why you think this?

Extreme¹:

A view that might seem unreasonable or unacceptable, often because it is hateful towards someone else.



Not
extreme

Very
extreme



Starter: What is an extreme view?

Extreme¹:

A view that might seem unreasonable or unacceptable, often because it is hateful towards someone else.

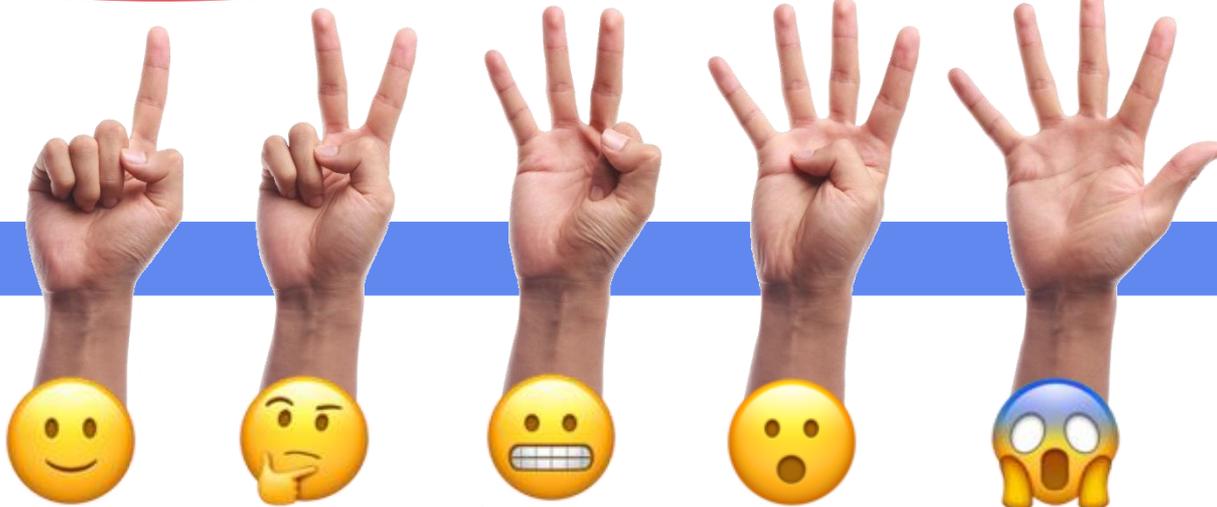
Everyone should be able to live wherever they want.

People who eat meat should be punished.

Girls shouldn't play football. They ruin the game.

We should all have the same religion.

People who commit a crime should be in prison forever.



Not extreme

Very extreme

Can sharing stories prevent extremism?



**COUNTER
TERRORISM
POLICING**



This topic is sensitive and could be difficult to discuss. There are helpful links on slide 25 for teachers and pupils.

Our learning journey for this week!



Starter: What is an extreme view?



Why are we talking about this?



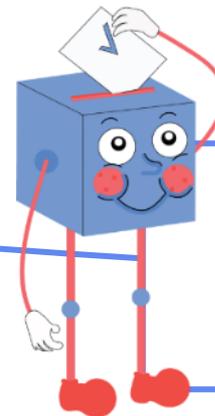
The other side of the story



What stories do extremists tell?



What can I do?



Vote!





Why are we talking about this?



You will see this icon on every slide. Find out more on slide 20.



COUNTER TERRORISM POLICING

For this topic we have been lucky enough to work with the **Counter Terrorism Police** to discuss whether sharing stories **can help prevent extremism**. You are going to hear a range of **powerful accounts** from people whose lives have been changed by **extremism**.

The people you are going to hear from have **shared their stories** in the hope it **raises awareness** and **improves our understanding of the signs** to look out for when it comes to **extremism**.



You will also see how extremism is being **tackled by popular TV shows** and see a video **made especially for you** by the cast of Hollyoaks!

It is also important to remember that **extreme groups also use stories** to persuade people to believe in the same views they do. So sometimes stories can **cause** people to make **extreme decisions**, rather than **preventing** them.



Our learning journey for this week!



Starter: What is an extreme view?



Why are we talking about this?



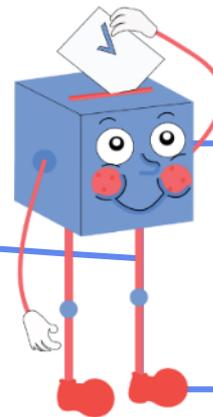
The other side of the story



What stories do extremists tell?



What can I do?



Vote!





What stories do extremists tell?



Extremist groups believe that people who are different to them **cannot live together peacefully.**

Some **common differences** between people could be...



Religion

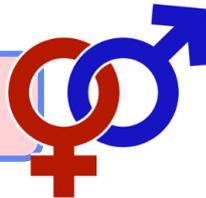


Politics

Race



Gender



On the next slides you are going to read and see stories from the TV show **Hollyoaks**. They **worked with the Counter Terrorism Police** to show how extremist stories can affect people in real life.

They will look out for **vulnerable people** who they can **persuade** to agree with their extreme views.

Vulnerable¹:

Able to be easily hurt or influenced.

Class discussion (8-15 mins)

Read the questions and discuss them as a class.



What stories do extremists tell?

0:00-2:53

Ste's sister died in a terrible accident. He was **very upset**.

He **blamed the doctor**, Misbah, and thought she had made a mistake. He was **angry** at her.



Fortunately, Ste realised that **these views were extreme** and contacted **Prevent** for **support**. They helped him to leave the group safely.

Members of an **extreme group** recognised that Ste was **vulnerable** and **pretended to be his friend**.

They told Ste that **people like Misbah** should be **blamed for most of his problems** because they are Muslim. They tried to **persuade him to damage a local centre that many Muslims use**.

Watch (3-6 mins)

Hollyoaks worked with the police to make this story as similar to real life as possible. Watch the clip to hear the actors talk to Prevent about the story and how they help people like Ste.





What stories do extremists tell?



0:00 -
3:39

To make the storyline **similar to real life**, Hollyoaks also worked with John.

John used to be part of a far-right extremist group. He told his story to Hollyoaks and they used the information to **make the programme.**

Far-right groups are **often based on hate**, believing that **certain groups of people shouldn't live with others.**

For example, **National Action** are an extremist **racist group** who **encourage violence** against other races. They are **banned in the UK.**



Video task (3-4 mins)

Listen to John's story. What lies did the extremist group tell him? Who helped him to leave the group?



What stories do extremists tell?

Hollyoaks has been praised for **teaching audiences** how to **spot the signs of extremism**, both in **person** and **online**.

“These groups use social media to target vulnerable and lost people - and then try to [change] the way they see the world.”



Harvey Viridi, actress



The show has also **encouraged people** to **speak about their experience**. This headline was published in September:

16-year-old far right extremist sought help after watching Hollyoaks Ste storyline

Discuss (2-5 mins)

Can showing extremism on TV help prevent it from happening in real life?



Our learning journey for this week!



Starter: What is an extreme view?



Why are we talking about this?



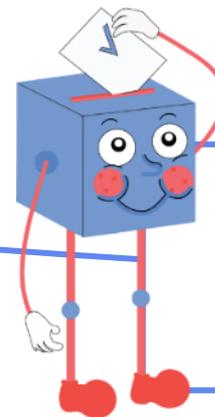
The other side of the story



What stories do extremists tell?



What can I do?

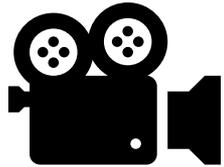


Vote!





The other side of the story



Class discussion (8-16 mins)
On the next few slides you are going to hear from two people that were victims of terrorism here in the UK. Will sharing their stories help prevent extremism?



Terrorism¹:
A violent act for a political, religious or ideological cause.



Not all extremist groups will commit terrorist or violent acts. However, all attacks are inspired by extremist ideas.



The other side of the story



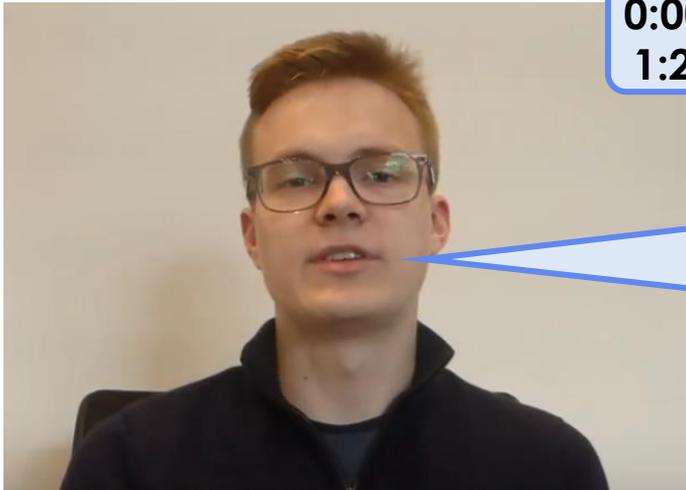
On 3 June 2017, **three attackers drove a van into people walking along London Bridge**¹. They were inspired by Islamic State (ISIS).



Video task (2-5 mins)

Watch Thomas* talk about that day. How do you think he felt? Have his views changed?

0:00-
1:29



“The people who did this are also just human beings like you and me. No one is born a terrorist, but people are turned into terrorists by radicalisation.”

Radicalisation²:

Making someone become more extreme in their political or religious beliefs.

Discuss (2-5 mins)
Do you agree with Thomas? Why/why not?



The other side of the story



On 22nd March 2017, there was a **terror attack** on **Westminster Bridge**. The attacker, inspired by Islamic State (ISIS), **drove a car onto the pavement and injured more than 50 people.**



Travis was **injured** in the attack.



0:00-
1:22

Watch (4-6 mins)
Listen to Travis' story. Can you answer his question?

“Had people [...] that knew him spoken out about changes in his behaviour or in his life, how could [things] have been different?”

Our learning journey for this week!



Starter: What is an extreme view?



Why are we talking about this?



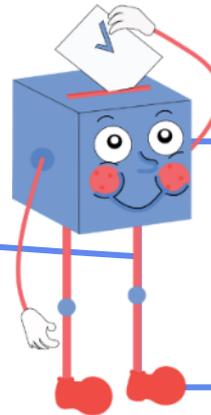
The other side of the story



What stories do extremists tell?



What can I do?



Vote!





What can I do?



Both Thomas and Travis wondered whether **things would have been different** if someone had **reported the signs** of **extremist views earlier**.

We all have a **responsibility to help keep each other safe**, and it is important that you know **what to do** if you **see or hear** any **extreme** ideas.



“It is our responsibility to make sure that our friends [and] family members are protected from these [extreme] ideas that will make them hurt others and [...] harm themselves.”

Reflection (1 min)

Have the stories shared with you today helped to show you what you can do to help?

Teacher's Note:

If you would like to extend this activity further, please continue to slide 20. Otherwise, please skip to slide 23.



Ext) What can I do?



Class discussion (6-10 mins)
On the next slide, you will see three scenarios. As a class, decide who you would tell in each situation.





Ext) What can I do?

1

You log on to a **school computer** and see a website that didn't close. It says that **all religions are evil** and has some inappropriate pictures.



3

A young woman is **yelling** at the bus driver for not letting her off. She shouts an aggressive **comment about the bus driver's skin colour**.



2

You spot a **leaflet** in your friend's bag when you are getting ready for football club. On the cover **it has this image**.





What can I do?

When you **see or hear something in your community that doesn't sound or feel right to you**, whether it's at school, in your local town or on the bus, **it's always best to tell a trusted adult.**



You will probably choose to tell a different person **depending on what you hear or see**. It's always best to tell a **teacher** if you're at school, or a **trusted adult** if you're outside of school, like a **parent**.



If you **hear or see hateful or extreme actions or words** and you don't know who to go to, you can call **Childline** for free. They are open 24/7.



And you can **find out more** about **staying safe online** by searching 'What is Prevent?' and visiting the **LTAI website**.

Career Launchpad!



Learn more: Black History Month in your area

The team at **Hollyoaks** made a short film just **for you!** You saw parts of it in slide 9 and 10, but you can watch **the full, uncut video** to learn even more about the story.



0:00-
9:41

0:00-
2:21



Career Spotlight:

This is **Lou**. She works for the **Counter Terrorism Police**.

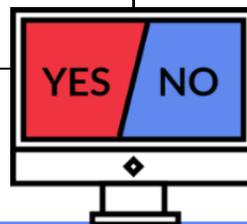
Click on the picture **to watch a video made especially for you** about her day-to-day job as a police officer and how she got into this career!



Can sharing stories prevent extremism?



YES	NO
<ul style="list-style-type: none">• Sharing stories means people get to know who we are. If we understand each other, we are less likely to move towards hate.• Sharing stories, like in Hollyoaks, makes people aware of the issue, and can even encourage them to speak out.• People are more likely to listen to and remember a story that they relate to.• Stories have been used for thousands of years to help teach us about right and wrong choices. They can teach us how to prevent extremism too.	<ul style="list-style-type: none">• There are many stories available that are trying to prevent extremism, yet the amount of hate crime has risen over the past year¹.• While stories might help promote understanding and reduce extreme views, they might not be enough on their own.• Stories can be used to teach us the wrong thing. It depends on who tells them.• Extremist groups also use stories to recruit and groom people. Stories like this are dangerous.





Vote now on...

www.votesforschools.com





Need more information or someone to talk to?

Pupils	Teachers	Other useful links
<p>Remember, you can always talk to a trusted adult, like a teacher or a family member, if you are at all worried about anything.</p>	<p>If you need to talk to someone about the concerns you have for a child, call the NSPCC helpline on 0808 800 5000. They are open 24/7.</p>	<p>To report any online material you think promotes extremism or terrorism, go to: https://www.report-terrorist-material.homeoffice.gov.uk/report</p>
<p>If you need to talk to someone and you're not sure who to go to, call Childline, a confidential helpline for children, on 0800 1111 – they are open 24/7 (all the time!): www.childline.org.uk</p>	<p>DfE website Educate Against Hate gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation: https://educateagainsthate.com/</p>	<p>NSPCC launched a free 24 hour helpline on 0808 800 5000 for anyone worried about radicalisation and the impact of terrorism. They have access to trained counsellors.</p>
	<p>Visit the 'Let's Talk About It' website, a guide which gives practical help and guidance on what to do if you think someone might be being radicalised: https://www.ltai.info/</p>	<p>Report a hate crime online using this form: http://report-it.org.uk/your_police_force</p>