'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.

Developed in conjunction with:

What is the 'Prevent' Teaching and Learning Resource?

This teaching resource (DVD, Lesson Plans, resources and teachers' guidance) has been produced to support schools to respond to the challenging topic of extremism.

An overview of the teaching resource

Lesson	Topic	Assessment Opportunities
One	Exploring 'Britishness': a lesson which explores identity	Baseline attitudinal assessment to be completed prior to lesson one
Two	Who are the British?: a lesson which explores immigration and its impact on Britain	
Three	What does it mean to be British? A lesson which supports students to identify "What it is to be British"	Extended writing: What does it mean to be British?
Four	Stereotyping and the Media. 1: A lesson which explores stereotyping of teenagers in the media	
Five	Stereotyping and the Media 2: A lesson which explores stereotyping of minority groups within Britain	
Six	Identifying Racism: A lesson which explores forms of racism	
Seven	Human Rights and Freedom of Speech: A lesson which explores freedoms and limits to freedoms	Homework assessment
Eight	Extremism: A lesson which explores extremism and radicalisation	
Nine	Exploring Prevent 1 (critical analysis of DVD): A lesson which allows students to evaluate a DVD	
Ten	Exploring Prevent 2: A lesson where students prepare presentations collaboratively	
Eleven	Exploring Prevent 3 A lesson where presentations are made to class and are peer assessed	
Twelve	Analysis of the Prevent Agenda A lesson where pupils individually write a review of the DVD and identify strengths and weaknesses	Baseline attitudinal assessment from lesson one repeated and analysed Individual extended writing: Using the DVD in Classrooms.

This teaching resource is not in of itself a means for tackling the complex issues inherent in the topic of extremism. In order to secure a safe environment for all pupils, where pupils can fulfil their potential and contribute positively to their communities, schools need to ensure that their leadership and management, ethos, curriculum and teaching and learning reflect this aspiration.

Assessment/ Measuring Progress

Assessment opportunities have been identified within this guide and two out of twelve lessons are 'assessment focused lessons'.

It is suggested that a baseline attitudinal assessment is completed by students prior to beginning this scheme of work and then completed at the end of this scheme of work. A suggested activity has been provided to support this, as an appendix to this Teacher's Guidance.

There are two lessons which allow for assessment through extended writing. To support literacy across the curriculum, it is important that time is given within lessons to support students with success criteria and, where necessary, graphic organiser support.

Strategies

Some students may have experienced racism or extremism. Discussions with pupils to ensure they are comfortable with the content of the lessons and can be supported prior to lessons may be necessary. For instance, will all pupils (asylum seekers, LAC) be happy to discuss their own heritage?

Ground Rules

This teaching resource relies on pupils working collaboratively and a firmly established ethos of respect where pupils understand that, due to potentially sensitive and difficult nature issues for example, stereotyping/racism, it is advisable that ground rules are set prior to sessions.

Each participant should be encouraged to express their opinions freely, however, discussions must be objective and no sessions should become a platform for personal, racist or offensive remarks.

The following ground rules may be adopted:

o   Only one person to talk at a time.
o   Show respect for others' views.
o   Challenge ideas- not the person.
o   Use appropriate language (no racist/ sexist comments).
o   Allow everyone to express his/her view to ensure that everyone is heard and respected.

Adapted from OXFAM's " Teaching Controversial Issues" 2003

Role of Teacher

Teachers have dual roles as private citizens/ public educators (Huddleston 2003). The 1996 Education Act requires teachers to ensure that teachers' personal bias is not brought into the classroom. The challenge for teachers is to ensure that personal bias is not brought into the classroom whilst simultaneously ensuring that universal community values are upheld.

Jerome (2003) suggests three possible 'roles' as chairperson in the classroom (Neutral Chair, Balanced Approach or Committed Participant):

o Neutral chair: The teacher does not present any opinion except to 'play devil's advocate' and facilitates discussion between different opinions. For instance: "Many other people have an opposing opinion···."

o Balanced Approach: The teacher ensures that there is an equitable balance of opinions. For instance: "There are opposing views here: some believe······, others believe······."

o Committed Participant: The teacher makes their position known. It may be suitable for some issues but caution needs to be exercised when expressing personal opinions on any issues.

Teachers may adopt a number of these roles within lessons. Students will need to be aware that the teacher has a 'role' and is adopting a particular stance for the sake of a balanced argument.

Historical Context of 'Prevent'

Prevent is part of a wider government initiative which is part of the UK Government's strategy for countering international terrorism.

Education was identified as having a role to play, as part of this strategy and in 2008, a toolkit which gave guidance to schools identifying their contribution to the prevention of violent extremism was published: *"Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism".* This toolkit articulated the expectation that schools were to play an active part in the UK's strategy for countering international extremism and terrorism:

> " *Our goal must be to empower young people to come together, with their families and the wider community, to expose violent extremists and reject cruelty and violence in whatever form it takes.* - DCSF 2008:3 "

The Prevent Strategy was evaluated and re-launched in 2011 and now has three key objectives:

1. To challenge ideology that supports extremism/ terrorism and those who promote it;
2. To protect vulnerable individuals from being drawn into extremism;
3. To support sectors where there are risks of radicalisation.

The Prevent agenda builds on existing work in schools and is part of schools' wider equalities aims (including policies for reporting and responding to prejudice driven behaviour), schools' duty to promote community cohesion, robust anti bullying policies and practices, and safeguarding policies and procedures.

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Show Racism the Red Card for permission to use resources previously created for their teaching and learning resources: Out of Site and Islamophobia.

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