

## Option 2: Facilitator Guidance



This sheet provides facilitators with some guidance for delivery and use of the Pathways resource; suggestions are optional and flexible according to individual needs.

Ensure you have carried out the necessary planning and preparation prior to delivering this session

**Please use the PowerPoint facilitator notes from Option 1 to manage discussion/responses**

### Start

#### Icebreaker

Open a group discussion to prepare the audience for the topic; consider using one or all of the suggested questions below.

Remind the audience to respect the views, values and beliefs of individuals; emphasize that listening is equally as valuable as contributing

#### Suggested Icebreakers

1. What does a violent extremist/terrorist look like?
2. What violent extremist/terrorist acts do you know of?
3. What do you think leads people to commit these acts?

Consider using the icebreaker slides from the option 1 Ppt for visual support/ to manage discussion

#### Outcomes

Allows the facilitator to identify and manage any misconceptions in the room

Asses the level of knowledge of the audience

Allows the audience to interact with the facilitator and their peers

Opportunity for the facilitator to identify the nature and tone of individual views re: safeguarding

#### Before & After Student Evaluation Sheet

This is an optional resource to evidence the learning journey; the link to this is located in the 'Safe4me Optional Resources' section in the homepage

### Showing the Film

**Link:** <https://www.youtube.com/watch?v=W9TvpatoWJ8>

Accessible through Hampshire Police Youtube channel (19 minutes)

**Before showing the film:** brief the audience of the story line and main characters

Two main characters: Matt and Imran

Story: portrays their pathways to radicalisation

#### Important points to mention

**Imran's meeting:** This meeting does not take place at a Mosque

#### Shaada wearing traditional clothes:

- Shaada's change of dress from western to more traditional dress is a result of Imran's insistence that she should dress modestly; due in part to Imran's radicalisation by Tariq.
- It should be noted that within the Muslim religion dressing modestly is not seen as a bad thing; the point here is how radicalisers interweave traditional/cultural/religious views with their violent extremist narrative.
- Another point here is how Tariq acts surprised that Shaada attends college (female in education); this view is not a general view held by Muslims but part of an extremist narrative.

**Man at Tariq's meeting:** The quote he said; "*you kill one man you kill mankind, you save one man you save mankind*" is quoted from the Holy Qur'an

### Group Exercise

The link to the 'Team Discussion Sheet' is located on the homepage under Option 2

## SECONDARY SCHOOL PREVENT: Radicalisation and Extremism



1. Arrange audience into small groups or pairs
2. Each pair/group to be given a copy of the Team Discussion sheet
3. Each pair/group to discuss points/questions on the sheet: record views/responses
4. Facilitator to open each question for audience to contribute views and responses

**Consider** providing each pair/group with a copy of the 'Cycle of Discrimination and Radicalisation' diagram for help to understand why and how; this is located in the 'Safe4me Optional Resources' section in the homepage

### Finishing Up

#### Summarising

1. If the 'Cycle of Discrimination and Radicalisation' diagram is not used, be sure to explain this process at the end of the session to raise awareness of the links to social exclusion and terrorism.
2. Confirm that there is no single path that leads people to violent extremism

#### Before & After Student Evaluation Sheet

If before and after evaluations were used, audience complete closing section

#### Signposting

Explain about safety and welfare for self and others

What to do if you suspect you or someone else may be being radicalised

Who to talk to in school or college

Mention Hampshire Police Prevent Team and Government Hotline

**Consider** using the closing slides in the PowerPoint to shown audience about Recognise & Respond and contact details for support and advice

**Consider** giving or sending electronically: Prevent Advice for Young People Sheet located in the 'Safe4me Optional Resources' section on the homepage

#### Parents & Carers

**Consider** giving or sending electronically: Prevent Advice for Parents and Carers Sheet located in the 'Safe4me Optional Resources' section on the homepage

#### Home Learning

**Consider** giving or sending electronically the Home Learning Sheet – provides suggested follow-on case studies task and is located in the 'Safe4me Optional Resources' section on the homepage

#### Reporting Safeguarding Concerns

If you have concerns about a young person, contact Hampshire Police Prevent Team for advice in the first instance: [Prevent@hampshire.pnn.police.uk](mailto:Prevent@hampshire.pnn.police.uk)

If there is an immediate danger, call Hampshire Police on 999

Report Terrorist content on the internet: <https://www.gov.uk/report-terrorism>

Anti- terrorist Hotline: <http://content.met.police.uk/Article/AntiTerrorist-Hotline/1400006265916/1400006265916>

Visit the NPCC's Counter Terrorist Internet Referral Unit for more information:  
<http://www.npcc.police.uk/NPCCBusinessAreas/TerrorismandAlliedMatters.aspx>