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Preventing Extremism – Your School's Role

What do your students know about terrorism?

Schools have a statutory duty to "prevent people from being drawn into terrorism". But how do you teach KS3 children to recognise and be able to counter what have become known as extremist narratives?

There is an urgent need for a resource that enables teachers to recognise, debate and disrupt extremist narratives within the context of the classroom.

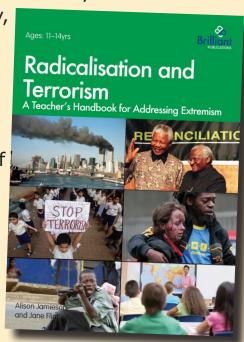
Radicalisation and Terrorism: A Teacher's Handbook for Addressing Extremism is a reliable and objective resource, full of classroom activities, to enable lower secondary school teachers to tackle the complex subjects of terrorism and radicalisation with confidence.

The handbook:

- Considers the causes and consequences of terrorism
- Helps teachers explain to students what terrorists do and why they do it
- Shows how to differentiate between the reasons, goals and methods of terrorists
- Demonstrates why the media and terrorism are inextricably linked
- Explores what makes terrorism start and, crucially, what factors bring a cycle of terrorism to an end.

The classroom activities:

- Investigate how violence can harm peaceful protest
- Invite students to reflect on the destructiveness of terrorism for both victims and aggressors
- Use Northern Ireland and South Africa as examples to consider the process of reconciliation
- Consider the highly subjective issue of judging whether or not violence is justified.



"There is nothing like this available today. No school addressing these issues should be without it."

Conor Gearty, Director of Institute of Public Affairs and Professor of Human Rights Law, London School of Economics

The book covers:				
Unit 1	Terrorism – What It Is and What	3.5	The pathways, or the WHAT WAY?	
	It Isn't		into terrorism	
1.1	Impressions and questionnaire	3.6	Optional case studies	
1.2	What is terrorism?	Unit 4	Terrorism and the Media	
1.3	What ISN'T terrorism?	4.1	Who are the media and what do	
1.4	What do terrorists want?		they do?	
1.5	Unfairness, discrimination and	4.2	Facts, opinion and bias	
	rights	4.3	Terrorism and performance	
1.6	Nonviolent protest	4.4	The terrorist message	
1.7	Changing things through violence	4.5	The media and positive messages	
Unit 2	'Terrorism' and History	4.6	The media and negative messages	
2.1	Assassins, Thugs and	4.7	Reporting on terrorism: finding a	
	Suffragettes		balance	
2.2	World War 2 and the French	4.8	Doing deals with terrorists: the	
	Resistance movement		media are involved	
2.3	Nelson Mandela	llnit 5	Pulling It All Together	
2.4	What do they have in common and	5.1	Does terrorism ever go away, and	
	how are they different?	5.1	how?	
2.5	Terrorism – a universal agreement?	5.2	Healing the wounds	
Unit 3	The Jigsaw of Terrorism	5.3	We are all colours of the rainbow	
3.1	Introduction	5.4	Reconciliation and restoring justice	
3.2	The reasons, or the WHY? of	J. T	- old traditions can help	
5.2	terrorism	5.5	Courageous people	
3.3	The goals, or the WHAT FOR? of	5.6	Optional revision discussions	
3.5	terrorism	5.7	The problem of 'defining' terrorism	
3.4	The methods, or the HOW? of	5.8	Final thoughts on terrorism	
5.1	terrorism	5.0	Tillar choaghts on terronsin	
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