

How to Get the Most from this Handbook

The Handbook has been written in order to support you, the teacher, in your daily work and to give you the confidence to tackle the complex issues of terrorism, radicalisation and extremism serenely and competently. Its aim is to help you not only to fulfil your statutory obligations but also to create an enjoyable and creative classroom environment that will enrich your teaching experience and bring benefits across the entire school curriculum. We hope that in turn your pupils will appreciate the opportunity to debate the issues in a constructive and stimulating way. If we have achieved these aims, we will have succeeded.

We recommend that before beginning your preparation of the lessons you read the next section on *Definitions, Terminology and Sources*. This will help you to find a way through the minefield of confusing terms that relate to terrorist activity, and will better prepare you for tackling the teaching, classroom activities and questions that will follow.

How the Handbook is structured

The Handbook is divided into five **Units**. These Units are written incrementally with a building block effect, such that each Unit builds on a framework of examples and concepts introduced previously, and it is recommended that you follow this order. It will enable you to begin work with simpler ideas with which pupils are familiar – the experiences of anger and disappointment, the notion of fairness and unfairness – and progress gradually to the more complex and nuanced ideas that characterise the subsequent Units.

Unit 1 provides a general introduction to the subject of terrorism with an exploration of types of violence. A list of recent terrorist attacks is provided for your reference. Terrorism is partly explained in terms of what it is not, using examples with which pupils are familiar. Moving on to what terrorism 'is' shows that a number of specific 'ingredients' must be present to call something terrorism. The idea of a terrorism cooking pot is introduced. The answers to a simple questionnaire will give you a sense of what pupils believe about terrorism.

Unit 2 digresses into a historical overview of different kinds of violence which were or might have been called terrorism, and explains why putting the label of terrorism on to violent behaviour is so controversial. In this Unit examples of the Suffragettes and Nelson Mandela are used to illustrate how people's views of violence differ and how they change over time.

Unit 3 goes to the heart of how terrorism evolves and explores different pathways into terrorist violence. A simple Storyline looks at how terrorism affects one individual and his family. The various aspects that we need to know about terrorism are explained as a set of jigsaw sections which we try to assemble into a whole. These sections are called the *reasons*, *goals* and *methods* of terrorism, together with the process of involvement in terrorist activity which we call *pathways*. >>

The second half of the Unit studies four very different forms of terrorism – from Northern Ireland, Italy, the Middle East and Papua New Guinea – and draws out the essential characteristics of terrorism, how violence developed and how (in three cases) it ended. Pupils are invited to reflect on the consequences of terrorism, and how destructive it is for aggressors as well as victims.

Unit 4 examines the role of the media in terrorism from both positive and negative perspectives. It makes a distinction between *fact*, *opinion* and *bias*, and encourages role-play and debate on these issues. The Unit shows how terrorists have a message for *victims*, *target* and *audience*, and how this puts pressure on governments and public opinion. The way in which biased or misleading information is communicated alerts pupils to the need for critical evaluation of information sources, and encourages them to challenge pro-violence messages.

Unit 5 looks at how terrorism ends, with a particular focus on conflict resolution mechanisms and the role of peacemakers. It asks pupils to remember the key points of previous Units and, for older pupils, proposes a definition of terrorism based on what has been learned.

The Handbook concludes that terrorism can and usually does come to an end, particularly when: participants on all sides are weary of violence and see no likelihood of victory; ‘Courageous People’ are prepared to risk their lives and reputations for peace; laws are fair to all groups in a population; hatred and the desire for revenge can be put aside and former enemies can learn to trust one another.

Curriculum suggestions

With subject matter as sensitive and controversial as terrorism, we suggest that this Handbook is introduced as **part of a whole school strategy**, with head teachers taking ultimate responsibility. Given the new statutory responsibilities that schools have for safeguarding and prevention, it may not be strictly necessary to inform parents and carers about the course of study. However we recommend doing so as a courtesy and to pre-empt objections. For example a letter or policy statement could give notice of the school’s intention to adopt the Handbook, giving a brief outline of the course. The letter could explain that the school has new statutory obligations that must be fulfilled; that the course of study will expand the school’s core values and principles of human rights, equality, diversity and civic engagement. A brief summary of lesson content could follow, with examples of how these will complement other parts of the curriculum.

We recommend that the Handbook be taught within the **Citizenship** curriculum with which it shares the themes of human rights and democratic values, equality of race, religion and gender and participation in civil society. The current Citizenship curriculum gives particular emphasis to Britain and British values (about which we have reservations – see *Definitions, Terminology and Sources*) but it also requires teaching to ‘equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.’ In this

light we think that the Handbook makes an excellent fit with Citizenship. Several sections of the Handbook, particularly in Unit 2, could usefully be studied within or alongside the KS3 **History** curriculum. For example, within the History module ‘Ideas, political power, industry and empire: Britain 1745–1901’, a study of the British empire with a focus on India would tie in well with our study of Indian independence leader Mahatma Gandhi; the module, ‘Challenges for Britain, Europe and the wider world 1901 to the present day’ would link up well with our study of the Suffragettes. There is also an overlap with **RE** which could stimulate fruitful discussions. **PSHE** has two thematic areas of relevance to this Handbook: ‘Relationships’, and ‘Living in the Wider World’. Ideally, teaching staff from all four disciplines would consult on coordinating lesson plans. Proceeding on this basis should enrich and complement studies across the curriculum.

What to look out for in each Unit

Brief introductory summary

Key skills developed in each Unit

Unit 1: Terrorism – What It Is and What It Isn't

KEY VOCABULARY

kidnaps: to take and keep someone in a secret place against their will, usually for a ransom

hostage: someone who is held prisoner by a person or group of people

hijacks: to take control of a vehicle (bus, train, plane) by force

bargains: an agreement promising to do something in exchange for something else

ransoms: a sum of money demanded for the freedom of a hostage

grievances: a feeling of anger that a wrong has not been put right

civilians: someone who is not a member of the armed forces

political power: the power to decide how things are done in a community

publicity: a high level of public attention

discrimination: the act of treating people differently for a reason (a reason which is in the mind of the person who discriminates)

prejudice: feelings of dislike or hostility towards something or someone

United Nations: an organisation set up in 1945 to which almost all countries belong

cause: a set of ideas or goals that people strongly believe in

movements: a group or groups of people who share the same goals (eg a peace movement)

equal rights: the same rights in law as other people

degenerate: to become worse

abolish: to get rid of

ambitions: a goal, something to work very hard towards

public opinion: a view held by a large section of the population

petitions: a letter to people in authority signed by several or many people

RECOMMENDED MATERIALS

Computers (if available) on which pupils can study the child-friendly version of the UN Convention on the Rights of the Child (see endnote 21), or copies to study in class

Large sheet of white paper with a picture or line drawing of a cooking pot

Sticky paper on which to write the ‘ingredients’ for the cooking pot

Photo images of:

- damage caused by natural disasters: tsunamis, earthquakes, hurricanes, etc
- Mahatma Gandhi and Martin Luther King

Class photocopies of:

- the questionnaire (PCM1)
- the extract from Dr King’s ‘I have a dream’ speech and Paul Cookson’s poem ‘Let no one steal your dream’ (PCM2)

White paper and felt-tip pens for drawing posters

Advance alerts of materials that may be useful and of where access to computers (if available) would be helpful. These are flagged in the text with the following symbol:



Terms that appear in the text for which pupils might require clarification, listed in order of appearance. A full easy-reference alphabetic glossary appears at the end of the Handbook

Helpful triggers introduce discussions

Practical aspects for introducing the Units and highlights of problematic or sensitive issues that might need to be dealt with

Other special features and symbols used

CLASSROOM/ASSEMBLY ACTIVITY

Classroom/assembly activities are a core element of this text, and we recommend that you always make time for them. In general the activities are grouped at the end of a section and serve to recap on what has been covered, with a focus on summing up what has been learned in the section. Occasionally activities are suggested during discussion of a specific issue. These serve to lighten up what might otherwise be a particularly dense discussion. They also allow pupils' feelings on a particular issue to be given immediate expression before they pass or are forgotten.

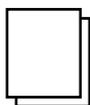
The classroom activities are important because they broaden the range of a discussion, stimulating pupils to work out and articulate views on issues that are related to but not confined to violence. They encourage pupils to explore the nature of conflict and grievance and to seek non-violent solutions to problems in their own lives and in the wider world. They invite pupils to test themselves against the moral arguments for and against the use of violence and to relate their own understanding of conflict and its consequences to a global sphere. They provide ample opportunities for role-play, drama and debate at all levels of age and ability.

OPTIONAL ACTIVITY/INFORMATION FOR OLDER PUPILS

While most activities are suitable for all KS3 age groups, these are more suitable for older pupils. If you prefer to skip these older age options, you are invited to pass directly to the next appropriate section as indicated.

SUMMARY

Helpful summary points to conclude each Unit to ensure key learning has been achieved.



PCM

This symbol indicates the availability of handy photocopiable sheets printed at the end of the Handbook.

Two fictional **STORYLINES** are used to illustrate key themes of the Handbook. The Unit 1 Storyline describes what happens to a peaceful protest movement when violence is used; the Unit 3 Storyline portrays an individual's pathway into violence, with the consequences of that choice. The Unit 3 Storyline can be used for younger pupils as an alternative to the four case studies in the final part of Unit 3.

Two pieces of **POETRY** are included in the text: the first, by Paul Cookson, follows Dr Martin Luther King Jr's 'I have a dream' speech and encourages pupils not to give up their ambitions. The second, by Anglo-Indian poet Ruskin Bond, concludes the Handbook with a light-hearted vision of what a better world might look like.



These 'Tip' pointers suggest how you can illustrate a particular theme or encourage the class to respond in a particular way.

Guidelines for classroom discussions

Your success in using this Handbook will depend on the extent to which you encourage lively debate and dialogue between you and your pupils, and between pupils themselves. Before embarking on a lesson we recommend you think through carefully your own position and feelings on the issues to be discussed, being aware of any bias you might have. Don't be afraid to give opinions but if possible avoid stating these as facts or absolutes. Try not to draw conclusions or make definitive statements unless these are well-rehearsed or approved school policies such as respect for human rights, gender and racial equality, etc. Terrorism and radicalisation are topics which lend themselves too easily to generalisation and broad sweeping statements. Reaching a tentative conclusion and leaving space for doubt is better than pretending to have a definitive answer to a problem. Accepting the absence of certainty should not, for the purposes of this Handbook, be construed as something negative. Because terrorism has no accepted universal definition then there will always be room for subjectivity, disagreement and doubt. If you are faced with difficult questions, do not feel the need to respond immediately. You can always postpone an answer until you have discussed it with colleagues or your school leadership team. Simply comment that you need some time to think before replying. The PSHE Association guidelines on these issues can be helpful here.⁴

Despite the seriousness of the subject matter, try to keep the lessons light-hearted and enjoyable. Avoid excessive focus on extreme Islamist groups, bearing in mind the broad spectrum of political violence that is covered in this Handbook and the centuries that it spans. Do not allow these lessons to be used or perceived as a means of assessing pupils for their potential to radicalisation, as any impression that pupils feel themselves 'under surveillance' will inhibit discussion and stifle debate. It goes without saying, however, that if any pupils give specific indications that they risk being drawn into terrorism then you must follow your school's policy in this regard.

Classroom discussions should be conducted in a democratic fashion and according to rules that you must set. Each pupil should be allowed a voice, and dialogue should be encouraged. Digressions from the major themes into local or community issues should be allowed, though not to the detriment of the major themes. You may already have a set of guidelines for conducting classroom debate and if they have worked well you should retain them.

Here are a few tips which may help with controversial issues dealt with in this Handbook:

- Once you have set up a debate and its rules, encourage the class to set the pace. You may be the moderator or you may prefer to appoint a pupil moderator who will take views and summarise the arguments. With some classes you could adopt the role of devil's advocate or appoint a pupil to the role.
- One pupil should speak at a time for a limited number of minutes with no interrupting allowed.

- Pupils’ views must be listened to but if their expressed opinions contradict the school’s values or the values of a democratic society (tolerance, equality of human rights, etc) they must be challenged firmly, preferably with the moderator asking other pupils to provide counter arguments.
- Hate speech, racism, religious or sexist comments should be challenged with examples of their consequences, eg the Holocaust, apartheid.
- Encourage pupils to challenge ideas rather than people.
- Be aware of the possibility that pupils are repeating parrot fashion what they may have heard or read. To counter this, encourage pupils with outspoken views to justify them.
- Do not confuse the desire to ‘be different’, to brag or to shock with a genuine sympathy for terrorism. Deliberate provocation should be dealt with firmly.
- Some of the issues lend themselves well to drama and role-play, and these should be encouraged as alternatives to debate.

Lesson planning

We have not included detailed lesson plans nor have we tried to estimate how long you should devote to each Unit or section, as these will depend on the ability and age group of your classes and the curriculum time available. Do not rush the lessons, it is better to cover one section carefully if the pupils are stimulated than trying to cover several sections superficially. We suggest that the course of study should range from a minimum of one term to a maximum of one school year. You may find it helpful to use a Progress Chart as a guide to arranging and planning lessons and to help future users of the Handbook.

An example:

Date	Class	Material covered	Activities	Time taken	Comments
19/10/2015	Y7	Unit 1: 1.1–1.5	Questionnaire and class discussion on terrorism	40 mins	Most of class seemed familiar with key vocabulary. Some personal fears over terrorist attacks. High participation in class discussions; seemed to find lesson useful.