Prevent duty and British values for adult learners

GUIDE TO SUPPORT THE EMBEDDING OF BRITISH VALUES AND THE PREVENT STRATEGY
Welcome

This resource pack is intended for use by practitioners working in the lifelong learning sector. Their learners may be studying a range of subjects, but their literacy and English skills are at entry level.

Many thanks to the following contributors:

The Education and Training Foundation for funding the project.
LEO Learning for producing the documentary and drama videos.
ccConsultancy for creating the lesson resources and guide.

A special thank you to the students who contributed to the documentary video and the teachers who trialled the resources before publishing.

<table>
<thead>
<tr>
<th>Documentary: FE learners</th>
<th>Drama: Michael &amp; Joy</th>
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<tbody>
<tr>
<td>No subtitles: YouTube</td>
<td><a href="https://www.youtube.com/watch?v=U9cqHsiE0vM">https://www.youtube.com/watch?v=U9cqHsiE0vM</a></td>
</tr>
</tbody>
</table>
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INTRODUCTION

Sam always found it hard to make friends, even when he was a little boy, and I've
British Values & the Prevent duty

Complying with the Prevent duty is a statutory responsibility for all education and training providers. Learners and staff are expected to understand the Prevent duty, keeping safe from extremism and radicalisation and British values which are defined in the statutory Prevent duty guidance document as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

However, the Prevent duty and British values are also important topics to explore with learners in their own right. We all know that extremism of all sorts presents a real danger in our society. It is important to remember that the Prevent duty covers all forms of extremism and to make sure that this is clear to your learners.

British values are defined as democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The Prevent duty also reminds providers of the need to promote the Equality duty to learners. This gives tutors a chance to explore how the British values apply to learners’ lives and work. This might relate to how we achieve change in British society through democracy; employment and health and safety laws which protect us all at work; the extent of our liberty in this country and the need to respect others’ faith or atheism.

Compliance with the Prevent duty is a requirement for all providers but full engagement with the Duty gives us an opportunity to explore important issues with learners and to give them a chance to consider how British values are relevant to their lives.

Selina Stewart
Lead Associate for Prevent duty support
EDUCATION AND TRAINING FOUNDATION
The resources

This guide includes five units, each utilising either the documentary or drama video (with or without closed captions) and two additional PowerPoint resources which can be accessed via the Prevent for FE and training website: http://preventforfeandtraining.org.uk/

Each unit contains:

- A subheading which gives the basic overview of how the unit embeds British values and Prevent duty considerations.
- A list of extra resources required.
- Suggested lesson objectives.
- Areas for literacy and language focus.
- Key words related to British values, the Prevent duty and e-safety.
- A Challenge+ section for alternative tasks, differentiation and a sheet which shows how to use the resources if the setting has limited or no technology.
- Activity resources for printing. Do note that most of these resources have spare boxes for you to add your own ideas and personalise the activity for your own learners.
- Explicit and implicit (e.g. enacted during a class activity such as voting) explorations of the values. It’s up to you, the teacher, to point out the implicit actions if you feel relevant and appropriate to your class and their language level.

The units are arranged as loose lesson plans. However, they are not prescriptive and are not intended to be used directly as lesson plans. It’s very important that you pick and choose the activities that you think would work with your learners (as you know them best!) and add elements that you think would solidify the lesson for your particular class.

Please note, that some activities are intentionally provocative. This is with the intention of encouraging discussion and open dialogue. This
gives your learners opportunities to actively practise tolerance, mutual respect and understanding of others’ points of view, whilst exercising their own individual liberties.

Glossary

| British Values | The British values are set out in the statutory Prevent duty guidance document for FE and training. These are:  
- Democracy  
- Rule of Law  
- Individual Liberty  
- Mutual respect for and tolerance of those with different faiths and beliefs |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>elicit</td>
<td>Draw out ideas or knowledge from your learners rather than you, as a teacher, saying something yourself.</td>
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<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages.</td>
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</tbody>
</table>
| Dogme          | A popular learner-centred methodology in language teaching (particularly ESOL). Dogme takes the starting point of learning from the knowledge and experience of learners themselves. In the purest sense this wouldn’t require a lesson plan, as such, but a starting point activity that would inspire the rest of the class from the teacher’s responsiveness.  
We can utilise Dogme in small activities to draw out learners’ ideas, thoughts and language. During the activity, monitor your learners and listen to their concerns, the language they are using (whether poorly constructed or not) and use their examples of language as a focus and teaching point. With most activities, you can predict the kind of language that will come up but you may also have some surprises and interesting teaching points. |
| drama skit     | A short drama or role play that doesn’t require a script. This is a useful approach for language learning (particularly Dogme activities). It is not for every class as it requires creativity, working well in a team, confidence to ‘perform’ (and make mistakes) and the ability to do and imagine something that is ‘pretend’. As a |
teacher, you will need to give your learners time to devise an idea, improvise a very basic narrative and rehearse before presenting to the class. When done well it can be very rewarding for the class as a whole. NOTE: before presentations ensure you elicit ‘good audience ground rules’ e.g. no talking, active listening, audience appreciation (clapping), etc.

<table>
<thead>
<tr>
<th>icebreaker</th>
<th>This is generally at the beginning of a course (or when new learners join) to introduce the class to one another and ‘break the ice’.</th>
</tr>
</thead>
</table>
| pelmanism                   | A memory activity game usually played in pairs or small groups. It requires a set of cards that have some kind of twin or match e.g. a picture of a voting box with the word ‘vote’ on it. Great if you have done a match task with the same cards earlier in the session.  
How to play: Shuffle the cards and place all the cards face down. Learners take it in turns to turn over two cards at a time aiming to get a match. |
| plenary                     | A plenary or ‘cooler’ can be a light-hearted activity to round off your session or it can be something more substantial which assesses learning against the session’s learning objectives. |
| Prevent                     | The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty. |
| scaffold                    | Break a concept or learning aim into small chunks and build upon learners’ knowledge gradually. |
| snowball                     | Sometimes called: ‘think-pair-share’ this kind of activity starts with an individual carrying out a task independently then discussing in a pair. After this discussion, the pair share with a small group and then feedback to the whole class. |
| starter                     | A starter or ‘warmer’ is a short lead in activity at the beginning of the session to engage your learners and prepare them for the class. There are some helpful communication, maths and digital starters on the Excellence Gateway. |
I had that choice to find my own partner and I’m really grateful for that.
1. Talking British Values

These activities teach the complex language of the British Values whilst also valuing personal opinions. The aim is to promote individual freedoms whilst encouraging students to be understanding and tolerant of others with differing opinions to their own.

**Learning Objectives**
- ✓ Gain a basic understanding of the key vocabulary associated with the British values.
- ✓ Give own opinion.
- ✓ Respect the opinions of others.

**Resources**
- Sticky tack
- Projector + speakers
drama ☐
documentary ☒

**Key Vocabulary**
Complex language associated with the British Values e.g. government, equality, democracy and vote.

**Language Focus**
Modal verbs: should + must
Giving own opinion: I dis/agree and I strongly dis/agree.

**Running spellings**

Stick the spelling list to a far wall or outside the classroom. In pairs, students choose a runner (reader & speaker) and a scribe (listener & writer). The runner reads the word, remembers it and relays it back to the scribe. The runner must not touch the pen! Give students time after the activity to translate the words into L1 if necessary.

**What is being British?**

Give a set of rating cards to each student. Demonstrate their use by eliciting appropriate responses through practice questions appropriate to your group. The spare card can be laminated and used with a white board pen to provide personalised answers. Display the Being British PowerPoint presentation and invite learners to share their opinions via the rating cards. Encourage critical discussion.
Listening comprehension

Set up the interview video and before playing, ask the gist question: How many values are there? After the video is finished, confirm the four British Values and ask students to write them down on a page using either a table, list or mind map format (whatever suits them).

Play the video a second time and ask the students to listen and connect the words from the spelling list with the relevant value to create four word pools. This could be done by copying words from the spelling activity or cutting out the spelling list and moving them around on the page.

Play the video a third time if needed or desired. To consolidate, ask your students to write a sentence for each value using at least one word from each word pool.

In the UK

This activity involves moving around the class room, so make sure that there is space to move freely and safely. Display the Rules & Laws PowerPoint Presentation. Read the statement at the top of each slide and ask students to walk to the appropriate side of the room depending on their opinion and prior knowledge. If preferred, the activity can be done whilst sitting instead by raising left or right hands.

Use the opportunity to introduce the word must and introduce the word should as an alternative opinion.

Please note: The correct answers are displayed in the notes section of the slideshow. Be aware that laws and legislation change over time so check the information is true at the date of use.

+ Challenge

DISCUSSION

The slides include a mix of humorous, serious and provocative suggestions that may provoke a response. If your learners are able, this would be a good opportunity to elicit a discussion about the nature of the slides and their relationship with ‘Being British’. From this, encourage your students to consider what it means to be live in modern Britain and to have British values.
In my opinion

Remind the learners about the importance of respecting those with different beliefs and opinions. In this activity, they will practice empathising with opinions that may or may not be at odds with their own.

Split the class into pairs or small groups and give each group a pack of opinion cards. Each student takes it in turns to present ‘their’ opinion (whether it is true or not) to the group. The listeners then give their own opinion on the statement and the speaker responds with the original opinion in mind. During the activity, ensure that students are practicing both tolerance and respect.

Back to the Board

Set up the Back to the Board PowerPoint presentation. Place a chair in front of and facing away from the board. One by one, students will sit in this hot seat whilst the class describe the word which is displayed behind them. The aim of the game is for the student in the hot seat to guess the word which is displayed behind them. Demonstrate this activity first with a strong member of the class.

To make this more competitive, you could split the class into two groups with two competing nominees in the hot seat.
Drama

If appropriate to the students in your class, ask them in small groups to choose a value each and develop a Drama skit (informal presentation). For this, they could explore what it means to them in their day to day life or it could be on a larger scale. The Language used in the presentation could then inform future language focus classes via a Dogme approach. You can find out what we mean by ‘Dogme’ if you are not sure by checking the glossary on page 1.

Idioms

If appropriate, use the opportunity to teach *on the fence* as an informal alternative to neutral opinions.

Technology Cheat Sheet:

- What is being British: Print the images out or display on a tablet.
- Listening comprehension: print out scripts and students act out for the class or in groups.
- Moving: copy onto display paper. The activity could be recreated using number + sentences. The teacher displays the numbers around the room and the students match the sentences to the appropriate number.
- Back to the board: use a mini white board or print out.
<table>
<thead>
<tr>
<th>Spelling Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>parliament</td>
</tr>
<tr>
<td>democracy</td>
</tr>
<tr>
<td>government</td>
</tr>
<tr>
<td>tolerance</td>
</tr>
<tr>
<td>individual</td>
</tr>
<tr>
<td>majority</td>
</tr>
<tr>
<td>justice</td>
</tr>
<tr>
<td>prime minister</td>
</tr>
<tr>
<td>privacy</td>
</tr>
<tr>
<td>decision</td>
</tr>
<tr>
<td>diversity</td>
</tr>
<tr>
<td>mutual</td>
</tr>
</tbody>
</table>
**IN MY OPINION CARDS**

<table>
<thead>
<tr>
<th>I think that the legal drinking age should be 21.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that council tax should rise by £40.</td>
</tr>
<tr>
<td>I think that the legal driving age should be 14.</td>
</tr>
<tr>
<td>I think that children should not be allowed to drink energy drinks.</td>
</tr>
<tr>
<td>I think that women should be able to vote.</td>
</tr>
<tr>
<td>I think that two women should be able to get married.</td>
</tr>
<tr>
<td>I think minimum wage should be £15 per hour.</td>
</tr>
<tr>
<td>I think minimum wage should be £5 per hour.</td>
</tr>
<tr>
<td>I think healthcare should be private.</td>
</tr>
<tr>
<td>I think _________________ should be prime minister.</td>
</tr>
</tbody>
</table>
1. TALKING ABOUT BRITISH VALUES

Accessible here: http://preventforfeandtraining.org.uk/
2. When the penny dropped

This section uses the drama video as a starting point to discuss moments of isolation and ‘living in a bubble’; actions which can lead to radicalisation. The activity provides opportunities to clarify the difference between individual opinion and extremist thought processes.

Learning Objectives

✓ Identify and extract relevant information and detail in straightforward explanations
✓ Understand some common idioms
✓ Understand and be able to use common conjunctions
✓ Understand use of past tenses to describe past events
✓ Ask concise questions using appropriate language

Resources

Game board, dice and counters
- drama ☒
- documentary ☐

Key Vocabulary

On the brink, living in a bubble, the penny dropped, sitting on the fence.
and, but, so, because
first, next, then, finally

Language Focus

Idioms
Past simple
Connectives

Starter: Idioms

- Start off the activity by saying ‘I have been snowed under this week’. If you have ESOL learners, ask them what you mean – are you talking about the weather? If there are native and non-native English speakers in your class, ask your native English speakers if they can explain what you meant. Explore with them why we might use idioms (e.g. it makes what we say more interesting/ more powerful).
- Distribute the idiom word cards and ask learners in small groups to arrange them into idioms they know, ones they are not sure about and ones they don’t know.
- Distribute the idiom picture cards to match with the words (this may be too easy for ‘first language’ learners working at E3+. If you have learners with high level skills, ask them in pairs to use the pictures and the words to help them include an idiom in a sentence, either verbally or in writing).
- Elicit the meaning of idioms members of the group did not understand and/ or example sentences containing the idioms.
Predicting the gist of a text from idioms used.

- Pull out the three *idiom picture cards* for ‘the penny dropped’, ‘the brink’ and ‘in a bubble’ (you may wish to show them on a screen). Ask people to think what a video that includes these idioms could be about. Explore ideas and ensure learners understand the correct meaning of these idioms.
- Now ask learners to watch the drama video and listen for the use of ‘the penny dropped’, ‘the brink’ and ‘in a bubble’ – were they right about the gist of the video? What order did they hear the idioms in (in their small groups move the three idiom cards into an order).
- Now watch again and check their order was right.
- Discuss what each of the people in the video was talking about (an experience where they/ someone they love came close to joining a group of people with radical views).

Dictagloss using the video text

This task requires learners to listen for key information to help them reconstruct a text. It is possible to scaffold this for lower (E2) learners by running this instead as a gap-fill listening activity. However, higher level learners should find the dictagloss a good challenge.

- Ask learners to prepare to take notes from something you will read to them (it’s a slightly amended extract from the drama video). Say you will read the text three times and that you would like learners to write down (for their own eyes only) key words they hear.
- Each time you read the text, ask learners to add to their notes. Now, give the learners 5 – 10 minutes to write the extract from their notes.
- Show the right version of the text on screen or distribute it around the room and ask learners to compare their writing with the version you read out – any differences/ any gaps?

“It’s strange. I thought my boy was safe in his room but he was actually being groomed. It made me realise we were living in a bubble. I was alone and I wasn’t talking to the neighbours. I was isolated so Sam was isolated. He was completely vulnerable to people on the internet because he had no contact with the rest of the world.” ~ Joy.

- Using the above dictagloss text, focus on past verbs and events and/ or conjunctions (of cause and effect).
Identifying the past event

Ask learners to draw a timeline on their paper and then tell them to listen for different past events within the narrative. e.g. Michael watched videos on the internet > went to meetings > spoke to his teacher.

Before playing the video give the learners a few moments to write down what they already know from previous viewings.

After they have completed their timelines individually (or in pairs), ask them to share in small groups then collate the information as a whole class onto your board. They may agree and disagree the order in which things happened so facilitate their understanding and use of the past tense verbs used.

Writing about a past event

Write the connector words (but, and, so because) on the board and ask students to write sentences about Joy and/or Michael using the information from their timelines and a connector.

Using Connectors to add detail and give reason

This final activity allows your learners to use the language they have been exploring to give their own opinion on some common issues. Remind the learners that difference in opinion makes for interesting conversations and that they must remain respectful to each other during the activity.

You will need dice, counters and the in my opinion gameboard. Elicit good sentence starters that can be used to give opinion (there are some examples on the gameboard itself) and recap teach/ I agree / I disagree / I'm not sure / I'm on the fence. Before letting the students play the game themselves demonstrate giving opinion on a subject relevant to your learners and agreeing/disagreeing with a couple of strong learners. Next, repeat the presentation of language but simultaneously demonstrate the rules of the game.
How to play: Each learner will take it in turns to roll the dice and pick up an ‘in my opinion’ card if they land on a blue square (odd numbers). The learner that picks up the card reads the question out loud and directs the question to a team member of their choice. The chosen team member gives their personal opinion. Facilitate and remind the learners to use connectors to add detail. About half way through the activity present each group with a pack of connector cards. This extra activity now challenges the speaker to choose one card at random from the pack that they must use in their answer.

+ Challenge

RELATIVE PRONOUNS

If your learners are confident with basic conjunctions, you could use the activities as an opportunity to introduce relative pronouns e.g. **which, when, where, who** into their discussion vocabulary.

TECH CHEAT SHEET

- The dictagloss activity lends itself well to a classroom without technology as students can read the transcript to mark their own work.
- Past events activities can either be a reading activity (identifying past events by reading the transcript) or students could access the videos on their personal devices and watch as a pair or small group.
<table>
<thead>
<tr>
<th>Idioms</th>
<th>Fish out of water</th>
<th>The penny dropped</th>
<th>Put your foot into your mouth</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the brink</td>
<td>Raining cats and dogs</td>
<td>Sitting on the fence</td>
<td></td>
</tr>
<tr>
<td>Miss the boat</td>
<td>Read my mind</td>
<td>Keep an eye on</td>
<td></td>
</tr>
<tr>
<td>Living in a bubble</td>
<td>Change your mind</td>
<td>Fed up</td>
<td></td>
</tr>
<tr>
<td>Barking up the wrong tree</td>
<td>Couch potato</td>
<td>Through the grapevine</td>
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</tbody>
</table>
CONNECTOR CARDS

<table>
<thead>
<tr>
<th>AND</th>
<th>SO</th>
<th>OR</th>
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<tbody>
<tr>
<td>THEN</td>
<td>BUT</td>
<td>BECAUSE</td>
</tr>
<tr>
<td>WHEN</td>
<td>WHERE</td>
<td>HOWEVER</td>
</tr>
</tbody>
</table>
**IN MY OPINION CARDS**

<table>
<thead>
<tr>
<th>Should alcohol be illegal?</th>
<th>How much should council tax payments be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old should you be to drive?</td>
<td>Should children be allowed to buy energy drinks?</td>
</tr>
<tr>
<td>How old should you be to vote?</td>
<td>Should two women be allowed to marry?</td>
</tr>
<tr>
<td>How much should minimum wage be?</td>
<td>Should men be allowed to have more than one wife?</td>
</tr>
<tr>
<td>Should healthcare be private?</td>
<td>Who should be Prime Minister?</td>
</tr>
</tbody>
</table>

Prevent duty and British values for adult learners

Education & Training Foundation 27
In my opinion...

I think...

I believe...

...because...

I disagree.

I agree.

...so...

If...then...
3. A Democratic Classroom

Well placed at the beginning of a course, this resource stresses the importance of learning in a democratic classroom where both learners and teachers respect one another. Here, the learners enact British values whilst creating a collaborative set of ground rules.

**Learning Objectives**

- Create collaborative ground rules for the classroom
- Use correct pronouns
- Use negation appropriately

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**Key Vocabulary**

- Respect others
- Give blood
- Help the elderly
- Pick up litter

**Resources**

- bell / timer
- display paper & markers
- drama video ☐
- interview video ☐

**Language Focus**

- imperatives
- pronouns
- can/can’t

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**Starter**

Sit or stand your students in a circle or horseshoe. Ask the learner to your left what their name is and elicit a full sentence answer. Tell them to ask the same question to the person on their left who also answers in a full sentence. Go around the class until the introductions are complete.

Next, ask the learner to your left what they like or like to do. This time, the person asking the question must say what the previous learner said they like to do before asking their question. Check and correct their use of 3rd person plural (He likes, she likes) as well as use of +ing verbs (He likes shopping, I like running). Drill if necessary before learners move on to ensure they have correct pronunciation and are using the correct language.

This task will result in the learners on the right having to remember a lot so warn those on your left they will have to actively listen also because you will give them an extra task at the end. Once you have gone around the circle, return to your left and ask learners if they can recite information from the whole group.

Challenge learners to remember multiple pieces of information with different pronouns eg “His name’s _______ He likes playing guitar”. At first you may find some people are reluctant to try but it can get quite competitive. Maintain your focus on the learner’s use of correct pronouns and verb use – even asking the learner to stop and return to the beginning if they make a mistake.

This task can of course be done with any information but it is a good idea to mix possessive (His, her their) and personal pronouns (he, she, they) to check your learner’s usage. This is also a good place to check learners understanding of
personal pronouns and ensure the class is aware of what pronouns to use with each class member. If appropriate ask all learners at the beginning to self-identify what pronouns they would like the class to use.

This activity works well as an icebreaker and can be done with a bean bag to randomise but that is a little more challenging to facilitate.

British values Carousel

Ask the learners what the four British values are. Give a piece of display paper to the learner that gives a correct answer and ask them to write the value they suggested in the middle. Spread the four pieces around the room. Put your learners in groups (or ask the four learners who originally wrote on the display paper to act as team captains and choose their teams – if appropriate to your class) and task them with considering how those values affect their everyday life and the actions they take regularly to enact those values. To give the task a good pace use a bell or a timer and ask them to move to the next poster after 3 minutes.

Feedback the comments on each poster to the whole group paying particular focus to content (was it on the right poster? Are there any overlaps?) and correct verb use.

Community Values

Invite the learners to consider the word community and what makes a good, positive community. Write some of their suggestions on the board. Now ask the learners to suggest particular actions by participants within that community that create a positive environment in which to live eg volunteering. This task could be done in pairs first before feeding back to the group if you feel appropriate for your class.

Using the beliefs, values and opinions cards in conjunction with the picture cards from http://www.esoluk.co.uk/NIACE_pack/Citizenship_materials.pdf (page 25, 2005) and ask the learners to match the images with the text.

Ask the learners to consider what British value heading they would place the actions (and their own suggestions) under. They may then choose to add more ideas to their carousel posters.

Put the learners into small groups and give them the discussion diamond. Task them with placing only 9 of the most important actions on it, with the most important at the top, towards less important lower down. This activity should generate some interesting discussion as your learners will need to work together in their groups to decide which three actions to leave out. Encourage your learners to use respectful language when discussing e.g. I agree / I disagree because...

The intention here is not to suggest that one action is more valuable than another but instead to show that each action has its own value and place in British society. It is not supposed to be an easy task.
Developing class rules

Put the learners into small groups and ask them to decide 12 (some may do far less) rules for the class. When they have completed, ask them to decide on two that should be removed from the list.

As there may be repeats in their answers, ask each group to feedback three rules at a time. If you have a computer and projector you could ask different learners to type as the groups present. Check the document is zoomed in and the font is large enough for all learners to read the screen. Alternatively, you could write onto the whiteboard but be sure to make their rules succinct using and highlighting negation when scribing.

To scaffold this activity, you may choose to focus on lists of can and can’t. If so, ensure you give some time to drill the pronunciation of the two words (as the r sound in can’t can be challenging especially for ESOL learners) and explain the negative contraction of can’t = cannot.

After all learners have presented, ask your class to vote on which rules should and shouldn’t stay. Nominate learners to give their opinion. You may choose to add some of your own but remember that this is a class activity where the learners make their own rules for their learning environment. Therefore, the least contribution from yourself as a teacher the better. However, you may need to check your learners’ language to make it more succinct or combine some similar rules.

Ask each of your learners to sign it (either when printed or on the whiteboard and take a photo for print) and refer back to it if necessary in future lessons. Remind learners that this is an example of Rule of Law.

Pelmanism Cooler

Pelmanism is a memory game that can help with learning new sight vocabulary. In pairs, ask the learners to mix their beliefs, values and opinions text and picture cards. The learners then place the cards face down on the table in a square. In pairs Learners take it in turns to turn over two cards. If they have a match they keep the pair. If they don’t have a match they must try to remember the position of the cards for future rounds.
+ Challenge

DRAMA SKIT

Split the class into small groups and give each group one or two rules each. Task them to create short drama presentations or role plays which market those rules to the class. Ask them to create two opposite skits: one pro-rule and one-anti rule.

Facilitation of the group work is very important here for many reasons. It’s necessary to ensure every learner is contributing and that they remain on task. Some groups may need you to help with creative ideas. Remember: the task should be fun and there should not be any offensive or aggressive actions in the skits. If one of the rules explores the negativity of such actions, encourage the learners to dramatise the resulting effects of the action rather than the action itself.

During the presentations: ensure the learners are following audience respect etiquette.

After each presentation, ask the class what they think the actor’s rule/s were. Ask the class to vote on which classroom representation they preferred for their own class.

An alternative twist to this task for higher learners is to ask the learners to market their bad classroom skits with a narrator. Their presentation then becomes more like an advert. This can help them explore persuasive language. This activity should be done with silly, non-serious rules.
<table>
<thead>
<tr>
<th>BELIEFS, VALUES AND OPINIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick up litter</td>
</tr>
<tr>
<td>give blood</td>
</tr>
<tr>
<td>make new friends</td>
</tr>
<tr>
<td>give to charity</td>
</tr>
<tr>
<td>be kind to animals</td>
</tr>
<tr>
<td>help the elderly</td>
</tr>
<tr>
<td>have discussions</td>
</tr>
<tr>
<td>attend protests</td>
</tr>
<tr>
<td>recycle</td>
</tr>
<tr>
<td>vote at elections</td>
</tr>
<tr>
<td>volunteer</td>
</tr>
<tr>
<td>respect other religions and beliefs</td>
</tr>
</tbody>
</table>
4. All About Us

Learners are encouraged to celebrate diversity in addition to demonstrating tolerance within the classroom and beyond. The activities provided encourage learners to consider life from other points of view in order to understand the importance of the Equality & Diversity Act 2010.

Remember that all learners have the right to keep aspects of their personalities and lives private. This could include their sexuality, faith, marital status, age, whether they are disabled, whether they are undergoing or have undergone gender transition, whether they are pregnant or have children, ethnicity. This session needs to be led in a sensitive way which does not force learners into divulging information they want to keep private.

Learning Objectives
✓ List the nine protected characteristics labelled in the Equality and Diversity act (2010)
✓ Discuss similarity and difference.
✓ Describe yourself and other people.

Resources
- drama ☐
- documentary ☒

Key Vocabulary
- Rights/ Individual liberty
- Equality language (e.g. ‘protected characteristics’)

Language Focus
- Adjectives
- 1st person & 3rd person plural
- Question forms

Starter - Find someone who...

- Give everyone the find someone who task sheet and ask them to find people who the phrases represent. Before carrying out the task you may need to recap the appropriate question forms e.g. Do you…? Can you…? Are you…? Also, the appropriate answer forms e.g. I can… I can’t… I’m… I’m not… You may also find it useful to demonstrate the task with a strong learner.
- When they find someone who can answer positively to the questions, this person must ‘sign’ the sheet.
- Each person can only sign each sheet once.

Ask: ‘Is [learner name] better than [learner name] because she can play the guitar?’ Of course not – we are all different and that is why life is so interesting.

Ask: ‘What other ways are we all different?’ (learners might point to age, faith, gender, sexuality, likes and dislikes, wealth/lack of wealth, status, etc. etc.). Say that we are all different but we should all have the same rights. (If you have ESOL learners in your group, ensure they understand what we mean by rights.)
Video Extract (watching for gist)

Ask if anyone knows which of the British values (BV) is about making sure that everyone has the same rights. (If BV is new to learners in your group, please see the accompanying materials ‘Talking British values’ for an introduction/exploration.) If no-one suggests ‘Individual liberty’, don’t say this – they will find out next.

Play the British values documentary from 2:34 – 3:56. With the screen paused at the start of this clip (2:34), you can see the words ‘Individual liberties’. Pause here and ask people to think and then talk for 2 minutes in pairs about what individual liberties could mean. Now play the video once and ask people to watch and see if other people said the same things as them.

Listening Carefully

For the 2nd time that you watch the video, choose one of the following active listening tasks:

- use the gap-fill task sheet and predict the missing words and/or listen for them as they watch the video for the second time.
- watch the video for a second time and learners arrange the transcript cards in the order in which each thing is said.

EXTENSION

Ask learners to choose a statement from the transcript that they think is interesting/that they would like to discuss. Set up a ‘think/pair/share’ activity, whereby learners have a couple of minutes to think about what they would like to say about the statement, then move into pairs to discuss it, before sharing ideas as a full group.

E&D all around us (intro)

This activity needs to be managed sensitively, and you may decide not to use it. However, it works very well if it is carefully explained.

- Give each learner a different secret identity. Ask them to read it and check that they understand what it means (using their dictionaries/by asking you). NB// There are some blank cards so you can write your own identity cards.
- Tell learners that you are going to continue with the lesson and you would like them to think about their ‘identity’ sometimes and how they would be feeling if it was true.
Be mindful that this is a task asking learners to imagine that they have certain protected characteristics. Learners on the autistic spectrum/ with Aspergers and some ESOL learners could find the concept of ‘imagining being someone else’ quite challenging. If you feel it will not work with everyone for any of these reasons, this activity can be missed out without detracting from the learning objectives. The task is only successful if it works for the whole class.

**E&D Protected characteristics**

- Match images to the nine protected characteristics (PC) cards and ensure understanding of each PC.
- Ask people to review their secret identity cards and raise their hand if they have a card that links to one of the PCs (all should raise their hands).
- Ask: would there be additional PCs you would add to the list if you could make the laws? Should include socio-economic / immigration status / paternity, etc, be listed?

**Similarities & Differences**

In a pair (or 3 – but this is more challenging!) make a Venn diagram of similarities and differences between each other. This is a good speaking and listening activity to stretch learners, as they have to generate their own questions which they think will result in a similarity or difference. This can be used as a Dogme activity and as such, walk around the room and listen for the language being used. Write on the board phrases you hear. Discuss their use when the activity has completed. Possible language focus: using question forms and third person when feeding back.

**Describing a classmate**

Ask each learner to write their name on a piece of paper and add to a bowl. Learners then pick a name randomly out of the bowl. The task is for the learner to write three sentences about their named peer. Stick their sentences around the room and ask them to read and guess who the writing is about.

Alternatively, you could do a ‘hotseat’ activity where one learner has his/ her back to the board and you display images of people on a projector behind them. The class then describes the person to the learner in the hot seat and they must guess who it is. Use photos of people in the local centre, class, teachers, etc. or famous people you think your class will know.

**Adjective cooldown**

As a cool down activity, lead an ‘adjective alphabet’ competition. Split your class into two groups. Write A-Z vertically down the centre of the board. Give each group a
white board pen and task them to think of an adjective for each letter of the alphabet. The first team to complete is the winner. However, if you run it as a relay race it will take a little longer and will ensure there is only one person at the board each time with the scribe always consulting their team before approaching the board.

**E&D all around us (feedback)**

Ask people, in a round robin, to ‘reveal’ their secret identities and talk about any parts of the session where they thought they could feel uncomfortable if this was true.

**+ Challenge**

**VOCABULARY AWARENESS**

Use the terminology card sort to develop awareness of a broader range of language for talking about diversity. Learners have to work in groups of 3-4 and move the words into 3 piles ‘we know this’, ‘we think we know this’ and ‘we don’t know this’ under the header cards. Move around the room and ask people who do know what something means to explain at the end to people who are not sure. Clarify any meanings if everyone is unsure. Ask if there are other words learners who like to know the meaning of. Be aware that some learners can avoid talking about topics like being trans because they worry about saying the ‘wrong thing’.
FIND SOMEONE WHO...

Move around the room and find someone who... | Name

- has one or more grandchildren

- can play the guitar

- is a good singer

- can speak more than two languages

- shares a name with another family member

- is a good swimmer

- likes mushrooms
Individual liberty is me standing there in front of you.

Individual liberty is when you can expression yourself without fears

For an individual to be who they are the way they want to be and to be accepted and respected in the society that we're living in.

We have a lot of freedom that possibly some others don't necessarily have and maybe that's taken for granted.

Everyone has his own freedom to choose his own life like; one like to work, to study. I mean talking on the street, to eat whenever he wants. As long as it's not affecting others in a bad way.

We can choose our partners, no matter who they are.

I had that choice to find my own partner I did and I'm really grateful for that because I think sometime people don't have that choice in life.

You have the freedom to do whatever we want. To travel around.

There are certain things which, even in being in Britain, with freedom of everything, still they know that they have to abide by a few of the rules, which they cannot cross.
Individual liberty is me ________ there in front of you.

Individual liberty is when you can express yourself without ______.

For an individual to be who they are, the way they want to be, and to be accepted and __________ in the society that we're living in.

We have a lot of ________ that possibly some others don't necessarily have and maybe that's taken for granted.

Everyone has his own freedom to ________ his own life like; one like to work, to study. I mean talking on the street, to eat whenever he wants. As long as it's not ________ others in a bad way.

We can choose our __________, no matter who they are.

I had that ________ to find my own partner I did and I'm really grateful for that because I think sometime people don't have that choice in life.

You have the freedom to do ________ we want. To travel around.

There are certain things which, even in being in Britain, with freedom of everything, still they know that they have to ________ by a few of the rules, which they cannot cross.
Individual liberty is me standing there in front of you. Individual liberty is when you can expression yourself without fears.

For an individual to be who they are, the way they want to be, and to be accepted and respected in the society that we’re living in.

We have a lot of freedom that possibly some others don’t necessarily have and maybe that’s taken for granted.

Everyone has his own freedom to choose his own life like; one like to work, to study. I mean talking on the street, to eat whenever he wants. As long as it’s not affecting others in a bad way.

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You have the freedom to do whatever we want. To travel around.

There are certain things which, even in being in Britain, with freedom of everything, still they know that they have to abide by a few of the rules, which they cannot cross.
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your son is transgender, he was born in a girl’s body.</td>
<td>You have just started in a same sex relationship but previously you were with someone of the opposite sex.</td>
</tr>
<tr>
<td>You are pregnant and you will be co-parenting with the biological father and your female partner.</td>
<td>You are older than any of your colleagues and old enough to retire but you don't want to.</td>
</tr>
<tr>
<td>You are an atheist.</td>
<td>You are partially deaf. You can lip read.</td>
</tr>
<tr>
<td>You have a sight impairment.</td>
<td>You have ‘attention deficit hyperactivity disorder’ (ADHD).</td>
</tr>
<tr>
<td>You have dyslexia and Irlen Syndrome (which means words ‘drip’ sometimes on the page).</td>
<td>You have rheumatoid arthritis, which makes sitting or standing for long periods very painful.</td>
</tr>
<tr>
<td>You have rheumatoid arthritis, which makes sitting or standing for long periods very painful.</td>
<td>You have a son with Downs Syndrome.</td>
</tr>
</tbody>
</table>
PROTECTED CHARACTERISTICS CARDS*

A

B

C

D

E

F
(ANSWERS)

A. AGE
B. DISABILITY
C. GENDER REASSIGNMENT
D. MARRIAGE / CIVIL PARTNERSHIP
E. PREGNANCY & MATERNITY
F. RACE
G. RELIGION & BELIEF
H. SEX
I. SEXUALITY

PROTECTED CHARACTERISTICS CARDS

<table>
<thead>
<tr>
<th>race</th>
<th>gender reassignment</th>
<th>disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>pregnancy &amp;</td>
<td></td>
<td>marriage/ civil</td>
</tr>
<tr>
<td>maternity</td>
<td>sex</td>
<td>partnership</td>
</tr>
<tr>
<td>religion &amp;</td>
<td>sexuality</td>
<td>age</td>
</tr>
<tr>
<td>belief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Many thanks to Cheshire East Lifelong Learning Service for sharing these cards, developed as part of an equality and diversity project in 2011.
<table>
<thead>
<tr>
<th>We could easily explain this</th>
<th>We <em>think</em> we know this</th>
</tr>
</thead>
<tbody>
<tr>
<td>We don’t know this</td>
<td>discrimination</td>
</tr>
<tr>
<td>bisexual</td>
<td>victimisation</td>
</tr>
<tr>
<td>protected characteristics</td>
<td>discrimination</td>
</tr>
<tr>
<td>transgender</td>
<td>ageism</td>
</tr>
<tr>
<td>harassment</td>
<td>stereotyping</td>
</tr>
<tr>
<td>faith</td>
<td>disability</td>
</tr>
</tbody>
</table>
5. Staying safe online

Radicalisation is largely aided by internet communications and so e-safety is incredibly important at any age. This resource is particularly useful at induction and aims to demystify the complex language and acronyms used in internet policies and online.

Learning Objectives

✓ Use internet vocabulary in context.
✓ Make recommendations for staying safe online.
✓ Understand common internet acronyms

Internet Language

Using the traffic lights from the ‘4.All About Us’ unit and the internet language cards, ask the learners to look at the terminology in pairs and discuss what words they know, don’t know and are unsure about.

Feedback to the rest of the class by asking those who have words in the green section first. Next discuss the unsure words. Finally, if there are any words from the red section that haven’t been discussed yet, tell them the definition.

Ask learners to focus on their red and orange lists. Learners then write sentences, each containing two internet language words. Facilitate and check they have understood the words correctly and are able to use them in context.

To consolidate their understanding of the language, ask the learners to begin an acrostic poem (one which they can complete later in the session). For this, learners will need to write the word SAFE vertically down the left-hand side of the page. Then learners should write four sentences beginning with S, A, F then E. They may be able to use or reformulate the sentences from the previous task.

True / False

Sticky tack the true/false statements around your classroom. Ask learners to find the statements, read them and consider if they are true or false. Task them to write down the statements they believe to be true. As per the other activities in this pack, do add extra statements that you think would be relevant and appropriate to your class and their needs.
When complete, ask learners to share their ‘true’ statements with their neighbour then snowball to a small group and then finally feedback to the whole group and facilitate the discussion. Whilst doing so, encourage conditional elements e.g. “It’s safe to shop online if the web address has a padlock in the address bar”. This kind of critical discussion can lead to learners being more digitally aware.

**Keeping children safe**

Start with a basic comprehension activity to get the learners used to the drama text. Give the learners the word lists. Ask them with the subject of the lesson in mind, and the content of the word lists, what they think the video may be about.

Initiate a discussion about the narrative and ensure the learners understand what has happened in both cases. Check the learners understand that Joy is talking about her son not herself. Use this as an opportunity to discuss the downsides of the internet and the importance of e-safety. Keep the Prevent duty in mind whilst you facilitate the discussion.

Following the discussion, the learners may like to watch the video again as a recap. After this, put the learners in groups and task them to create a list of e-safety recommendations for Michael and Joy. You may choose to point out the use of the word *should* to give advice and make suggestions.

**Internet Policy**

Elicit the need for internet rules. Ask where you would see these kind of rules (e.g. child’s school, the library, workplace, home) and predict what kind of language would be used e.g. *must*.

Use your own organisation’s policy as an example to work from. Learners then search and highlight in green the words explored in the previous tasks that they are now confident with. Next, learners highlight in yellow the new words they need clarification on and underline in red the words they don’t know. New and more complex vocabulary that may be brought up for sharing and discussion: *copyright, confidential, download, sensitive, offensive, indecent, phishing*. Help learner’s to see patterns in some of the words used e.g. *confidential, confidentiality, confident*. Give your learners some time after discussion to check individual words in a dictionary (or translator) for further clarification.

Give your learners time to practice using these new more complex words by asking them to write sentences with one word in context. Check and feedback then tell them to add lines: E and TY to their existing SAFE poem. This completes their E-SAFETY acrostic poem.
Secure Passwords

Choose three of the passwords and write them on the board. Ask learners what they think they have in common = they are all passwords! Ask which password they think is the best. Give out the sort activity and task them in pairs to separate the strong and weak passwords. Feedback to the whole class and note if there are any differences in their answers. Elicit what kind of situations we use passwords/online codes for. If necessary, relate to real world situations and the use of keys, PIN numbers and safe codes to stress the importance of a strong password. Encourage the use of modal verbs in their answers e.g. you should / you shouldn’t. You may find it useful to scribe their feedback in a table on the board titled should / shouldn’t.

Learners may say that the stronger passwords are the least useful because they are hard to remember. Likewise, they may vote the weaker passwords best because they are easy to remember! The following two activities will help learners to consider strong passwords that they will remember using mnemonics:

- Write on the board a long acronym of a movie title or TV programme (eg HPATGOF = Harry Potter and the Goblet of Fire). Ask what they think it is. Allow learners to ask you questions to help them discover the answer but only answer the question if it is well formed. Learners could then generate their own password and in pairs quiz each other to find the right answer.

- Link the passwords to recent difficult spellings that have appeared in your classes. eg Eg RHYTHM: Rhythm Helps Your Two Hips Move. This may take some time to prepare to make it personal to your class. However, there are many other spelling mnemonics online for common problem words.

Internet Acronyms

This is a fun but informative cooler activity that leaves the class with a strong message of knowing about communications online whether that is by themselves or their children. Access the Internet Acronyms PowerPoint presentation and display the acronyms slide by slide. The answers are revealed on a secondary click. The words and their definitions are shown on the next page. The acronyms used in this task begin with quite commonly used phrases to more concerning phrases used particularly by children and teenagers when online.

NOTE: Most of this list was taken from Humberside’s Police report (2017) of 112 teen sexting (sex texting) codes. Many new phrases and acronyms can be found via urbandictionary.com but bear in mind that it is a crowdsourced website.
Prevent duty and British values for adult learners

Education & Training Foundation

50

BYOD – bring your own device  PAL - parents are listening
OMG – oh my God  GNOC - get naked on camera
ROFL – roll on the floor laughing  WTTP - want to trade pictures?
LOL – laugh out loud  FYEO - for your eyes only
TBH – to be honest  P999 - parent alert
YOLO – you only live once  TDTM - talk dirty to me
SMH - shaking my head  LMIRL - lets meet in real life

+ Challenge

TRUSTWORTHY WEBSITES

This activity is challenging because of the level of discussion that may be involved to thoroughly explore it. It also assumes some basic knowledge within the classroom of the websites and for ESOL learners this may not be appropriate if no one in the class has used (or will use) some of the sites at all.

Draw a scale from trustworthy to not trustworthy on the board. Ask your learners what their favourite website is and ask them to position it on the scale with a post it note. Ask each learner to explain why. When you have a few to get you started you can begin to ask more complex questions that focus on their chosen position eg. “Why do you think YouTube is more trustworthy than Facebook but less than Google?” This exercise could be extended by conducting a class poll.

To split your groups, find out which students have used or know of each of the sites. To do this, you could display the site names around the room and ask learners to stand by the site they access the most. If there are a lot of students on one website, ask all but 4/5 of the students to move away and ask them to choose again from the remaining sites. Repeat this process until you have an even spread of students on each one. Then take one student from each site to create each working group. The sites that none of the learners have accessed before can be removed from the discussion task. Now each of your groups will have at least one ‘expert’ for each website who can describe it to the group if needed.

Give each group a handful of websites from the trustworthy websites PP Presentation and ask them to order the sites from the most to the least trustworthy.

When monitoring, tell them they will need to be prepared to explain why they made their decisions. Feedback to the whole group and see if a consensus can be made somehow on the order. Whilst facilitating this feedback use the opportunity to have a discussion as to what extremist views look like and whether they can be seen on any of the websites they have been discussing.
TECH CHEAT SHEET

- Recommendations. Instead of showing the video, learners could create their own drama presentation to share with the rest of the class. This could be done in pairs (as Joy and Michael speaking) or in small groups with two narrators and actors demonstrating their stories.
- Acronyms. Write the acronyms quickly on the board. To add additional challenge, your learners could write what they think the acronyms are on mini whiteboards.
- Websites. Print out and let learners analyse by looking at the details in the screenshots. Let your learners write and highlight areas of concern or of note. This could turn into a poster project with positives and negatives for each site.
<table>
<thead>
<tr>
<th>EMOJI</th>
<th>GROOM</th>
<th>COOKIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECURE</td>
<td>INTERNET</td>
<td>EMAIL</td>
</tr>
<tr>
<td>ACCESS</td>
<td>ABUSE</td>
<td>SOCIAL MEDIA</td>
</tr>
<tr>
<td>SOFTWARE</td>
<td>HARDWARE</td>
<td>SCAM</td>
</tr>
<tr>
<td>VIRUS</td>
<td>ISOLATED</td>
<td>GROOM</td>
</tr>
</tbody>
</table>
**TRUE OR FALSE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have antivirus installed, you are secure.</td>
<td></td>
</tr>
<tr>
<td>You should use the same password for everything.</td>
<td></td>
</tr>
<tr>
<td>It is safe to use social media accounts when using a PC at work or in a public place like a library.</td>
<td></td>
</tr>
<tr>
<td>Everything you read on the internet is true.</td>
<td></td>
</tr>
<tr>
<td>Paying online is always safe.</td>
<td></td>
</tr>
<tr>
<td>It is safe to open emails from people you don’t know.</td>
<td></td>
</tr>
<tr>
<td>It is safe to do online banking at home.</td>
<td></td>
</tr>
<tr>
<td>The internet is not safe.</td>
<td></td>
</tr>
<tr>
<td>no money, no friends, no job</td>
<td>I almost lost him</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>worthless</td>
<td>job centre</td>
</tr>
<tr>
<td>happy</td>
<td>induction</td>
</tr>
<tr>
<td>searching the internet</td>
<td>stupid joke</td>
</tr>
<tr>
<td>dangerous</td>
<td>the penny dropped</td>
</tr>
<tr>
<td>money</td>
<td>all sorts of people</td>
</tr>
<tr>
<td>computers</td>
<td>nothing I'd been told was true</td>
</tr>
<tr>
<td>horrible time</td>
<td>groomed</td>
</tr>
<tr>
<td>friends on the internet</td>
<td>I was alone</td>
</tr>
<tr>
<td>meetings and gatherings</td>
<td>isolated</td>
</tr>
<tr>
<td>PASSWORDS</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> STRONGER PASSWORDS ARE AT THE TOP</td>
<td></td>
</tr>
<tr>
<td>64j8-sj81m, 93IsEL+y</td>
<td>OnceuPOnAt1m8</td>
</tr>
<tr>
<td>0986437653726</td>
<td>IACGMOOOh</td>
</tr>
<tr>
<td>Metallica13</td>
<td>f00tball!</td>
</tr>
<tr>
<td>170585</td>
<td>dragon</td>
</tr>
<tr>
<td>654321</td>
<td>123456</td>
</tr>
<tr>
<td>SarahBen</td>
<td>Password</td>
</tr>
</tbody>
</table>
5. STAYING SAFE ONLINE

Accessible here: http://preventforfeandtraining.org.uk/home/practitioners/curriculum-guidance-and-materials/ Go to ESOL or English section of this page