

## Suggested activities for teachers to undertake using the video on terrorism and violent extremism: sheet 2

<b>Cognitive</b>  The knowledge and thinking skills necessary to better understand the world and its complexities	<b>Socio-emotional</b>  The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	<b>Behavioural</b>  Conduct, performance, practical application and engagement	<b>Teacher</b>  <i>Consider which activities you might undertake using the video. Reflect on why you selected the activity and how you plan to implement it</i>
<p><b>A Case Study: The Kid and the Clock</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topics:</b> Inclusion, stereotypes, teachable moments, Islamophobia</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize how intolerance and discrimination impact Muslims</li> <li>• Identify ways to counter intolerance</li> </ul>	<p><b>Making Decisions</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Media literacy and violence prevention, and ethical dilemmas</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Make inferences about the characters and events in the video</li> <li>• Cite evidence to support inferences and conclusions</li> <li>• Demonstrate an increased understanding of terrorism and</li> </ul>	<p><b>Manifestations of Terrorism and Violent Extremism</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Understanding the key elements of terrorism and violent extremism and their impact</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Map the key elements of terrorism and violent extremism to scenes in the video</li> <li>• Describe the impact on society of terrorism and violent</li> </ul>	

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• My Video Journal handout</li> <li>• Defining Key Elements of Terrorism and Violent Extremism handout</li> <li>• Case study: CNN, "<a href="#">Muslim teen Ahmed Mohamed creates clock, shows teachers, gets arrested</a>" (September, 2015)</li> <li>• <a href="#">Guidelines for educators on countering intolerance and discrimination against Muslims: addressing islamophobia through education</a></li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, share the case study with the students and discuss.</li> </ul> <p><b>Debriefing:</b></p> <ul style="list-style-type: none"> <li>• After reading the full article, discuss the following with the students. Make sure there are clear rules and guidelines in place for classroom discussions.</li> </ul>	<p>violent extremism and the dangers involved</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• My Video Journal handout</li> <li>• The discussion guide on the video</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• This lesson focuses on making inferences and drawing conclusions about the ethical dilemmas inherent in the video on terrorism and violent extremism. This will require critical thinking and "viewing" between the lines.</li> <li>• Begin by explaining to the students that making inferences requires them to find and interpret clues from the video, to analyse information, to draw conclusions based on the evidence available at the time and to reflect on their decision making.</li> </ul>	<p>extremism</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• Defining Key Elements of Terrorism and Violent handout</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, distribute the handout to the students.</li> <li>• Review the definitions of terrorism and violent extremism in the handout, explaining that there are no universally agreed-upon definitions.</li> <li>• Point out that there are some common elements, such as fear and violence. Ask the students to identify scenes in the video that may depict fear and violence.</li> <li>• Divide the students in groups to map the key elements of terrorism and violent extremism</li> </ul>	
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<ul style="list-style-type: none"> <li>• How might the teacher have mistaken the clock for a bomb? Show the students the picture of Ahmed Mohamed's clock that is featured in the CNN article. What may have led the teacher to draw that conclusion? Would the teacher have mistaken the clock for a bomb if Ahmed Mohamed had a different last name, such as Jones or Williams? (<i>Explain how stereotypes can lead to generalizations or over-simplified and biased characterizations of a group or individual members of a group</i>).</li> <li>• How might the teacher have responded differently?</li> <li>• What impact did this incident have on Ahmed? It has been reported that students who are subject to discrimination or intolerance in schools are vulnerable to experiencing:             <ul style="list-style-type: none"> <li>○ low self-esteem</li> <li>○ self-segregation</li> <li>○ internalized oppression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review the process for making inferences before the discussion.</li> </ul> <p><b>A summary of the process of inferring:</b></p> <ul style="list-style-type: none"> <li>• Find clues that support your answers.</li> <li>• Recognize that in some situations there may be more than one answer or different perspectives may apply</li> <li>• Identify what information is used to make an inference (students should be able to identify what information they used to make their inferences and to draw their conclusions).</li> <li>• What clues were drawn from the video? What clues were drawn from background knowledge or experience? Were some clues misinterpreted?</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Divide the students into groups of between four and six, and ask them to discuss one or more of the following questions.</li> </ul>	<p>to scenes in the video using the handout.</p> <ul style="list-style-type: none"> <li>• For example, inciting fear is a common element of both terrorism and violent extremism. The students will need to identify in the handout how the terrorist and his collaborator incited fear and violence. Ask the students to infer why they may have wanted to incite fear and to cause harm?</li> <li>• Ask the groups to present their findings. Replay segments of the video that correspond with the key elements of terrorism and violent extremism.</li> <li>• Review the key messages with the students.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• The use of violence against people to achieve a political goal is not legitimate.</li> <li>• Respect for differences in opinion is a core component of any healthy, thriving community.</li> </ul>	
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<ul style="list-style-type: none"> <li>○ disengagement from school activities</li> <li>○ attraction to violent extremist ideologies</li> <li>○ health problems and depression</li> <li>○ suicidal thoughts</li> <li>● Students who are subject to discrimination or intolerance in schools are also more likely to not fulfil their potential and drop out of school.</li> <li>● If you were a student in Ahmed Mohamed's classroom when this happened, how might you have supported him?</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>● After the discussion, ask the students to briefly reflect on what they have discussed and, if they have been a victim of a similar incident or have witnessed first-hand a similar incident, to record it in their My Video Journal.</li> </ul>	<p>Responses can be recorded in their My Video Journals.</p> <ul style="list-style-type: none"> <li>○ What was being communicated in the emoji-based conversations? (Note that there were emojis of anger: an airplane and a bomb, followed by a question mark).</li> <li>○ What clues in the video provide evidence of the character or ethics of the man at his computer? (e.g., stealing the blind man's money and kicking the dog).</li> <li>○ The man is walking along the street with a sad expression. He looks at his phone and again there's a message from someone starting a conversation with emojis. Who is this person? This person is a recruiter that has reached out to the man to participate in a crime.</li> <li>○ What are the characters in the video plotting to do</li> </ul>	<ul style="list-style-type: none"> <li>● Violent extremism is often driven by feelings of isolation and exclusion, and by fear and ignorance.</li> <li>● Responses to violent extremism must be implemented in a framework respectful of human rights and the rule of law. If they are not, feelings of exclusion can be exacerbated.</li> </ul>	
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<p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, misconceptions, and ignorance often lie at the root of violent extremism.</li> <li>• Promoting knowledge and understanding of different cultures is critical to addressing conflict.</li> <li>• Violent extremism should not be associated with any racial, religious, ethnic, gender or political group.</li> </ul>	<p>and why? Surmise or suggest a reason for their actions? (Terrorist acts are the culmination of processes that often begin with radicalisation, the formation of extremist views and acceptance of violence as a means through which to attempt change).</p> <ul style="list-style-type: none"> <li>○ Who are the victims of their actions? Who could have been hurt by their actions if the dog had not retrieved the briefcase and brought it to the two men?</li> </ul> <ul style="list-style-type: none"> <li>• Ask the students to discuss their responses with the class.</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Close by reviewing the definitions of terrorism, violent extremism and radicalisation in the glossary. The students can write these definitions in their My Video Journals for future reference.</li> </ul>		
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	<p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• The use of violence against people to achieve a political goal is not legitimate.</li> <li>• Respect for differences in opinion is a core component of any healthy, thriving community.</li> <li>• Violent extremism is often driven by feelings of isolation and exclusion, and by fear and ignorance. Responses to violent extremism must be implemented in a framework respectful of human rights and the rule of law. If they are not, feelings of exclusion can be exacerbated.</li> </ul>		
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