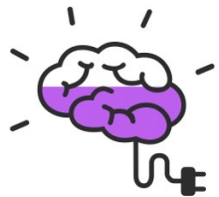




VOTES AT HOME

Talking at home: Extremism



Be informed.



Be curious.



Be heard.

Talking at home

Here are some **ideas on how to have conversations at home.**

When to talk: try to find a time when there are fewer distractions around.



Where to talk: it's best to talk in a relaxed, quiet and neutral place if possible.



How to talk: listen carefully, explain simply, ask questions and be patient.



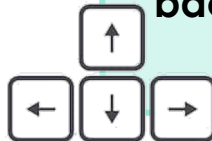
Getting started...

Use these **buttons below** to move through the slides.

Find this **button** in the bottom right of you screen to **start the slides.**



Use the **arrow keys** to **go forwards and backwards** through the slides.



To go back to your normal screen, **press the esc key** on your keyboard.



Videos & References:

Please use the notes section for alternative video links and references on each slide.

Don't forget to vote...

At the end of this lesson, vote on the question as a family. Do you all agree?

Can sharing stories prevent extremism?



This resource aims to encourage **a conversation across the whole family** about how **sharing personal stories and experiences** can help us learn about **extremism** and understand **how to avoid being drawn into extreme ideas**. We are thinking particularly about the impact of **COVID-19** on this.



1

What is an extreme view?

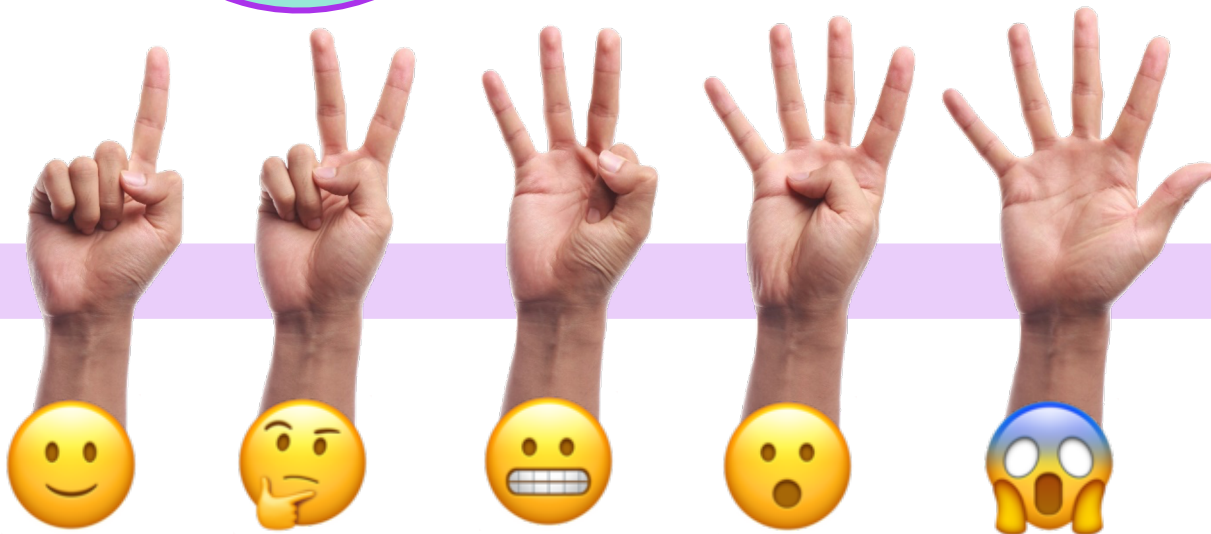


Show your vote (3-5 mins)

On the next slide, discuss the five different views as a family. 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? Do you all agree?

Extreme¹:

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



Not extreme

Very extreme

1

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

1

What is an extreme view?

Discuss (1 min)

What do you think an extremist is?

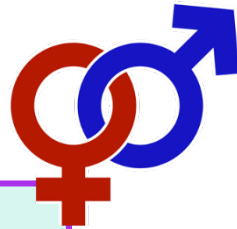


Religion

Politics



Race



Gender

LET'S TALK ABOUT IT

An **extremist** strongly supports a **certain idea or cause** in a way that most people find **unreasonable**. They may use these views to justify **hateful or harmful behaviour** towards those they oppose or who oppose them.

Different extremists groups could target anything. They may dislike certain people because of their **opinions, lifestyle, identity or culture**.

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



2 Extremist propaganda



Ask your child (2-3 mins)

Have a look at some of this extremist propaganda. What strategies are they using to promote their cause? Hint: how are they trying to make the reader feel?

Propaganda:
Information or images designed to influence a person's opinion.

Making their cause seem brave or exciting



One strategy is creating stories to prove their cause is **justified and heroic**.

They may also create narratives which present **“different”** groups as the **enemy**.

Promising solutions or a better life



Creating a feeling of belonging and identity



Blaming certain groups for problems



3

Why should we talk about this?



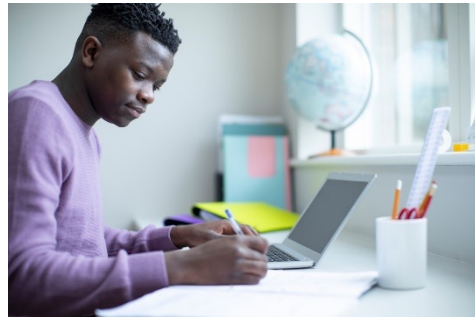
Discuss (1 min)

How has COVID-19 changed your communication and the way you spend your time? (Adults too!)

Coronavirus is having a significant impact on young people and families across the world, **changing the way that we live, learn and communicate with others.**

With **schools closed too**, we're all using the internet more than ever to **play, learn and talk to our friends.**

Work it out: How much time are you spending online each day?



While it doesn't happen that often, unfortunately there are people online who use the internet, social media and gaming to spread **extreme ideas.**

Why should we talk about this?



Misinformation and **fake news** can also play a part in **spreading extreme ideas**.

For example, in some places, misinformation and fear surrounding Coronavirus has led to **East-Asian people being mistreated**, including **abuse** and **violent attacks**.



Translation: "I am not a virus"

0:00-
1:33



**BRITAIN'S CHINESE COMMUNITY
FACES RACISM AMID VIRUS OUTBREAK**

Watch (2-3 mins)

Click the image to watch a short video. How is this affecting different communities in the UK?

4 Real-life consequences



During **COVID-19**, there will be people who want to **influence** children and young people and **take advantage** of the time they are spending online.



WORKING TOGETHER TO
PREVENT TERRORISM

Talking about this as a family will help everyone in your house to **understand the dangers** that are out there.



The people you are going to hear from have **shared their stories** to help **raise awareness** and **improve our understanding** of the **real effects** extremism can have.

However, it is important to remember that **extreme groups also use stories** to persuade people to become part of their organisation.



4 Real-life consequences



Thomas* witnessed a family member being hit by the car on London Bridge.

On 3 June 2017, a van was **deliberately driven into pedestrians** on London Bridge. The attackers crashed the van, then ran to the nearby Borough Market area and began **attacking people**. The attackers were **inspired by Islamic State (ISIS)**.

“The people who did this are just human beings like you and me.”

0:00 - 1:31



“No one is born a terrorist.”

Video task (3-4 mins)

Watch and discuss your thoughts on Thomas' story. What message is he trying to give about the attackers? Do you agree?

Challenge:

How could a situation like Thomas' push someone towards extremist views?



4 Real-life consequences

On 22nd March 2017, a terrorist attack took place on **Westminster Bridge**. The attacker **drove a car onto the pavement and injured more than 50 people**. Five people died.



0:00 -
1:22



Travis was one of the people injured that day.

Challenge:
How might extremists use this story to help their cause?

Video task (3-4 mins)

Watch the video or read the summary below and discuss:
What would you do if you thought one of your friends was being drawn into extremism?
Would you know what to look out for?

It took Travis 18 months to recover from his injuries. He wondered whether this tragedy could have been prevented **if the terrorist's family and friends had spotted the signs.**

LET'S
TALK
ABOUT IT

5 The other side of the story

Extremist groups also tell stories which are **personalised** to make the listeners feel certain emotions. The stories may be based on true events, exaggerated or completely made up.

Family chat (4-6 mins)

What are these statements trying to make you feel?

"Life will be better without them."

"It's time to get revenge for what they've done."

"We need people like you."

"We have to defend ourselves."

"No one is listening, we have to take action."

"They are to blame."

"We know how you feel."

Angry



Proud

Afraid



Hopeful



Victimised



Valued



5 The other side of the story



Hollyoaks drew attention to extremism through Ste's storyline in 2019...

Ste's sister died in a terrible accident, which left him upset and angry.

He **blamed the doctor**, Misbah, for her death because thought she had made a mistake when caring for his sister.

Members of an extreme group, Jonny and Stuart, recognised that Ste was **vulnerable** and **gained his trust**.

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**.

After some encouragement from his family, **Ste agreed to talk to a Prevent officer** who helped him break his ties with the extremist group.



Hollyoaks wanted to portray how **extremism and radicalisation can happen to anyone** and show **what you can do if you're worried that yourself or someone you know is being radicalised**.

Radicalise:

Making someone become more extreme in their beliefs.

5 The other side of the story



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 the writers 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.**

There are some **racist groups** that **encourage hate and violence** that are **banned in the UK.**

Video task (5-6 mins)

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

Extension:

Why do the Hollyoaks cast think it's important to tell this story?



6 Why share these stories?

“This is my story, but there’s another side to this.”

““They’re just very angry people who are using the far right as a way to vent their anger.”

Family chat (3-5 mins)

Why do you think these people have decided to share their stories with you? What are they trying to achieve or avoid?

“No one is born a terrorist.”

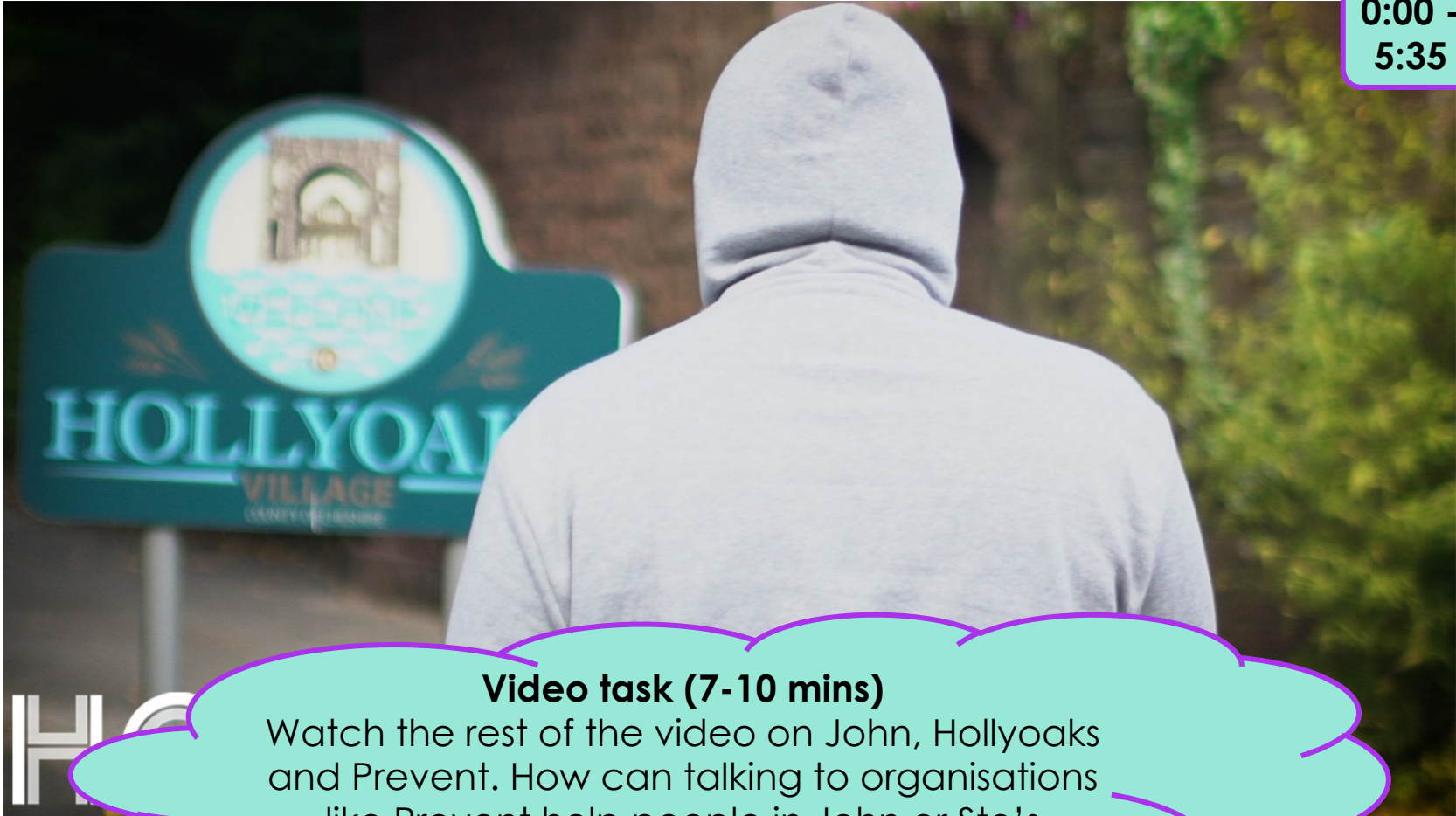
Challenge:
How might extremists use these stories to help their cause?



6 Why share these stories?



0:00 -
5:35



Video task (7-10 mins)

Watch the rest of the video on John, Hollyoaks and Prevent. How can talking to organisations like Prevent help people in John or Ste's position? How can talking to family help?

6 Why share these stories?

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 **speaking about their experience**. This headline was published in 2019:

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

Family chat (2-3 mins)
Can showing extremism on TV help prevent it from happening in real life?



7

What should families look out for?

The **internet makes it easier** for children and young people to engage with new groups or individuals and this can **make them vulnerable** to those who are looking to influence them.

Online radicalisation can be hard for parents to pick up on as it is complex.
However, there are some possible signs to keep an eye on:



Exploring new and unusual websites or forums

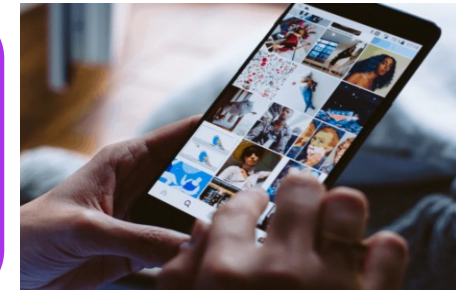


Changes in identity and language

Joining new or secret groups, talking to new people



Sharing religious, political or hate based videos online



Radicalisers can target children and young people by **messaging on popular apps and websites**. They then wait to see who responds before then **taking the conversations further on a private platform**.

8 What can you do...

These are indicators that they might need help, but you know your child best and we advise that you speak with them first. Check in with them and ask them about what they are viewing, who they are speaking to and how they are feeling. This might feel difficult, but here are some tips to help you:

- **Listen carefully to their fears and worries. There are some helpful tips [here](#).**
- **Avoid complicated and worrying explanations that could be frightening and confusing.**
- **There is advice and support to help them [understand Coronavirus](#)**
- **If they are finding it hard to cope with bereavement and grief - advice can be found [here](#).**

You can get more information from the following websites, these will help you understand why people sometimes need more support if they have been radicalised, what is available and how to access it.

NSPCC



**internet
matters.org**



parentINFO
FROM CEOP AND PARENT ZONE

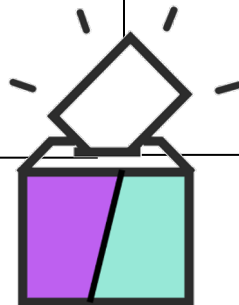
childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



Can sharing stories prevent extremism?



| YES | NO |
|---|---|
| <ul style="list-style-type: none">• We can learn from other people's experiences and keep ourselves safe.• Stories are more memorable than statistics or information, which helps us remember the message.• Stories have always been used to teach us lessons. They help us learn.• Many people our age are more likely to watch shows like Hollyoaks than listen to the news, so these stories can make more of a difference. | <ul style="list-style-type: none">• People can lie in stories and teach us the wrong thing.• Extremist groups also use stories to manipulate people into joining them.• While stories might help promote understanding and reduce extreme views, actions bring about change, not talking.• Stories can only get us so far; we need people like the police to keep us safe. |

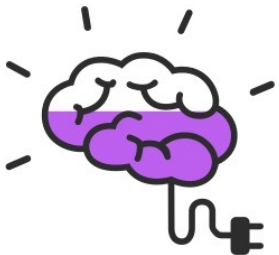


You can vote from home at...

<https://www.surveymonkey.co.uk/r/SSVGLQV>




To have your voice heard!



If you have any issues, feedback or comments, email
aisling@votesforschools.com

Need more information or someone to talk to?

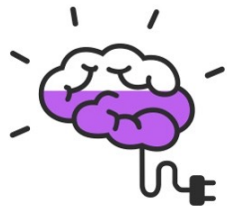
| Students | Parents/Carers | Other useful links |
|--|---|--|
| <p>Remember, you can always talk to a trusted adult, like a teacher or a family member, if you are at all worried about anything.</p> | <p>If you need to talk to someone about the concerns you have for a child, call the NSPCC helpline on 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>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><u>NSPCC gives advice for adults worried about a child becoming radicalised.</u></p> | <p><u>NSPCC</u> 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>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>To report suspicious activity to the police, you can either call them in confidence on 0800 789 321, or complete this online secure reporting form at: https://act.campaign.gov.uk/ If it's an emergency call 999.</p> |
|  | <p>Family Lives offer <u>advice</u> for professionals and parents if they are worried about a child being radicalised.</p> | <p><u>Families Against Stress and Trauma (FAST)</u>, provide support to vulnerable families and individuals whose lives have been affected by the trauma of losing loved ones to hateful ideologies and groups.</p> |



VOTES AT HOME

Find out more at

[Votesforschools.com](https://www.votesforschools.com)



Be informed.



Be curious.



Be heard.