

## Suggested activities for teachers to undertake using the video on terrorism and violent extremism: sheet 4

<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>Debate: Unjust Laws – Should They Be Obeyed?</b></p> <p><b>Time:</b> 60-90 minutes (this lesson can be taught over two class periods)</p> <p><b>Topics:</b> How to create positive change, non-violence, civil disobedience</p> <p><b>Grade level:</b> Upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• Background resource: the Discussing Non-violence: The</li> </ul>	<p><b>Media Literacy From Around the World</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topic:</b> Media literacy as a means of preventing violent extremism through education</p> <p><b>Grade level:</b> Upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• <a href="#">Newseum Front Pages resource</a></li> </ul>	<p><b>Be a Fact Checker!</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topics:</b> Propaganda, fake news, media and information literacy as a means of preventing violent extremism through education</p> <p><b>Grade level:</b> Lower secondary (12-15)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• <a href="#">Wikimedia statistics</a></li> </ul>	

<p>Letter from the Birmingham Jail lesson</p> <ul style="list-style-type: none"> <li>• The discussion guide on the Letter from Birmingham Jail</li> <li>• Six Steps for Nonviolent Social Change handout</li> <li>• Six Principles of Nonviolence handout</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop claims and supporting arguments to address the concept of unjust laws, civil disobedience and non-violence</li> <li>• Practice communication, negotiation and advocacy skills</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing and discussing the video, ask the students to be researching and preparing for the debate. The students can use the following for background information.             <ul style="list-style-type: none"> <li>○ Discussion guide on the Letter from Birmingham Jail</li> </ul> </li> </ul>	<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop a critical approach to news coverage</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing and discussing the video, ask the students to explore the role that media plays in building bridges of understanding and tolerance between different religious and cultural groups.</li> <li>• Ask the students how different news outlets in their communities or around the world might report an act of terrorism like the one depicted in the video?</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• To see how certain events may be reported differently, introduce the class to the Newseum Front Pages resource, which shows newspaper front pages from all over the world.</li> </ul>	<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop a critical approach to news coverage</li> <li>• Fact check a Wikipedia article</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing and discussing the video, ask the students to consider what actions they can take to verify the information they read on the Internet or are exposed to on news outlets?</li> <li>• Begin by asking the students to raise their hand if they have ever used Wikipedia. Next, ask them to research Wikipedia user statistics (e.g., by country) The students can check Wikipedia user statistics <a href="#">here</a>.</li> <li>• Divide the students into groups and ask them to choose a topic of and search for it on Wikipedia. They must read the information about the topic on Wikipedia.</li> </ul>	
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<ul style="list-style-type: none"> <li>○ Six Steps for Nonviolent Social Change handout</li> <li>○ Six Principles of Nonviolence handout</li> <li>● The subject of the debate is “How can we address unjust laws or systems and should unjust laws be obeyed or disobeyed?”</li> <li>● In the Letter from the Birmingham Jail, Martin Luther King, Jr., describes two types of laws: just and unjust. Examples of unjust laws include the Nuremberg Laws in Nazi Germany that discriminated against the Jews and the Jim Crow laws in the United States.</li> <li>● An example of a Jim Crow law was the anti-miscegenation laws that banned interracial marriage. Fourteen states in the United States abolished anti-miscegenation laws between 1948 and 1967.</li> <li>● The students should debate how to deal with an unjust law.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask the students to note how different newspapers from around the world report on the same event. The students should select newspapers from different countries, including newspapers from their local area or region.</li> <li>● What are the similarities and differences? How do headlines, photographs, data visuals, font choices, and the overall placement of stories influence how the stories are told and understood?</li> <li>● Invite the students to share their findings with the class.</li> </ul>	<ul style="list-style-type: none"> <li>● After reading the information on Wikipedia, ask the students to fact check some of the references or sources that are cited to see if the information was used correctly in the Wikipedia article.</li> <li>● <b>What should they look for?</b> The students should look for inaccuracies, information used out of context or information that is falsified in any way. The editing function can be used to correct misinformation if time allows or as an extension project.</li> <li>● Invite the groups to share their topics and findings with the class. This activity will remind the students to be careful about accepting information at face value without checking the source.</li> </ul> <p><b>Extension: Wikipedia Edit-a-thon</b></p> <ul style="list-style-type: none"> <li>● Ask the students to identify what topics they are very knowledgeable about and invite</li> </ul>	
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		<p>them to help create or edit a Wikipedia page about the topics.</p> <ul style="list-style-type: none"> <li>• Encourage the students to identify topics that are underrepresented on Wikipedia, such as those relevant to minority groups.</li> <li>• Work with teachers, parents and community members to host a Wikipedia edit-a-thon.</li> </ul>	
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