

Suggested activities for teachers to undertake using the video on terrorism and violent extremism: sheet 3

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <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>Discussing non-violence: the Letter from the Birmingham Jail</p> <p>Time: 40-50 minutes (this lesson can be taught over two class periods)</p> <p>Topics: Intercultural dialogue, principles of non-violence, civil disobedience, extremism</p> <p>Grade level: Upper secondary (16-18)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Develop a consensus view on a shared list of norms and expectations 	<p>Reflecting on Non-violence: Malala's Story</p> <p>Time: 40-50 minutes (this lesson can be taught over two class periods)</p> <p>Topics: Gender equality, human rights, quality education</p> <p>Grade level: Secondary (13-18)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Identify respect for differences in opinion as a core component of a healthy, thriving community • Describe how the use of violence against people is dangerous and 	<p>Living Non-violence: Developing a Non-violent Action Plan</p> <p>Time: 50 minutes (this lesson can be taught over two class periods)</p> <p>Topics: Coexistence, human rights, action plan or campaign</p> <p>Grade level: Secondary (13-18)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Develop at least two life goals • Identify non-violent strategies to accomplish goals • Identify actions they can take to improve their community and 	

<ul style="list-style-type: none"> • Model strategies that encourage intercultural dialogue • Use principles of non-violence to analyse the “Letter from the Birmingham Jail” <p>Materials:</p> <ul style="list-style-type: none"> • The video on terrorism and violent extremism • My Video Journal handout • The discussion guide on the Letter from Birmingham Jail • The King Centre Glossary on Nonviolence • The Six Principles of Nonviolence handout <p>Description:</p> <ul style="list-style-type: none"> • This lesson is part of a series of three lessons on non-violence or civil disobedience. The first lesson prepares the students to read and engage in a healthy discussion about a figure that has used non-violence to address a controversial, ideological or political issue. • After viewing the video, ask the 	<p>not legitimate</p> <p>Materials:</p> <ul style="list-style-type: none"> • The video on terrorism and violent extremism • My Video Journal handout • Malala Yousafzai’s Nobel Lecture • The transcript of Malala Yousafzai’s Nobel Lecture • Book (optional) (recommend for students aged 13-18): Yousafzai, M., and Lamb, C., I am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban (2013) • Book (optional) (recommended for lower-level readers): Yousafzai, M., and McCormick, P., Malala: My Story of Standing Up for Girls' Rights (2018) <p>Description:</p> <ul style="list-style-type: none"> • After watching the video and engaging in the debriefing exercises detailed in module four, ask the students how might the terrorists in the video have addressed their issues without resorting to violence? 	<p>civic engagement</p> <p>Materials:</p> <ul style="list-style-type: none"> • The video on terrorism and violent extremism • Six Steps for Nonviolent Social Change handout • Six Principles of Nonviolence handout <p>Description:</p> <ul style="list-style-type: none"> • In this lesson, the students develop a non-violent action plan. The following elements should be included: <ul style="list-style-type: none"> ○ Description of goals ○ Identification of non-violent strategies to accomplish goals ○ Identification of actions that can be taken to improve oneself and the community ○ Incorporation of ideas contained in the Six Steps for Nonviolent Social Change and Six Principles of Nonviolence handouts 	
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<p>students develop a list of attributes that make for a healthy discussion. This may include listening carefully, asking good questions and keeping an open mind. The students can record their ideas in their My Video Journals.</p> <ul style="list-style-type: none"> As a class, share, discuss and compile a list of shared norms or expectations for the discussion. For example, using “I” statements when you disagree is more productive than using “You” statements (e.g., “I disagree with that statement” is more helpful than “You are wrong about that”). Being non-judgmental also helps stimulate dialogue. Distribute the discussion guide on the “Letter from Birmingham Jail”. The students may need help with the terms and ideas in the letter. The students may also listen to the audio version of the letter. Before the discussion, take a few 	<ul style="list-style-type: none"> While it is not clear in the video why the men resorted to planting a bomb in an airport, ask the students to think of ways to address problems or issues without resorting to violence. Ask the students to record their ideas in their My Video Journal. Ask the students to listen to Malala Yousafzai’s Nobel Lecture. The students can also read and discuss the two books listed above. With the students, explore how power, politics, and ideology can result in extremism, as in the case of Malala Yousafzai. Discuss how one event can alter the course of your life and the course of history. Invite the students to write a brief memoir or essay about a time when something profound happened to them or their 	<ul style="list-style-type: none"> Sharing of student non-violent action plans 	
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<p>minutes to explain the wider context of the Civil Rights Movement in the United States of America. The King for Kids resource at Stanford University can provide helpful background information.</p> <ul style="list-style-type: none"> Engage the students by inviting them to read the letter or to listen to the audio version while reading the letter. The letter is long so the students can be divided into groups and assigned parts of the text. Discuss and respond to the questions in the handout. <p>Extension:</p> <ul style="list-style-type: none"> To expose the students to different viewpoints, select two or three readings on the same topic that highlight different perspectives. A list of alternative readings and audio are provided below. Teachers are also encouraged to include readings from local 	<p>families. The incident can be personal, such as a family or a school event. The incident can also be related to a local, national or global event like terrorism, climate change or a disaster. They should include how they coped with the event.</p> <ul style="list-style-type: none"> If they want to, the students can share their events. 		
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<p>authors, activists and leaders that use non-violent resistance to create change.</p> <ul style="list-style-type: none"> • Background information on the philosophy and practice of non-violence is also provided. <p>Alternative readings:</p> <ul style="list-style-type: none"> • Interview with Dolores Huerta • Speech by Mahatma Gandhi • Speeches by Cesar Chavez • Speeches by Nelson Mandela • Speech by Malala Yousafzai <ul style="list-style-type: none"> • For more information on non-violent resistance and civil disobedience, read: Erica Chenoweth and Maria J. Stephan, <i>Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict</i> (New York, Columbia University Press, 2012). An interview with Erica Chenoweth is available here. 			
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