

## Suggested activities for teachers to undertake using the video on terrorism and violent extremism: sheet 5

<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>In or Out? In-group and Out-group Bias</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topics:</b> Bias, inclusion and exclusion</p> <p><b>Grade level:</b> Secondary (13-18)</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> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	<p><b>What You May Be Hiding?</b></p> <p><b>Time:</b> 20 minutes</p> <p><b>Topics:</b> Implicit bias, explicit bias, stereotypes</p> <p><b>Grade level:</b> Secondary (13-18)</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>• Photos of people from different racial and ethnic group</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	<p><b>Skinclusion</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topics:</b> A global initiative that celebrates diversity and inclusion around the world</p> <p><b>Grade level:</b> Secondary (13-18)</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>• Access to the <a href="#">Skinclusion website</a></li> </ul>	

<ul style="list-style-type: none"> <li>Express empathy and respect for groups others than those to which they belong</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After watching the video, introduce the students to the following activity by explaining to them that violent extremism is often driven by feelings of isolation and exclusion, and by fear and ignorance.</li> <li>Ask the students to identify examples of isolation and exclusion in the video on terrorism and violent extremism (e.g., how the terrorist seems to operate alone, except for his online collaborator).</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Explain to the students that the activity will explore their relationships with groups. Begin by dividing the class into two groups. One group will consist of students wearing trainers of any kind and the other group will</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how implicit bias can impact behaviour and decision-making</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, ask the students to infer why the man stole the blind man's money (e.g., because of a lack of respect for the property of others)? Ask why this scene may have been included (e.g., to show a pattern of bad behaviour)?</li> <li>Invite the students to participate in an activity where you show them a series of photos of people from different racial and ethnic groups. The images can be in the format of a slide show, where you scroll through the pictures quickly to capture first impressions.</li> <li>The photos of people can be substituted for images of animals, people of different ages, different geographic scenes (such as urban or rural</li> </ul>	<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Promote personal wellbeing in the community</li> <li>Understand threats to and the potential for wellbeing at the global level</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, preface the upcoming activity by reminding the students that respect for diversity and differences of opinion is critical to a peaceful and healthy community.</li> <li>Also remind them that violent extremism can be driven by feelings of isolation, exclusion, and by fear and ignorance.</li> <li>Explain to them that preventing terrorism and violent extremism must involve respecting human rights.</li> </ul> <p><b>Activity:</b></p>	
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<p>consist of students not wearing trainers. The groups should note down as many reasons as possible why the other group is or is not wearing trainers.</p> <ul style="list-style-type: none"> <li>• If possible, position the groups so that each can overhear each other. This tends to enhance group dynamics or make them more visible. Each group has 5 minutes to generate their list.</li> <li>• Assign a student observer to each group. The observer should be a member of that particular group. The observer sits outside the group and records information about the interaction between members. For example, the observer should record statements made by group members and note whether they are positive or negative.</li> </ul> <p><b>Debriefing:</b></p> <ul style="list-style-type: none"> <li>• Each group should present their list of reasons to the other group. Generally, the reasons</li> </ul>	<p>scenes) or different foods. The aim is to get the students to reveal their implicit biases.</p> <ul style="list-style-type: none"> <li>• Ask the students to record their initial reactions by writing down the first word that comes to mind in their My Video Journals.</li> </ul> <p><b>Debriefing:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to reflect on their findings. Did they assign negative words to certain images? Did any patterns emerge?</li> <li>• Ask for volunteers to share their findings. Discuss how implicit bias can impact how you treat others and understand the world.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• Explain that everyone is capable of harbouring implicit biases. People are often unaware of their biases: this is why they are called implicit biases.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the students to Priyanka Chopra Jonas, the Skinclusion ambassador. She is an actor, producer and activist who raises awareness of skin-colour bias. Her video can be viewed on the Skinclusion website.</li> <li>• Invite the students to view resources from the International Cultural Diversity Organization and Project Implicit, and take the Skin Tone Implicit Association Test.</li> <li>• Invite the students to join the global dialogue celebrating diversity and inclusion by using #skinclusion on their social media channels to express why diversity and inclusion are important to you.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Follow the Skinclusion social media channels to keep abreast of activities and events, and to join in on social media challenges led by Priyanka</li> </ul>	
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<p>identified begin neutral, then become more antagonistic as the list grows longer. Note the number of statements that each group generates.</p> <ul style="list-style-type: none"> <li>• Ask the observers to report how many negative and positive statements were made. Explain that groups tend to function in a way that favour in-group members.</li> <li>• Ask the students for an example of what this might look like in their own lives and local communities? Ask what school or community groups they belong to, such as a religious group or a sports group?</li> <li>• Ask in what ways members of their group, clan, political group, minority or majority group favour their in-group for resources, special benefits or services? Ask how that this can be a root cause or driver of violent extremism?</li> <li>• Give students the option of</li> </ul>	<ul style="list-style-type: none"> <li>• This type of activity is called an Implicit Association Test (IAT). An IAT is fast-paced like a video game and requires students to view a picture and make a quick association. By connecting an association (e.g., good or bad or friendly or unfriendly) with an object (e.g., a man or a woman, young or old), an IAT enables students to uncover implicit associations that they may be unaware of.</li> </ul>	<p>Chopra Jonas.</p>	
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<p>responding in their My Video Journal.</p> <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 a 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> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• The students can watch the PBC programme "<a href="#">A Class Divided</a>". The programme features a small-town teacher who separates her third-grade all-</li> </ul>			
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white class into blue-eyed and brown-eyed groups to help them understand discrimination.			
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