

SCHEME OF WORK

Year Group:	Subject:	
Term :	Unit / Topic : Extremism	Teacher :

Lesson	Learning Activities	Learning Outcomes	Resources
Lesson 1 – Understanding Extremism	<p>Starter – Think Pair Share – Ask pupils to think to themselves what extremism is (30 secs), then work in a pair to discuss their answer, and finally share their definition with the class. Use these answers to record some key words/phrases on the board.</p> <p>Activity One - True or False – hand out T or F table and ask pupils to fill in answers (ask pupils to justify their answers) Reveal correct answers and field questions/discussion points that come out of this.</p> <p>Bring up 3 different definitions of Extremism on the board – pupils to work in pairs to come up with examples (both locally and globally)</p> <p>Activity Two - Similarities and Differences - Display comments and ask pupils to find as many similarities and as many differences as they can between the people’s beliefs.</p> <p>Plenary – Refer back to original Think Pair Share definition and ask pupils if they want to add/remove anything from their initial ideas.</p>	<p>All students must be able to;</p> <p>-Explain what extremism is.</p> <p>Most pupils should:</p> <p>-Recognise some of the factors that lead to extremism.</p>	<p>IWB slides</p> <p>True or False table</p> <p>Extremists quotes</p>
Objectives			
Do you know what Extremism is?			
Methods of Assessment	Differentiation	Homework	
Paired work skills Evaluation skills Critical Analysis			

Lesson	Learning Activities		Learning Outcomes (some/most)	Resources
Lesson 2 – Why Extremism?	<p>Starter – Thought wall – Hand pupils a post-it note and ask them to write what they think is the main reason that people turn to extremism. Stick a large image of a ‘stick-person’ on a central wall of the room, and ask pupils to come and place their answers on the person.</p>		All students must: -List reasons why people get involved in extremist action	IWB slides
Objectives	<p>Are there a lot of different answers? Why might this be?</p>		Most pupils should: -Sequence different possible causes of extremism	‘Extremism causes’ card sorts
What are some of the reasons for people turning to Extremism?	<p>Activity One – Hand out cardsorts of reasons for extremism. Ask pupils to place the statements in order of agreement (Strongly agree at the top, Strongly disagree at the bottom). Request feedback from groups – what are your top/bottom two? Did you disagree on any of the statements? Which ones? Why?</p> <p>AT THIS STAGE, YOU NEED TO MENTION WHAT YOU PLAN TO DO FOR THE PLENARY!!!</p> <p>Extension – Which of these reasons apply in the UK?</p> <p>Activity Two – Real life examples – Hand out examples to pupils, watch video clips and ask them to discuss their reaction to each event in pairs. Use prompt questions on lesson slides to generate further conversations.</p> <p>Plenary – Mouth piece – Explain that listening is a crucial part of developing our understanding of important issues and other people’s views. Randomly select someone in the group to explain the views of another person in the class. It could be the person they worked with (low ability) or someone in a different group (HA pupil).</p>			Real life example sheets Post-it notes
Methods of Assessment		Differentiation	Homework	
Listening skills Methods of analysis Collaboration skills		Questioning	Look at a group or organisation that was labelled ‘extremist’ in the past and record an argument For and Against this label (Teacher to allocate groups).	

Lesson	Learning Activities		Learning Outcomes (some/most)	Resources
Lesson 3 – Tackling Extremism	Starter – Pupils to share examples of ‘extremist’ groups and the different views that people had of them.		All students must;	IWB slides
Objectives	Look at 4 cases and ask pupils to fill in the blanks on their sheets – had they heard of all of these? Why are some events more well-known than others? Ask the pupils to write down 2 similarities between the 4 cases. Record answers on whiteboard		<ul style="list-style-type: none"> Identify what young people can do to tackle/ prevent violent extremism. 	Extremism word-fill sheets
What can be done to deal with this issue?	<p>Activity One – What can young people do? Give pupils a list of scenarios and ask them to come up with possible actions to tackle extremist behaviour. Ask groups to feedback their scenario and then their answers to the situation... did they agree on the action? Who would they ask for support? What is the desired outcome of their action?</p> <p>Activity Two – What can Governments do? Ask students to look at action that has been taken and to discuss the information in groups. Ask volunteers to respond to the following questions:</p> <ul style="list-style-type: none"> - Why is it important for governments to take action against violent extremism? - Why do both CAABU and the anti-extremism toolkit think that schools are essential in terms of preventing violent extremism? - How realistic are the strategies suggested by CAABU and the anti-extremism toolkit? - What impressed you the most about the information that you have just read? <p>Plenary – Having looked at the possible approach of these two groups of society, ask the pupils to decide who could have the biggest impact on tackling extremism. Are there any other groups that should be involved?</p> <p>Do they want to do something to make a difference?</p>		Most pupils should: Explain what governments can do to tackle/prevent violent extremism.	‘What can we do?’ scenarios Information on Govt. action sheets
Methods of Assessment		Differentiation	Homework	
			Research the word ‘scapegoating’. Find a definition related to extremism, and collate a list of individuals and/or organisations that have been scapegoated.	

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources	
Lesson 4 – Resolving Conflicts to avoid Extremism	<p>Starter – Key word match-up exercise – Give the class 10 words on the board and ten definitions on a sheet. In pairs, ask pupils to match them up and record answers (revealed on the next slide) in books/on paper. Once correct, each person must pick one and explain why they feel it is the best way to resolve a conflict. Remind class that this can be any form of conflict (personal, group, international)</p> <p>Activity One – Put class into groups of 4 and distribute role play scenario sheets. Display ‘Useful phrases’ on IWB/whiteboard and ask groups to act out scenario, with the end result being the conflict is resolved.</p> <p>Plenary – Hand out ‘Conflict Spectrum’ sheet to each pupil. Read out current affairs examples (class teacher to compile list) and ask pupils to write a number on the spectrum to indicate how significant the issue is. Take feedback and record on whiteboard.</p> <p>Then instruct pupils to write out a possible solution to each of the examples – what level of intervention is needed for different kinds of conflict?</p>	All pupils must: -Select at least one effective way to resolve a conflict.	IWB slides Definitions sheets	
Objectives			Most pupils should: -explain their choice of method for conflict resolution.	Role play scenario sheets
What is the best way to avoid a conflict?			Some pupils could: -link the seriousness of conflict to the level of intervention needed.	‘Conflict spectrum’ sheets
Methods of Assessment		Differentiation	Homework	
Literacy/comprehension skills Group work ability Evaluation skills				