

Theme: Radicalisation



Generalisations task

Turn these statements into generalisations:

Statement	Generalisation
There are homeless people living in Commercial Street	
My cat got run over by a speeding taxi driver	Taxi drivers all run over animals by driving too fast
My 8am commuter train was 20 minutes late today	
Racist comments were made towards a player at a Scottish football match	
Chow Mein is a Chinese noodle-based dish	

Can you think of more?

Are all the general statements likely to be true?

E.g. Do all taxi drivers speed? Why might this be true/not true? Explain your reasoning for your thoughts.



Associated Trolls: Convincar, Medior, Tormentor, Pretendor

Communicate/Analyse Pre-assessment

Introduce topic - Radicalisation

Pre-Assessment ideas

Children discuss/write down their ideas to the following questions either independently on A4 or in small groups on A3.

What do the following words/phrases mean:

1. “being influenced”
2. “brainwashing”
3. “radical”
4. “extreme/ extremism”

Where have you heard these terms/words?

- What do you think someone who has been radicalised thinks or feels?
- Explore the linked language
- Explore one or more historical examples where people have been radicalised – in history some examples called brainwashing – explore why they may have happened?
- How easy do you think it would be to influence or brainwash someone? (introduce concept of charming, convincing/ knowledgeable, powerful)
- Why might some people do that?
- Who is at risk from being influenced without them realising?
- What can you do to protect yourself or others from this?

Developing Ideas/Misconceptions/Apply

Provide a definition:

Being radicalised is when someone is ‘tricked’ or ‘pressurised’ or ‘forced’ into believing a particular set of ideas or views. They can be based on religions, politics, a theme or simply how we should lead our lives.

Misconceptions:

1. How easy would it be to radicalise someone? It could be a misconception that it is really difficult to “brainwash” someone. You can briefly discuss how easily people can be persuaded into believing something on a smaller scale. E.g That a certain brand (Heinz) is better than other brands due to adverts. Or ___ is the best TikTok dancer because that’s all they have seen on repeating social media. Is it bad to be influenced? Why/ why not? Explore this.
2. Who is at risk from radicalisation? Everyone! Why might this be? Children may not think that they themselves or some adults for example, could be radicalised. However, it is important to discuss that certain groups of people are targeted because they are young, alone, vulnerable or perhaps easy to trick and have similar ideas but not as extreme.
 - Develop an understanding of what might make a young person vulnerable to grooming and radicalisation.
 - Develop a list.
 - Challenge their thinking around adults and what might make them vulnerable to grooming and radicalisation

Case study:

- Select an example – age and developmentally appropriate – use the exploitation examples as a starting point.
- Pupils to discuss in pairs/ small groups is a person is being exploited or radicalised and what might happen next...
- Who was convincing/charming/knowledgeable or powerful in the examples chosen?
- How might someone be able to not do what they have been asked/ told? Who might help them and how?

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Contextualise

Choose an appropriate context for your class:

Ask pupils to look on the Lurking Trolls website and identify which Troll they feel links to the theme of brainwashing/radicalisation.

Groups should then take it in turns to talk about which Troll/s they thought were involved, how and why, and how you could stop them.

This exercise is aimed around getting children to research which Trolls tie into the topic/theme and come up with answers themselves, teaching them the ability to notice identifying behaviours.

Which Trolls are relevant/key to this topic?

Convincar:

- Why does he have a silver tongue? (explain the term)
- How does he get people to be his friend?
- What features does he have that would trick you into believing him?

Radicalisation involves encouraging others to develop and adopt certain beliefs. If children can separate facts/statements from generalisations, this can help prevent them from being groomed and radicalised.

A generalisation (or stereotype) is a statement that applies to a group of people or things, based on some examples. Someone looks at the evidence or examples and comes up with a conclusion about what they mean. Some generalisations are valid, or true for all they apply to; other generalisations are not true for all. In order to find out if a generalisation is true or false, you should research the statement for yourself and ask other people about it.

Start by providing children with one statement and then turn it into a generalisation. For example:

Statement - Pizza is a type of Italian food.

Generalisation - Everyone in Italy loves pizza and eats it every day.

Provide children with a list of statements for them to turn into generalisations.

Can they think of more for themselves? Discuss as a class after 10 minutes.

Use the supporting examples as starters and amend for class.

Enquire

Child led enquiry:

Key Question - Think of a time when you followed someone and changed your thinking or behaviours? (or draw on book/cartoon characters)

- Why did you/they do it?
- How did you/they feel?
- Would you do it again for the same reasons?
- What can you do to protect yourself from being influenced?

Children to think of 5-10 top tips that anyone can use to protect themselves from being tricked into joining a group or believing viewpoints e.g:

1. Treat all new views or information as they might/might not be true or right.
 2. Challenge and question views in a positive way e.g. how do you know? Where did you find this out from?
 3. Talk to someone else who you respect for their open-mindedness, experience and knowledge.
- Have they grasped understanding that people who are being radicalised may not realise? May change behaviours or friendship groups?
 - May try and persuade others to think like they do?
 - Might be being groomed for criminal reasons – and might have gifts as a result?
 - Are there other Trolls that might be vulnerable to radicalisation? Why do you think that?
 - How could they try to prevent it?

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Assess/Evaluate

Link back to previous stages:

- Add to pre-assessment in different colour.
- Use questions from pre-assessment
- Show if or how has your understanding of radicalisation changed?
- Are pupils able to explain some of the signs someone might be being groomed or radicalised?
- Can they identify the ways “Convincar” tried to trick others, or make them act as he wanted? Can they make suggestions for the different Trolls on how they can lessen the chance of “Convincar” being successful in his mission?