

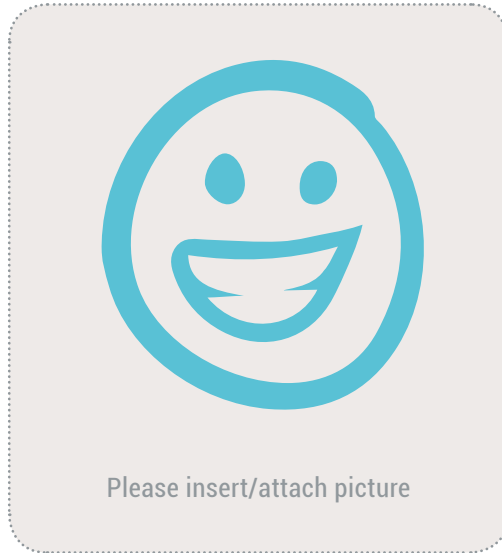
Student B😊😁klet

Name:

Venue:



This is me!



Name:

.....

.....

One thing that I like about school/college?

.....

.....

One thing that you like doing outside of school?

.....

.....

Activities for Workshop One

Personal Identity: Who Am I?

Introductions

Group Agreements

Film

Discussion

Activity about Identity

Activity about the important things in our lives

Outstanding questions

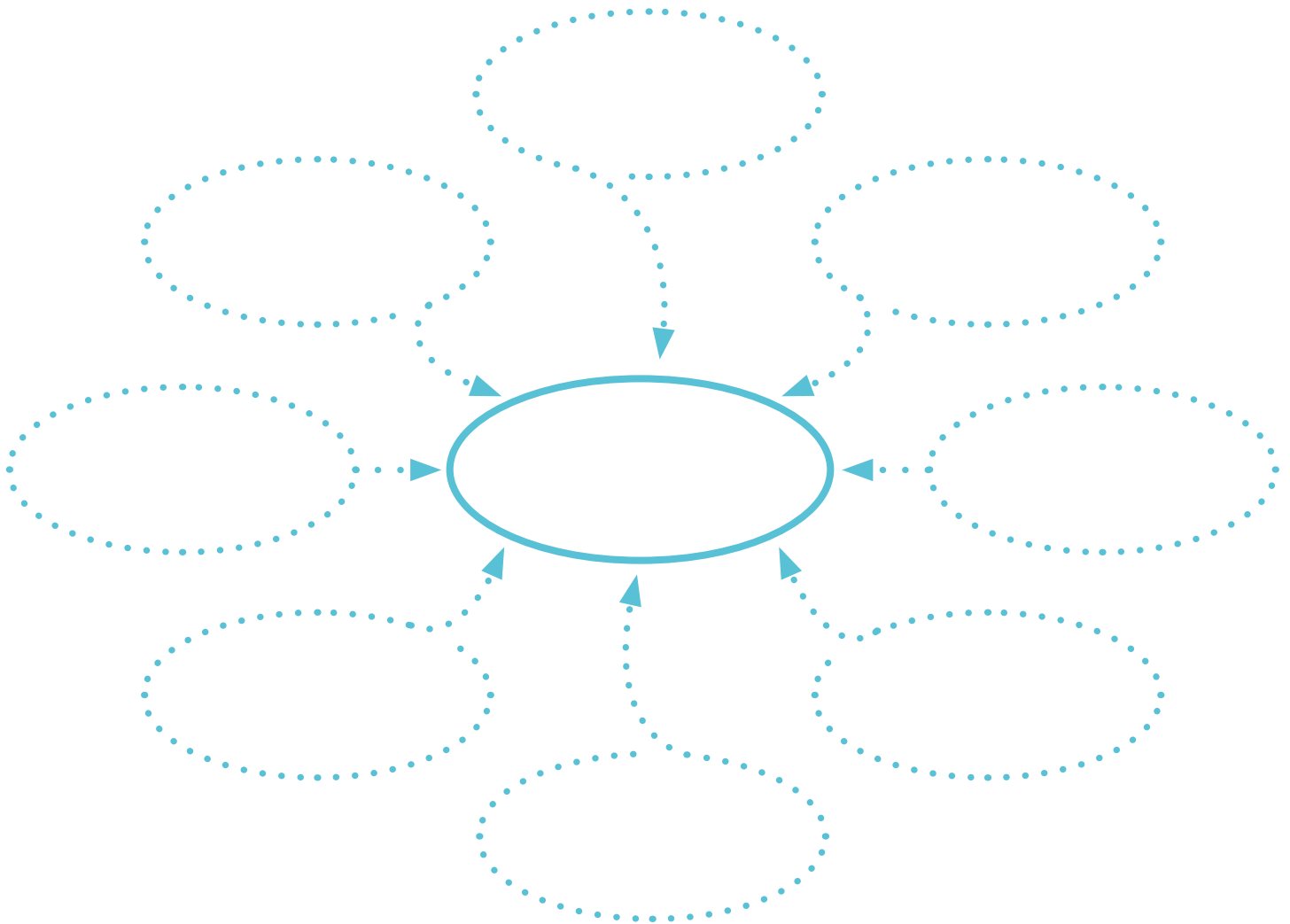
Finish



Workshop One

My Identity Map

Write your name in the centre and surround it with all the things that have had the greatest influence on your sense of identity e.g. friends, family, role models, your beliefs, school or college, social media, hobbies and interests etc.



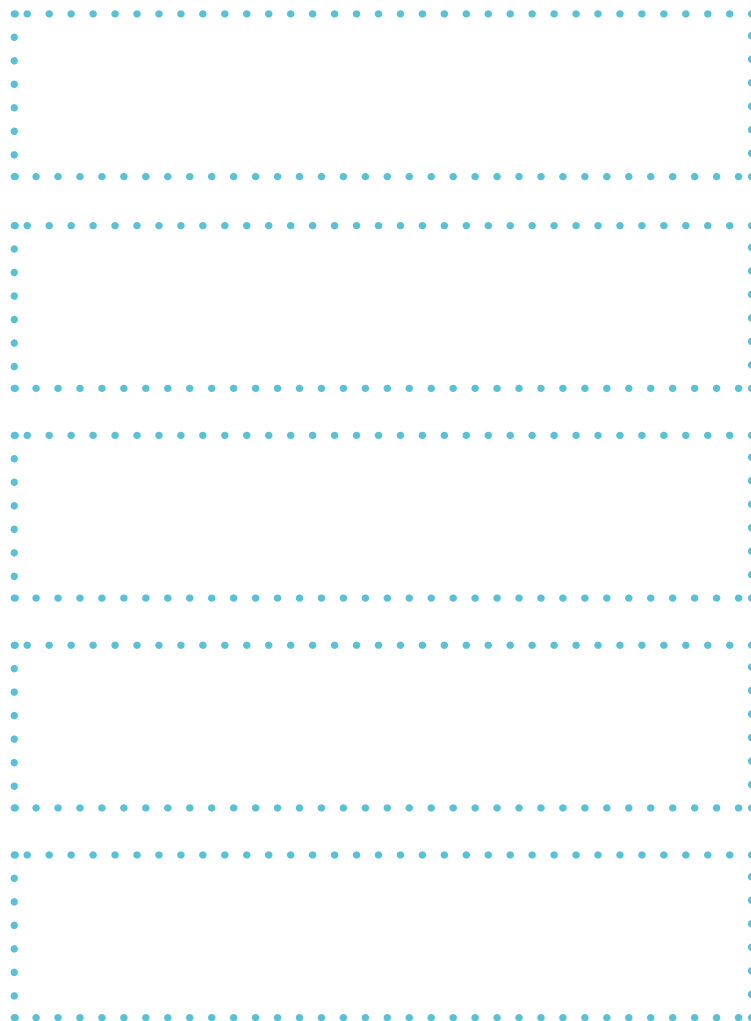
Workshop One

Seeing Things From My Perspective

The way we view and interact with the world will depend on key aspects of our identity e.g. our beliefs, values, family and friends.

Using the 'my identity cards', rank the cards in order of most important to the least important? Write these in the boxes below.

Five blank cards are provided for you to identify aspects of your identity that you may have not previously identified or discussed.



The form consists of five identical rectangular boxes arranged vertically. Each box is defined by a dotted blue border, intended for participants to write their responses to the ranking task.

Workshop One

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
I can understand the things that shape my identity			
I understand how aspects of my identity can shape the way I view the world			
I understand that my identity can change over time e.g. as a result of life events			

3	Questions I still have...
2	Things I already knew...
1	Things I have learnt today ...

Activities for Workshop Two

Groups identity, belonging and shared British Values

Group Agreements

.....
People's Stories

.....
Film

.....
Activity About Symbols

.....
Activity About Agreements

.....
Activity About Getting Along Together

.....
Achievements

.....
Outstanding Questions

.....
Finish

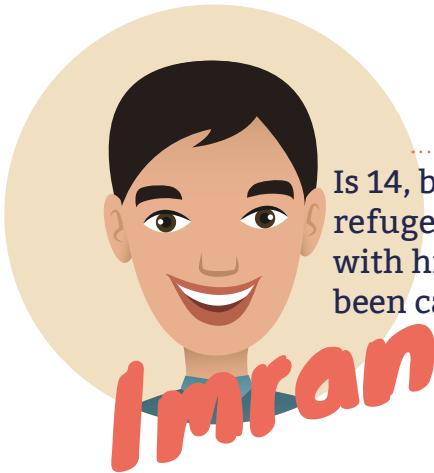


Workshop Two

More Than One Identity

We all have more than 'one identity'. We may have different identities depending on our family circumstances or the people we are surrounded by. Read through each of the case study. Can you:

- List the things that make up each person's identity
- The challenges they may encounter because of their identity
- The positive aspects of their identity



Is 14, born in England and both of his parents are refugees from Afghanistan. He hasn't shared much with his friends about being Muslim. Recently he has been called a 'terrorist' at school.



Is a vegetarian, loves Goth music and has been getting in lots of trouble for wearing her Goth clothes and jewellery to school. Sarah thinks this is against her human rights and freedom of expression.



Lives on a traveller site. He likes most sports. Billy supports Manchester United and England at football but Scotland at Rugby. He is a really good dancer but his dad would go mad if he found out.



Is 16. She has autism and goes to college. Rose really likes reading and talking to people on social media and is a good online gamer. Rose's parents are worried that she spends too much time online.

Workshop Two

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
I can understand that there is more than one aspect to my identify			
I can understand that our identities can sometimes cause us problems			
I can understand how (shared) British Values contribute positively to living in the UK			

3	Questions I still have...
2	Things I already knew...
1	Things I have learnt today ...

Activities for Workshop Three

Stereotyping

Group Agreements

Learning about Stereotypes

Discussion

Cards activity

Film

Activity about the dangers of stereotyping

Outstanding Questions

Finish



Workshop Three

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
I can understand what a stereotypes is			
I can recognise when a stereotypes is being used			
I understand the negative consequences of using stereotypes			

3	Questions I still have...
2	Things I already knew...
1	Things I have learnt today ...

Activities for Workshop Four

Extremist views and behaviour

Group Agreements

Discussion

Image Observations

Group Work

Roleplay or Collage

Quiz

Outstanding Questions

Finish



Workshop Four

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
I understand what is meant by the terms radicalised			
I understand how and why certain young people become radicalised			
I understand what is meant by the terms extremism			

3

Questions I still have...

2

Things I already knew...

1

Things I have learnt today ...

Activities for Workshop Five

Extremist views and behaviour

Group Agreements

Role Play or Sensory Activity

Discussion

Soundscape

Game

Quiz

Physical Activity

Outstanding Questions

Finish



Workshop Five

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
I understand how propaganda is used by certain group			
I can understand the different propaganda techniques			
I understand how propaganda is used by extremist groups			

3

Questions I still have...

2

Things I already knew...

1

Things I have learnt today ...

Activities for Workshop Six

Staying safe online

Group Agreements

Discussion

Task

Film

Card Activity

Quiz

Case Studies

Photograph Observation

Outstanding Questions

Finish



Workshop Six

A 15 year old is being invited/'groomed' to enter an online extremist group.

Can you think of the risks that the young person might encounter?

1.
2.
3.
4.
5.

What advice might help this young person stay safe online?

.....

.....

.....

Workshop Six

A young person is chatting with an 'expert' online about the 'true meaning' of the Bible/koran.

Can you think of the risks that the young person might encounter?

1.
2.
3.
4.
5.

What advice might help this young person stay safe online?

.....

.....

.....

Workshop Six

A 13 year old keeps sending their friends links to online extremist groups.

Can you think of the risks that the young person might encounter?

1.
2.
3.
4.
5.

What advice might help this young person stay safe online?

.....

.....

.....

Workshop Six

Exit Slip

Intended Learning Outcomes	I'm still not sure	I'm nearly there	I've got it
What makes young people vulnerable to online propaganda?			
I understand the difference between fact, opinion and misinformation			
I can understand how extremist groups use online propaganda			

3

Questions I still have...

2

Things I already knew...

1

Things I have learnt today ...

Key Words and Definitions

Workshop One

Personal Identity

Based on our memories, experiences, feelings, abilities and interests

Beliefs

The assumptions we make about the world

Values

What we think is important in life e.g. honesty or fairness

Workshop Two

Shared (British) Values

Democracy

Everyone as a voice and can influence the decision making processes e.g. school council or youth parliament

Rule of Law

Children and young people understand the difference between right and wrong

Tolerance

The ability to accept the opinions or behaviour that you might dislikes or disagrees with

Mutual Respect

We accept that other people might have different beliefs or religion to our own

Individual Liberty

As long as we do not break the law we can make my own choices but understand the consequences of our actions

Workshop Two

Ethnic group

People of the same race or nationality who share the same customs, religion or origin etc.

Race

Relates to the grouping of people based on physical characteristics, such as skin colour

National Identity

Is a feeling you share with a group of people represented by distinctive traditions, language, culture or clothing

Workshop Three

Stereotyping

A way of thinking about individuals or a group of people before we even know them

Prejudice

When we prejudge or think negatively about an entire group of people

Discrimination

The unfair or harmful treatment of people based upon a particular characteristic or belonging to a group

Workshop Four

Extremism

Is the vocal or active opposition to fundamental British values

Extremist groups

Believe very strict ideas about how they are superior to particular other types of people in society

Violent extremism

Is the use of violence to achieve ideological, religious or political goals

Terrorism

Is the use of violence to intimidate and instil fear in people, where the goal is to achieve political, religious or other ideological objectives

Radicalisation

Is the process by which an individual or group comes to adopt increasingly extreme beliefs and views

Freedom Fighter

A person who is part of an organised group fighting against an unjust or cruel government

Workshop Five

Propaganda

Is a range of techniques used to influence our thoughts, beliefs, opinions, emotions (feelings), attitudes or behaviour

Workshop Six

A fact

Something that is true and can be proven.
It does not change, no matter who says it

Opinion


Something that someone thinks or feels
which can vary from person to person

Misinformation

False or inaccurate information

Online Grooming

Is used to describe people who befriend children and young people online in order to take advantage of them



Think
Protect
Connect
Student Booklet