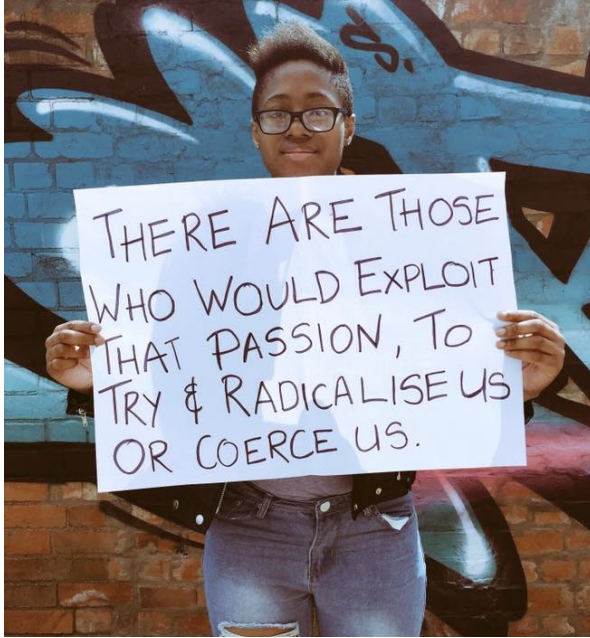


# #ReclaimRadical



**Toolkit for  
professionals to  
explore PREVENT  
with young people**



THE  
exchange

WE ARE PASSIONATE  
ABOUT THE WORLD  
YOU WILL LEAVE FOR  
US.

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# FOREWORD

*“The Reclaim radical toolkit for professionals is a young person driven project created for all those who work with young people. We understand the need and importance of having clear and constructive dialogue around world issues and topics such as PREVENT.”*

*In order to have these conversations, we need to feel safe and empowered to ask the questions we are often unable to phrase, or articulate without the fear of causing offence or upset.*

*The current social, political climate means that toolkits like this one are key to making sure that young people are given the chance to ask, and also to explore the answers they are looking for.*

*The Reclaim Radical toolkit aims to give all of us a balanced view of the world around us.*

*The activities that have been youth proofed by young advisors have been included as a benchmark for quality resources that are currently available for professionals to use.*

*I hope you find this toolkit useful, and more importantly it allows you to work with young people on some challenging issues.”*



**Haleemah Patel,  
Young Advisor**

*“Advances in mobile technology and social media means that today’s young people are more keenly aware of global events at a younger age. This has inevitably led to more examination amongst young people of the issues surrounding extremism and terrorism. As adults (parents, teachers, guardians) we have a duty to respect and support them to do this.*

*Sadly, after the recent spate of tragedies in Westminster, Manchester, London Bridge and Finsbury Park, the importance of these discussions has never been more relevant or vital. Leicester’s Young Advisors recognised the importance of these discussions and were inspired to develop a toolkit that would help adults, especially teachers, to navigate these topics.*

*The Young Advisors also recognised the importance of the Prevent strategy for those who need its support and they wanted to create a toolkit that would help adults explore the radical ideas of young people, while still supporting those who may be vulnerable to radicalisation.*

*Young people have told us they want to explore not just the causes, but the possible solutions to terrorism and extremism. This toolkit offer thought provoking films to encourage debate and practical resources to explore issues further.*

*Extremist groups are all too happy to manipulate these emotive topics and exploit the passionate and radical minds of our young people; we have a collective responsibility to safeguard young people from radicalisation and help them to ‘reclaim radical’.”*



**Will Baldet,  
Prevent Coordinator  
for Leicester,  
Leicestershire and  
Rutland**

# #ReclaimRadical

This resource is for use by any professional who works with young people in group work or classroom contexts. The information is there to be both shared with young people and to facilitate honest and safe discussions around the Prevent agenda. The activities are a guide. They can be undertaken individually or together in any order to suit the needs of the group

## **Prevent Values and Drivers**

There is a range of legislation, guidance, and research which relates to the Prevent Duty at <https://www.gov.uk/government/publications/prevent-duty-guidance>:

This includes:

### **Prevent Strategy 2011**

This states that the overall Prevent Strategy will provide a framework that will respond to all forms of ideological challenges of terrorism and the threat we face from those who promote it. This strategy also seeks to ensure that members of the public are given the right information and support to prevent them from being drawn into terrorism. This strategy places a duty on local authorities to work with sectors and institutions where there are risks of radicalisation which need to be addressed.

### **The Prevent duty 2015**

This duty provides an explanation for schools and childcare services and sets out clear expectations regarding Prevent. It also offers sources of information, advice and support though regular Prevent training for the workforce.

## **The United Nations Convention on the Rights of the Child:**

### **Article 2:**

Ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind

### **Article 12:**

Child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child

### **Article 13:**

The child has the right of freedom of expression

### **Article 14.3**

Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

### **Article 15:**

Freedom of association and to freedom of peaceful assembly.

## **Protection of Freedoms Act 2012**

The Protection of Freedoms act gives the police power to protect the public but also make sure that there are strong safeguards to prevent a return to the previous excessive use of stop and search without suspicion which include Counter terrorist being detained for 14 days.

**Reclaim Radical** is designed to support front line practitioners to explore concepts around the Prevent agenda with young people.

Young people start to shape their own world view as they progress through adolescence, and as such need a safe place to explore that and be challenged by the adults in their lives. **Reclaim Radical** is designed around three short films, you can use the films to promote initial discussion with young people. It is recommended that you then progress to the youth proofed resources outlined in this pack. Each online resource has been youth proofed, graded for suitability with small groups of young people, content, desired outcomes etc.

Also included in this pack are ice breakers and tips for working with young people on sensitive subject matters.

### **Setting a safe scene - tips for group work on sensitive issues:**

When any group is discussing a topic, there's always a chance that a particular issue could be upsetting, uncomfortable and challenging for one or more of the group members.

As a facilitator, it can be worrying to know how to respond appropriately, but if you do so in an appropriate way, the trust in the group may well grow stronger. Here are a few ideas for dealing with sensitive issues:

- Remember to set ground rules, this isn't about controlling group behaviour, when ground rules are agreed properly, they can ensure that group activities are run safely and in a manner that all members agree with. More importantly group members will know what to do if they feel the group is not working for whatever reason.
- Remember to explain confidentiality. When discussing topics of a sensitive and sometimes personal nature it is vital that group members understand the parameters of confidentiality, how you will work within it at all times. Sometimes it helps to display your organisations confidentiality statement throughout the meeting, include it in any paperwork that you share with the group.
- Try and equip yourself with relevant and up to date information for possible signposting or referrals that might happen as a result of your group work sessions, group members might share around issues such as, identity, sexual orientation, culture, political view point. Not every referral needs to be to Prevent, nor do you need to be an expert in all things relevant to young people and their lives. Healthy anticipation for possible outcomes will assist you in the long run.
- Use your group work skills and active listening skills to bring the best out of the group. Show regard and respect to all participants, and set the tone for how participants respond to each other.
- Be clear on outcomes for each session, include group participants in the creation of session outcomes and session evaluations.
- Pay due diligence to child protection processes, if a participant makes a disclosure you are obliged to report it immediately. If in doubt seek advice from your manager.
- Remember your own personal boundaries and what informs your make up and world view, this isn't about challenging young people with different view points to you, try and leave your own prejudices at the door.
- Remember that as facilitator you will need to reflect upon each session, build in time to off load to a colleague or manager, it's healthy to communicate how we feel our work is going.

Exploring your skills for promoting safe places for holding challenging conversations with young people and the skills of your colleagues is vital in order to build trust with the young people you work with. Before you start you may wish to conduct a skills audit, recognising the talent and expertise across your staff team, and building on your current capacity to design programmes or interventions that will lead to an increase in the realisation of positive outcomes.

You may find the following checklist useful when planning your programmes of work:

- Build trust and create a safe space
- Listen...then act
- Change takes time
- Encourage interaction and dialogue
- Educate, don't preach
- Be fair in your approach
- Be confident

For more information on the above checklist for challenging conversation please visit:

**[www.doinggoodleeds.org.uk/challenging-conversation-toolkit.html](http://www.doinggoodleeds.org.uk/challenging-conversation-toolkit.html)**

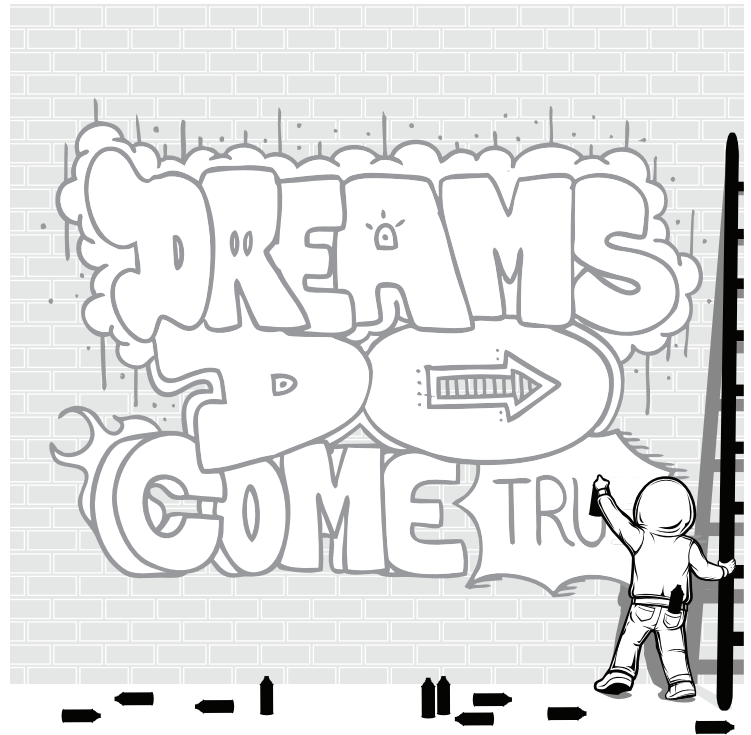
# #ReclaimRadical Recommended Ice Breakers

## Signing in

This is a simple name game that begins to highlight the hidden diversity of a group and to help young people think about the right to identity.

Group size: 10 - 20 people

Time: 10 minutes



### How does it work?

Ask each participant to volunteer to sign their name on a flip chart, and to say something about their name, e.g. if they like it, where it comes from, or a brief story attached to their name. This can be just their first name, nickname or full name, middle or last names.

### Why do we like it?

- It allows participants to choose the information they give about themselves.
- It's a gentle way of starting meaningful participation.
- It can be a start of discussions about their right to have a name and a nationality, maybe introduce participants to the U.N Convention of the Rights of the Child.
- It starts young people thinking about the origin of names and hidden diversity.

### What will you need?

- Flip chart and markers

### Developments/adaptions

- The facilitator can start the process so people feel less in the spotlight.
- People who don't want to speak yet can be encouraged just to write their name on the board.

This activity can be given added depth if someone gives information about the origins of their name. One example is where someone's name has been changed because of their family origins as asylum seekers or refugees.





# Terra-forming

A group forming exercise that can also start debates about national identity, freedoms and rights.

Group size: 10 - 30 people

Time: 20 - 30 minutes

## How does it work?

Split the group into smaller teams of around four to six people. Explain that they've been 'terra-forming' and created a new country. They have to come up with the following in a specified time scale:

- The name of the country
- A flag
- A national anthem (possibly sung to the tune of an existing anthem)
- Four rules of the land
- Two rules for immigration (how can others join the country?)

## Why do we like it?

- It's funny but it can lead into more serious debates.

## What will you need?

- Paper and pens

## Developments/adaptions

- Start mixing up the groups and getting them to apply immigration rules on each other
- Add cultural customs like handshakes to the terra-formers
- Add more rules to develop their societies
- Combine their teams into one big group and ask them to repeat the exercise together

## Pack of cards

A treasure hunt using playing cards, which explores inequalities in the group and in wider society.

Group size: more than 3

Time: 15 minutes



### How does it work?

Hide a number of cards around the space you are working in, preferably before the group has come in. When the group arrives, challenge them to find as many cards as possible. After five minutes, call the group back together to count their cards.

Offer the group a prize (something like large chocolate bars which can be divided up) and ask them to decide how the 'treasure' should be divided, based on the cards they have. Should they be rewarded for the number of cards, the picture cards or a suit? Perhaps only the joker gets the reward? Crucially, these decisions are all made after the cards are found. Once the treasure is given out, it's important to discuss how the group reached its decision. How does this compare to real life, and how resources are distributed?

### Why we like it?

- The treasure hunt element is well known and can be fun if the cards are hidden in interesting places
- The discussion is usually interesting
- The group can talk about its own mechanism for decision making, fairness and power

### What will you need?

- A pack of cards
- Treasure that can be divided

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# #ReclaimRadical Film - The Speech

**Our way of life is under attack.**

**Those who make themselves our enemy are advancing around the globe.**

**The survival of our friends is in danger.**

**And yet no war has been declared, no borders have been crossed by marching troops, no missiles have been fired.**

**For we are opposed around the world by a monolithic and ruthless conspiracy that relies primarily on covert means for expanding its sphere of influence — on infiltration instead of invasion, on subversion instead of elections, on intimidation instead of free choice, on guerrillas by night instead of armies by day.**

**I can only say that the danger has never been more clear, and its presence has never been more imminent.**

**It requires a change in outlook, a change in tactics, a change in missions.**

**JFK, New York City, 1961**



# #ReclaimRadical Film One Activity...

Start by showing the group film one - **The Speech**

## **How does it work?**

Split the group into smaller teams, ask them to mind map their initial thoughts, what does the film say to them? What is their first reaction? Ask each group to share their feedback to the larger group, as facilitator you may wish to scribe and write up main learning points.

## **Why do we like it?**

- The Speech was written over 50 years ago, why do the group feel that it is still relevant today? Do the group feel it is important that young people are politically motivated? Is politics important or relevant to young people? Do young people feel they have enough understanding of politics and how it effects them? Why is politics important to the Prevent agenda? Where can young people go to learn more about politics, about party politics? Is the speech a modern day message from young people to adults? How does the speech relate to the pressures they face? How do they feel the speech relates to the world today?

## **What will you need?**

- Paper and pens

## **Developments/adaptions**

Split the group into pairs and ask them to write their own political speech, what would they say? What would be their main message to convince people to listen? What are they campaigning on? What would the issues be for young people? Ask each pair to deliver their speech to the larger group. After all speeches have been delivered, bring the group together for a group discussion, were there any similarities? What were the main differences? Whose had the most impact?

## #ReclaimRadical Film Two - Joe's Story

It's only now, looking back that I understand some of the choices I made, understand why I went down a certain path and understand how I changed my life. My story is similar to a lot of other lads my age but I know I'm lucky in some ways. I know without certain intervention by certain people my life would be very different now.

I know this sounds like a cliché and everyone says it when they talk about things like this but I didn't have any positive male role models growing up. As much as people might go on about it, it is important for a young lad to have someone positive to look up to, how else do you learn how to be a man? My uncle was well into his football so I started to follow him to matches. Him and his mates weren't what you would call the best influence, but I looked up to them. To me, they were fearless, no one messed with them, I followed them around, did what they did, did what they said, said what they said, fought who they fought. They didn't give a shit, so why should I?

I started to listen to them more and more. I idolised them so everything they said I agreed with. They told me about things, right wing things. They told me about the state of this country and the people who live in it. They told me about the people who shouldn't be living in it and how they're the ones to blame for the problems we have. I soon found myself being pulled towards the right wing, God I idolised it. I felt powerful, I felt like I belonged.

My behaviour started to become a problem for others. I got into trouble at school for racial discrimination. I got arrested for ABH and for footy hooliganism. The police got involved and the school got all these professionals involved. They were telling me what I should be doing, how I should be living my life. They didn't know me and I didn't need them. They thought they knew what was best for me. One of them said I should join the army, yeah right, like I'm doing that! I told him where he could stick that idea. They weren't really interested in me. they were just interested in ticking boxes, why should I listen to them. they didn't know me...not like my uncle.

Then they introduced me to Nick. A bit like those professionals I'd met, he was a mentor. he was different though. He taught me logic, and told me some truths about what I was I thinking. he was built like a brick shit house too so I couldn't tell him where to stick it. The most important thing though, the thing he did that none of those professionals did, or my uncle... he listened to me. He got to know me. We talked about different ways to look at my life. We discovered I did have positive role models, people who were willing to help and support me. I started to see the world differently. I understood the impact of what I had done in my life, what I was doing and where I was going to end up if I carried on like I had been.

Nick helped me to want more for myself, for my life, I suppose if I had worked as hard as I do now back then I might have found more positive role models and I might not have ended up where I was but it's not about that now, it's about where I am. I had my passing out parade for the army last week, I was top of my class, proudest day of my life.



# #ReclaimRadical Film Two Activity...

## How does it work?

Start by showing the group film two - **Joe's Story**

Split the group into two smaller groups, ask group one to explore what they felt drove Joe down the path he chose? What was informing him? What external factors or influences did Joe have? What makes a positive influence and what makes a negative influence? What positive protective factors did Joe have in his life?

Ask group two to explore what interventions were made by professionals into Joe's life, were they all positive? What made the difference for Joe? Without positive intervention what could have become of Joe? Could intervention been made sooner? What could we all learn from Joe?

Ask each group to share their feedback.

## Why do we like it?

- This is a real first hand account of a young person, having a peer to peer element will have more credibility and impact on the group.

## What will you need?

- Paper and pens

## Developments/adaptions

Can the group relate to Joe's story? Do they recognise his journey? Do they know people like Joe? Could they be Joe?

# #ReclaimRadical Film Three - Radical V's Radicalised

**Do you see me as radical or radicalised?**

**We want to talk about world events, about the things that matter to us: global conflicts, the media, terrorism and politics.**

**We are passionate about the world you will leave for us, and we care about the injustices we see. There are those who would exploit that passion, to try and radicalise us or coerce us.**

**Some of us may be at more risk than others, and we're thankful that the Prevent strategy is there to help those who genuinely need support, who are at risk of being radicalised and doing something stupid.**

**Many of us are just looking for answers, to make sense of the world. We may have radical views, but before you see us as radicalised, *talk to us.***

**Something as simple as a conversation can make all the difference. Help me make sense of the world, help me make sense of my place in the world.**

**Help me Reclaim Radical.**





# #ReclaimRadical Film Three Activity...

Start by showing the group film three - **Radical versus Radicalised**

## How does it work?

Split the group into small teams ask them to explore what the words 'Radical' and 'Radicalised' mean, ask them to explore what behaviours you attribute to each word, are there any common behaviours associated with both words? Ask the group to share feedback to the larger group, you may wish to scribe group feedback. You may wish to provide a selection of newspaper and magazines, the groups can use this to provide a visual message board back for feedback.

Ask the group could they recognise if someone was either radical or radicalised? Explore with them their answers, remember Joe's story and at what point he disclosed he felt he had gone too far in his views?

Share with the group the Behaviour Barometer attached, at what point on the barometer would group members consider disclosing they had concerns about someone? Who would they seek advice from? What could they do to help a friend if they displayed these behaviours?

## Why do we like it?

- This activity allows young people to explore the fine line they may find themselves or their peers walking. It helps identify trends of behaviours, the group get the chance to explore safely the difference and the how to respond.

## What will you need?

- Paper and pens
- Newspapers and magazines
- Scissors and glue

## Developments/adaptions

Ask the group could they recognise if someone was either radical or radicalised? Explore with them their answers, remember Joe's story and at what point he disclosed he felt he had gone too far in his views?



## INSIGNIFICANT BEHAVIOUR

- + Argues fervently to defend his/her convictions before family members and/or close friends
- + Adopts visible signs (traditional clothes, beard, shaved head, religious symbols, specific tattoos, etc.) to express his/her identity or sense of belonging
- + Is active on social media
- + Takes a stand and campaigns peacefully for a cause related to a community, a group or an individual
- + Takes a keen interest in national and international current events
- + Expresses the desire to reintegrate or increase involvement in a religious practice, or an identity or political engagement
- + Adopts new ideological, religious or political beliefs which do not, however, go against societal values



## TROUBLING BEHAVIOUR

- + Expresses polarizing views of absolute truth, paranoia or extreme mistrust
- + Adopts behaviour which creates a rupture with family practices
- + Is drawn to conspiracy theories and discourse
- + Begins to isolate himself/herself from family and/or friends
- + Suddenly changes his/her habits
- + Feels a sense of victimization and rejection
- + Rejects the collective values of "togetherness" (living together)



## WORRISOME BEHAVIOUR

- + Cuts off ties with family members and/or close friends in order to keep exclusive company with a new circle of acquaintances or friends
- + Legitimizes the use of violence to defend a cause or an ideology.
- + Hides a new lifestyle, allegiance or belief system from family members and/or close friends
- + Becomes closer to individuals or groups known to be violent extremists
- + Consolidates his thoughts by regularly consulting violent extremist forums and websites on the Internet
- + Expresses dehumanizing views regarding other individuals or groups
- + Becomes obsessed with the end of the world (Armageddon) or with messianic views



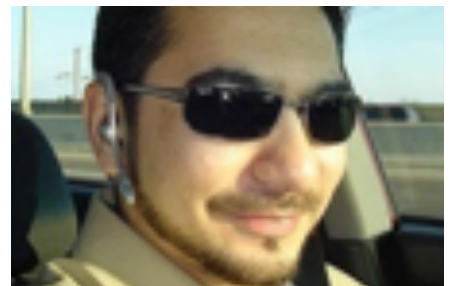
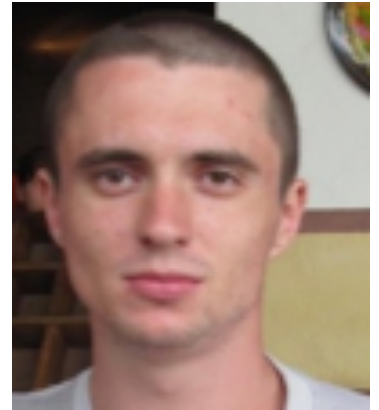
## ALARMING BEHAVIOUR

- + Commits violent acts guided by ideological motives or by a violent extremist cause
- + Takes part in violent extremist group activities by any means whatsoever (material, financial or physical)
- + Recruits individuals for a violent extremist cause (or encourages their enlistment to that cause)
- + Is in contact with a group or a network of individuals known to be violent radicals, either online or in real life

# What does radicalised look like?

Show participants the faces below, ask them to discuss which of the faces they think would be someone who has been radicalised. Ask them to explain their choice, what has informed their decision making?

Taken from Leicester Prevent Strategy Icebreaker Task



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# What does radicalised look like? - Answers



**Heather Nicholson – SHAC.** Nicholson trained as a **VETERINARY NURSE** and was part of Stop Huntingdon Animal Cruelty (SHAC). In 2006 she was jailed for assaulting a family, including a 75 year old woman because their car had a sticker in support of fox hunting. **In 2009** she was convicted of conspiracy to blackmail along with other members of SHAC and was **sentenced to 11 years in prison.**



**Anders Behring Breivik – Norway mass murderer.** By 'profession', Breivik was a **FARMER** and used this occupation as a front to be able to buy the ingredients he needed for home-made explosives without being detected by the Norwegian authorities. He believed that Norway was becoming 'Islamised' by sweeping immigration and felt that the only way to make the Government take note of the situation was to murder the children of the ruling political party. He planted car bombs in Oslo and then carried out an attack on Utoya Island, killing 77 people in total, most of them at point blank range with an assortment of handguns and rifles. **He is serving 21 years in prison.**



**Pavlo Lapshyn – Extreme Right Wing.** A Ukrainian PhD **ENGINEERING STUDENT** who brutally murdered a Muslim pensioner, Mohammed Saleem, as he walked home from a Mosque in the West Midlands. He was also responsible for planting three Improvised Explosive Devices (IEDs) at Mosques in Tipton, Wolverhampton and Walsall in 2013. He was convicted and **sentenced to a minimum of 40 years in prison.**



**Norma Abu Hassan – SSNP (Syrian Social National Party).** Hassan was a Christian **SCHOOL TEACHER** in Lebanon who became one of the first known female suicide bombers. In 1986 she blew herself up at an army checkpoint, **killing herself** and seven Israeli soldiers.



**Ulrike Marie Meinhoff – Red Army Faction.** German left-wing militant. She co-founded the Red Army Faction (*Rote Armee Fraktion*) in 1970 after having previously worked as a **JOURNALIST** for the monthly left-wing magazine *Konkret*. She was arrested in 1972, and eventually charged with numerous murders and the formation of a criminal association. Before the trial concluded, **Meinhof was originally sentenced to 8 years in prison.** It was highly likely that had she not been **found hanged in her prison cell in 1976** she would have been convicted of additional charges, and faced **life imprisonment plus 15 years.**



**Inderjit Singh Reyat, Air India bombing.** The only person ever to be convicted of the 1985 Air India bombing, Inderjit Reyat was an **ELECTRICIAN** for Jaguar in Coventry at the time of his arrest. He was linked to the banned International Sikh Youth Federation (ISYF). On June 23<sup>rd</sup> 1985 two baggage handlers at Tokyo's Narita airport were killed when a bag exploded as it was being transferred from a Canadian Airlines plane to an Air India flight bound for Delhi. An hour later Air India Flight 182 was en route from Montreal to Delhi when a bomb exploded. The Boeing 747 disintegrated while at 31,000 feet and travelling at more than 600 mph and crashed into the Atlantic near Ireland, killing 329 people. 150 bodies still remain unaccounted for. **He was given a 10 year sentence in 1989 and another 9 year sentence in 2008 for perjury committed during the original trial.**



**Muriel Degauque – Al Qaida in Iraq.** A **BAKERY STORE WORKER** from Belgium who became a suicide bomber in Iraq. She married an Iraqi and converted to Islam. She and her husband tried to destroy an American convoy; her husband's device did not detonate but hers did. **She was killed instantly** and an American soldier was wounded. There were no other casualties.



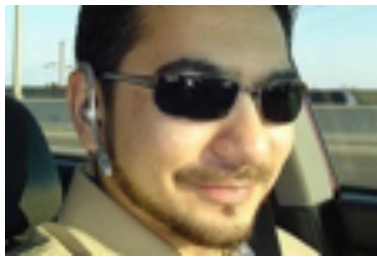
**Bilal Abdulla – Glasgow airport bombing.** An **NHS doctor** who had taken taking the Hippocratic Oath to protect life, he was responsible for two attacks within just hours of each other – the Tiger Tiger nightclub in Haymarket, London and the Glasgow airport attack the following morning. He was convicted and is **servng a 32 year sentence in prison.** His accomplice was killed when he set himself alight.



**Patrick Hayes - IRA.** Hayes holds a degree in business studies and was a **computer programmer**. Prior to his involvement with the IRA, Hayes was an activist for two anti-fascist movements called Red Action and Anti-Fascist Action (AFA). Although he was English, he was a fanatical supporter of the Provisional IRA and was convicted of causing the explosion outside Harrods in London in 1992, and also for blowing up a Network Southeast train the following month. He was also convicted of planning to blow up Canary Wharf, Tottenham Court Road and Woodside Park tube station and for the possession of Semtex (an explosive popular with IRA), other explosives and firearms. **He was sentenced to 30 years in prison.**



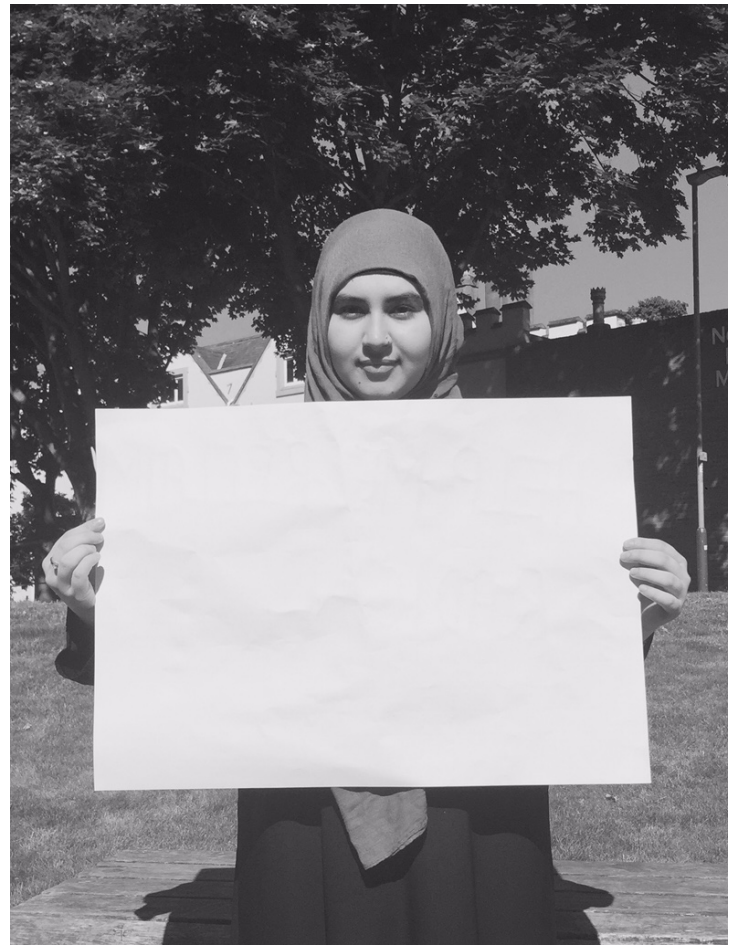
**Ian Forman – Nazi sympathiser.** Forman was a **RECEPTIONIST**. The 42yr old was reported by colleagues at the glass recycling firm where he worked who found he had been researching chemicals and explosive substances. He claimed he was a fireworks enthusiast. He was convicted of planning to blow up mosques in Merseyside, having made a list of nearby mosques. He referred to them as “dreck ziel” – a German phrase that translates as ‘filth target’. He had gone as far as testing explosives in his home. He had expressed far right views on social media and spoke of his admiration for Adolf Hitler and Anders Breivik.



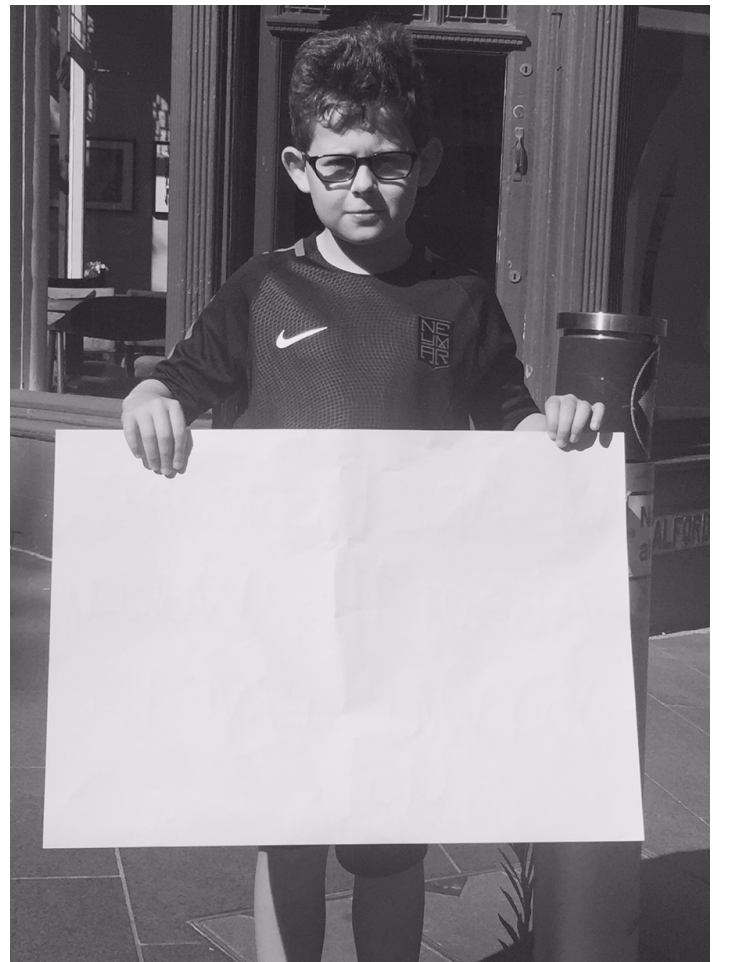
**Faisal Shazhad – Times Square Bomber.** Shazhad was an **ACCOUNTANT**. He admitted to being trained at an Al Qaida training camp in Waziristan, on the border between Afghanistan and Pakistan. He was unrepentant in court and was given a mandatory **life sentence in prison.**



**Thomas Mair – neo-Nazi terrorist.** In 2016, **UNEMPLOYED GARDENER** Mair, shot Batley and Spen MP Jo Cox before stabbing her 15 times. Jo Cox died from her injuries. While attacking her he was heard to shout, “this is for Britain, keep Britain independent” and “Britain First”. A search of his property and examination of his online activities showed him to be obsessed with Nazis, notions of white supremacy and apartheid-era South Africa. He had a library of far-right literature in his home and a gold-coloured Third Reich eagle with Swastikas. When he first appeared in court he gave his name as “Death to Traitors, Freedom for Britain”, a phrase which was subsequently used as the slogan for the now banned neo-Nazi group, National Action. **Mair, 53, was given a whole life prison sentence.**



Photocopy the picture cards and ask participants to complete their own statements, what message do they want the adults in their life to know? What do they want help with? What do they need to understand more?



You can now select from the youth proofed online resources included in the remainder of this toolkit and use the most appropriate based on your group discussions around the four films.



# #ReclaimRadical Recommended Resources



Thinking critically about what you see online

Childnet has created a resource which is designed to support teachers in exploring critical thinking online. The 'Trust Me' resource has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content.

The main aim of this resource is to educate young people around inaccurate and pervasive information that they might come across online. This resource is by no means a solution to the issues that are facing young people online but is intended to stimulate and facilitate discussions around online risk.

Developed in partnership with the London Grid for Learning (LGfL) Safeguarding Board, the resource contains lesson plans for both primary and secondary level that aim to empower educators to discuss how to think critically around the areas of content, contact, and propaganda material that may seek to persuade or change their views.

They have also produced a set of teachers guidance which contains the appropriate background documents for schools and additional content to help you to deliver this resource to pupils. It will give you an overview of the relevant laws online and case study examples to support you in answering any questions which may arise during these sessions.

Teachers can adapt these packs to suit their pupils and have created all the content under a creative commons licence so any changes can be made so they fit the specific needs of each school.

Access to this resource can be found at:

**<http://www.childnet.com/resources/trust-me>**

## Young Advisor Critique:

This was an interesting resource in how specifically it was tailored towards teachers to encourage them to start conversations with their students about radicalisation and extremism rather than shutting these conversations down or ignoring them entirely. I felt that this was a strong positive aspect of this resource as it provided clear lessons objectives and time management in the primary resource pack, which I believe would make it easier for teachers to cover all aspects of this sensitive topic within the time limit so the overall objectives of the resource could be met.

The resource had also been split into two sections: primary resources intended for teachers in primary schools to deliver to a younger audience and also secondary resources intended for teachers in secondary schools to deliver to an older audience. This is a useful aspect of the resource as both audiences would understand and interpret things in a different way to each other so it is important that the resource has been tailored in this way to meet this requirement.

I particularly liked the clear colour scheme that was found on all the resources, from the teacher's information pack to the PowerPoint presentation that would be viewed by students. This maintains the presentation and aesthetic of the resource which then makes it more appealing to younger people that wish to access the resource and encourages young people to pay attention to the document due to the eye catching colour scheme.

However, this resource is not particularly accessible for young people to use themselves as it is more tailored for a teacher to present the resource to young people. Although it could be useful to have an additional resource that mirrors this one for young people to access, this resource is overall useful in how it has been targeted towards teachers and I believe it raises awareness and encourages conversation in an appropriate and effective way.

**Overall score: 5/5**

# Miriam's Vision

## A Response to the 2005 London Bombings



Miriam Hyman was killed in the London bombings on 07 July 2005. The Miriam Hyman Memorial Trust brings you her legacy.

Miriam's Vision: A Response to the 2005 London Bombings is a collection of unique, high quality curriculum-based lesson plans, accompanying resources and guidance notes for teachers of 11 to 14-year-olds. This is free of charge, available to download and share. Each module makes reference to Miriam's story and her memorial, the Miriam Hyman Children's Eye Care Centre in Odisha, India.

The programme has three strands:

- History, Citizenship and PSHE: Relate directly to the events of 7/7. Opportunities for acquiring transferable life skills such as resilience, considered and constructive response to negative situations, and rational thinking and action in the light of rights and responsibilities.
- Geography, Art and Dance: Relate to the location of the Miriam Hyman Children's Eye Care Centre in Odisha. Learners experience aspects of a new culture and compare to their own to understand that diversity is the natural outcome of local response to universal needs for nourishment, shelter, safety, aesthetics and spirituality.
- Business & Enterprise: A cross-class or cross-year fundraising activity for the MHCECC Outreach Programme. Empathy for the needs of others and involvement in an altruistic activity that impacts the real world.

Access to this resource can be found at:

<http://miriamsvision.org>

### Young Advisor Critique:

This resource is split into several schemes of work which is a particularly unique and accommodating aspect of the resource as it is tailored towards specific subjects. The resource therefore covers a whole range of methods of engaging and education young people about radicalisation which makes it an appropriate resource for a wide range of young people. It also makes it easier for young people to access the resource themselves and find out more about the different schemes of work, based on their personal interests. This allows the resource to be used by a range of teachers in different subjects such as Art and Geography rather than it being solely limited to a PSHE lesson.

This resource also contains a wide range of types of resources within in, such as a video explaining Miriam's Vision and numerous PowerPoint presentations addressing other key issues as well as interactive summary sheets for young people to fill out so hey can reflect on what they have seen. This is particularly useful as it enables young people to learn something from the resource and independently think about the issue of radicalisation and the real life impacts and events that have stemmed from it. This is essential to ensure that young people are able to develop their own views through discussion in a safe space.

However, in order to further tailor this resource to a young audience, I felt that the presentation of the resource was not clear as it could have been. Particularly with the summary sheets, as they appear plain and simplistic, which may discourage young people from giving their full attention to the resource. The resource is overall very suitable, particularly for older students in secondary schools due to the complicated and sensitive issue that is being discussed.

**Overall score: 4/5**

# educate.against. ~~hate~~

The purpose of this website is to provide practical advice and support to help all individuals with an interest in keeping children safe from the dangers of extremism. This site has been created by the Department for Education and the Home Office.

The site is separated into sections for professionals and parents, and links to many different national partners.

Access to this resource can be found at:

**<http://educateagainsthate.com>**

## Young Advisor Critique:

The website has an eye-catching and interactive layout. Making it suitable for parents, teachers and young people to use easily. This is especially since the website has been split into sections that have been tailored for each group. This aspect sets this resource out from other resources as it is accessible for all audiences that wish to find out more about radicalisation. There are also questions listed beneath each section, aimed at each group. This is an effective way of encouraging conversation as it allows the reader to ask themselves these questions before clicking on the links to see the answer. The website also has an active Twitter page attached at the bottom which allows young people that are interested in this issue to be able to gain more information independently through a potentially more familiar platform.

The sections aimed at parents, teachers and students are also split into sub-categories which look at separate resources for primary, secondary and post-16 students which shows that these resources have been tailored towards specific age groups. This is extremely important and different age groups have a different understanding of radicalisation and this aspect ensures that the resources provided are appropriate for whoever wishes to use them.

In terms of accessing resources for teachers to use with students, the website links to other websites such as the Red Cross where these resources can be found, this is useful as it covers a wide range of issues with regards to radicalisation and provides resources for teachers to discuss specific issues. However, this wide range of resources from other websites can be confusing to access as it links externally.

**Overall score 5/5**



## **The contribution of youth work to preventing marginalisation and violent radicalisation A practical toolbox for youth workers & Recommendations for policy makers**

Final report of the expert group on the role of youth work for active citizenship, prevention of marginalisation and violent radicalisation.

The findings of the expert group detail the role of youth work on promoting active citizenship, preventing marginalisation and violent radicalisation. This report consists of five parts:

- ✓ A glossary which provides clarification on the terminology used in the context of this report
- ✓ An introductory part with background information on what this expert group is about, why it was established and how it carried out its work.
- ✓ A practical toolbox which provides useful guidance and advice to youth workers and organisations which train youth workers on how to prevent young people from marginalisation and experiencing violent radicalisation
- ✓ Policy recommendations to public authorities for a holistic approach in preventing violent radicalisation and extremism
- ✓ Conclusions

Access to this resource can be found at:

**[http://erasmusplus.org.pl/wp-content/uploads/2017/03/youth\\_work\\_against\\_marginalisation.pdf](http://erasmusplus.org.pl/wp-content/uploads/2017/03/youth_work_against_marginalisation.pdf)**

### **Young Advisor Critique:**

This is an effective interactive resource targeted specifically at youth workers and other professionals that work with young people outside school. It is a particularly lengthy document although the effect of this reduced by the interactive contents page on the PDF that allows a section to be clicked and then links directly to it. However, this would not be available in a printed version of the document. The contents page is also split by colour which separates sections in a visual manner and makes the document easier to navigate. The resource also includes a glossary of key terms which I believe is useful for those that are unfamiliar with this topic and this makes the resource accessible for a wider range of people.

The resource is an effective tool for informing those that work with young people about the current scheme of prevention of radicalisation as well as issues that are currently being faced. This is therefore a useful tool for those that wish to inform themselves of the contribution of youth work in preventing radicalisation although it is not particularly accessible for young people to use without a professional.

**Overall score 3/5**



The Childnet Hub for young people aged 11-18.

The internet is a brilliant place to connect with others, to be creative and to discover new things. In the Childnet Hub you'll find top tips, competitions, blogs and advice to help you to use the internet safely, responsibly and positively.

Access to this resource can be found at:

**<http://www.childnet.com/young-people/secondary>**

Access to their resource for primary aged children can be found at:

**<http://www.childnet.com/young-people/primary>**

### **Young Advisor Critique:**

This resource is specifically aimed at young people. This is shown in how the hot topics are highlighted in the Secondary section aimed at older young people which are relevant to the issues that young people face such as online grooming and social networking. The layout is engaging and the website provides practical information which answers a range of questions. This is therefore a useful tool for young people to access independently without the help of a professional in order to answer any specific questions a young person may have regarding online safety.

However, I don't believe the website has included enough on more recent challenges that users of the internet, particularly young people, have faced. This includes viral fake news which is largely regarded as an effective means of radicalisation on all areas of the political spectrum. Another issue which is not mentioned independently is the advance of social media platforms being used to spread extremist views and how this can radicalise young people. As this is a significant issue, I believe this should be discussed thoroughly.

**Overall score 3/5**



### 'Prevent' Teaching and Learning Resource

A resource that explores the difficult issue of extremism providing a framework to support teachers who are engaged in teaching this controversial issue.

Access to this resource can be found at:

**<https://www.stockton.gov.uk/children-and-young-people/information-and-training-for-schools-and-childcare-providers/the-prevent-duty/prevent-teaching-and-learning-resource/>**

### Young Advisor Critique:

This is a useful resource for teachers that are aiming to open up a conversation about identity and radicalisation as it contains a detailed lesson plans which considers each aspect of the practicalities of using this resource by acknowledging the different learning styles of different students. This makes this resource particularly appropriate for a diverse range of students. The resource also uses a range of ways to present the information such as videos, presentations and interactive worksheets. This allows students to be fully engaged in the lesson as the type of activity can vary throughout a lesson.

However, this resource is not particularly accessible for young people to use without a professional as it is very much lesson based. Overall, I think it is useful that the resource is spread out over 12 lessons in total as this can therefore be a subject that is explored over a longer period of time. This also means that all relevant aspects of the issue are considered and addressed.

However, there is no final summary sheet for young people to interact with at the end of each lesson which I feel would be particularly useful here in order to reflect on the resource.

**Overall score: 3/5**





**SINCE 9/11** is a UK educational charity which was set up on the tenth anniversary of September 11th 2001 to ensure that the legacy of 9/11 is one that builds hope from tragedy.

There FREE Education Programme created by the world acclaimed UCL's Institute of Education for all UK secondary schools focuses on teaching the events, causes and consequences of 9/11 in an attempt to create a better, peaceful and harmonious future.

Access to this resource can be found at:

**<https://since911.com/911-education-programme>**

### **Young Advisor Critique:**

This resource is useful for providing information to teachers about the incidents of 9/11 and how to discuss this largely important event in an appropriate and sensitive manner as well as encouraging discussion around this topic. There is a specific section on the website which gives guidance to teachers on discussing controversial and sensitive topics which is particularly useful as it ensures this resource can be delivered effectively. It also contains guidance on conspiracy theories surrounding the 9/11 events which I believe is particularly useful as this is an aspect that is not discussed in an educational setting frequently even though conspiracy theories play a significant role in terms of social media content following an event such as this. Conspiracy theories can often be extremely inaccurate and may portray a twisted version of events depending on the desired political statement. This can then be used to radicalise young people online. This is an issue I believe is not spoken about enough and the fact that this resource highlights it makes it an extremely effective tool when educating young people about an event such as 9/11.

Whilst this resource is particularly useful for those that work with young people to open up a conversation about this issue, it is difficult for young people to access this resource without a professional as the resource is aimed at professionals.

**Overall score 4/5**

## Further advice...

Getting the right advice, action and support for children, young people and families is crucial. If you are unsure about the level of response needed for children, young people and families you are working with the Local Safeguarding Children's Board's thresholds guidance is an essential first point of information [lrsb.org.uk](http://lrsb.org.uk)

Leicester City's early Help and Children's Social care Services are here to provide advice and guidance on the appropriate action to take depending on the nature of your concern.

Simply call **0116 454 1004** and select from the options given.

For further information on Leicester Prevent contact the Prevent Team by email [prevent.team@leicestershire.pnn.police.uk](mailto:prevent.team@leicestershire.pnn.police.uk) or by calling **101**.

You can also follow the team on twitter **@LeicsPreventET**

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