PATHWAYS

Navigating Gaming, The Internet & Extremism

An Interactive Learning Package on Extremism for 11-18-year-olds

TEACHING GUIDE

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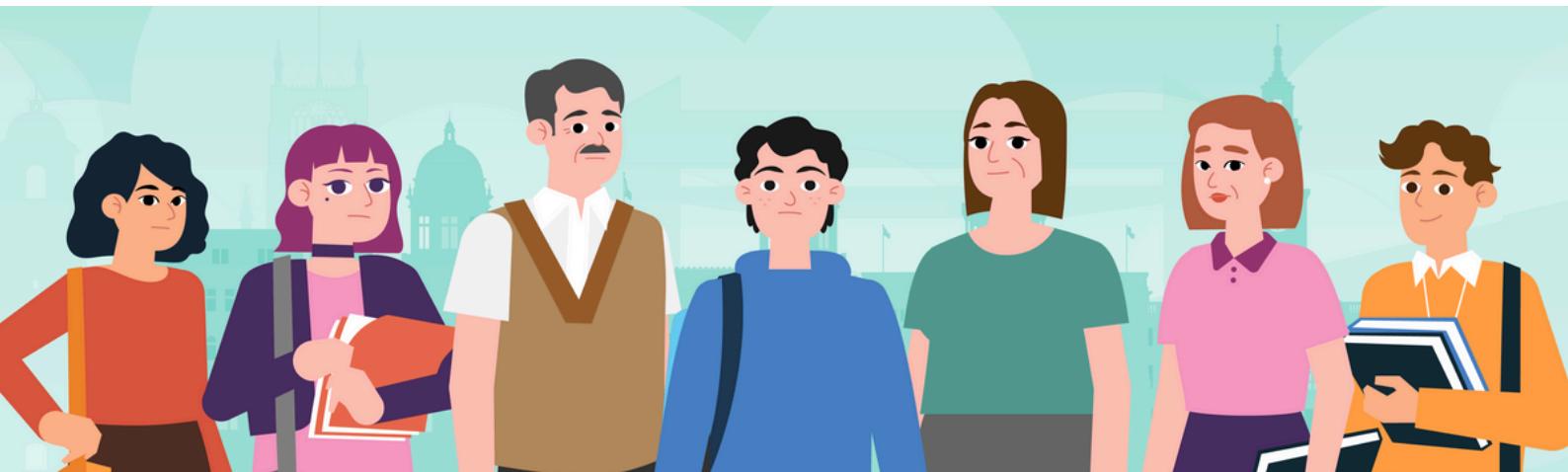
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Key Terms

The following definitions reflect updates made to the terminology by the UK Government, in March 2024.

Extremism:
The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic right, or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Terrorism:
The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:
- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial or ideological cause.'

Radicalisation:
The process of a person legitimising support for, or use of, terrorist violence.

Understanding the Learning Package

The Package Concept

Pathways is a bespoke interactive learning package, developed by Shout Out UK, Hull Council, and East Riding Council as part of the Prevent programme, funded by the Home Office. The game seeks to inform and educate young people between the ages of 11-18 years old about radicalisation and extremism with a particular focus on online interactions with the Extreme Right Wing. The learning package invites the user to make decisions for a local character as they navigate scenarios in which they are exposed to extreme ideologies. The scenarios begin with mild introductions to extreme narratives and conversations, escalating to extreme behaviours throughout the game as the character learns more about harmful Extreme Right Wing narratives. The user will embark on a journey with a first encounter with a harmful ideology, they explore the outcomes of differing degrees of interaction with extremism before being given the opportunity to review the outcomes of their actions. The interaction ends with an explanation of the UK's Prevent Programme and a demonstration of Prevent support in relation to the choices that the user selected throughout the learning package.

The objectives of the learning package are as follows:
- Encourage learning about the concept of extremism and radicalisation through the process of choice and safe exploration.
- Demonstrate the local threat picture of Extreme Right Wing activities specifically.
- Illustrate the scope of online dangers and radicalisation routes.
- Introduce and explain the Prevent Programme to young people.
- Equip young people with an understanding of the support available if they have concerns for themselves or others in relation to extremism.

This learning package can support educational institutions in meeting their Prevent duty and can be embedded into their whole school approach through the following areas:
- The package can form part of PSHE and Citizenship curriculum areas.
- The package can form part of the pastoral and SMSC provision, through tutor activities, drop-down days, and targeted intervention.
- The package can support schools in their legal requirement to promote British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Prevent and the Prevent Duty

What is Prevent?

This package has been designed to educate young people about The Prevent Programme (Prevent), which is part of the UK's counterterrorism effort (CONTEST). Prevent constitutes one of the '4 Ps' of counterterrorism.

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

Prevent is concerned with addressing extremism at both the individual and community level, and providing relevant, tailored support to those who may be at risk of radicalisation, or those who have already been radicalised. The Prevent Duty is a legal safeguarding measure that obliges professionals in a safeguarding capacity to report concerning behaviours. The duty requires specified authorities within the health, education, local authority, police and criminal justice sectors to help reduce and eliminate the factors which drive people to become extremists. The Prevent Duty positions itself amongst other safeguarding practices, such as the identification of abuse, substance use and grooming for example. The objective of the duty is to adopt a bottom-up approach to countering extremism, seeking to remedy the issue before terror occurs.

Prevent within Education Environments:

The understanding cooperation of professionals within educational and young people's institutes are vital to the success of the Prevent Programme. Children and youth continue to represent a high volume of referrals made to the programme and appear to be particularly vulnerable to radicalisation and extreme narratives.

It is understood that those within educational professions are well positioned to identify signs of concerning behaviours through direct and consistent exposure to young people, occupying roles of responsibility to said young people and holding pre-established understanding of safeguarding practices. Educators are well-equipped to:

- Identify concerning behaviours
- Observe behavioural changes
- Offer contextual information for the concerning individual or group
- Provide timelines for consistent or developing behavioural concerns

Click here for further information.

Pathways Learning Package

Overview of the Learning Package:

At the beginning of the interactive package, the user will select a character. The user will be required to make choices for the character they have selected, using their best judgement. They will be presented with three options in each scenario which will trigger a corresponding outcome, before leading the character to the next scenario.

Within every scene with permits for user's choice selection, the user will be presented with 3 options, as mentioned. In each scene, the three options will represent a choice that signifies the 'most safe' option, a 'less safe' option, and a 'least safe' option, reflecting actions someone may take in real-life in a similar situation. The user will be unaware of these values at the time of deciding. The user will be able to gauge the outcome of their choice using the health bar above the text bubble. They may use this to understand the level of vulnerability the character has against the Extreme Right Wing narrative they face.

The objective is simply to explore the different options and learn how to differentiate a safer choice, from an unsafe choice.

The Package Journey

Below outlines what educators and young people can expect from the package journey:

- Title Page
- Instructions
- Character selection screen
- Scenario one:
  - *Choice scene*
  - *Outcome scene*
- Scenario two:
  - *Choice scene*
  - *Outcome scene*
- Scenario three:
  - *Choice scene*
  - *Outcome scene*
- Scenario four:
  - *Choice scene*
  - *Outcome scene*
- Scenario five:
  - Choice scene
  - Outcome scene
- Scenario six (part 1):
- Prevent informational animation
- Scene six (Part 2)
  - *Choice scene*
  - *Outcome scene*
- Still Frames with Prevent information
- End of game / Restart

The Scenarios

Scenario One: Introduction to extremist content online

A stranger on a gaming web page the character uses to play games with friends encourages them to download and share a video that contains extreme content. The user must decide how to respond.

Scenario Two: Making connections between online ideas and real-life events

The character begins making comparisons between himself and a co-student at college, who belongs to a different racial group. They recall the ideas within the video and begin to make connections. The user must decide how to respond.

Scenario Three: Extreme Right-Wing Propaganda on Social Media

The character encounters a video which demonises those from other races, nationalities and cultures. It shows White British Veterans are suffering on the streets, whilst people from abroad are given lots of state support. The user must decide how to respond.

Scenario Four: Local content production and peer pressure

The character's close friend has become involved with a local group which aligns with the extreme right wing. They have begun making their own content, and pressure the character to engage with it. The user must decide how to respond.

Scenario Five: Invitations to an illegal protest at a Hull war memorial

The character is invited to go to a protest in Hull. It's about British values and Anti-immigration. The user must decide how to respond.

Scenario Six: Introduction of Prevent and expression of concern

The character has become known for their proximity to Extreme Right-Wing ideology and groups. A concerned teacher confronts the character and recommends that she make a Prevent Referral on their behalf. The user must decide whether or not they agree to support.

Prevent Explanation Video:

Following the sixth scenario, the user will watch an animated video which explains the objective of Prevent, the support it can offer and give further information on how support can be received.

Lesson Planning

In this section, you will find some advice on how to deliver a constructive lesson for young people to follow and engage with on the subjects of radicalisation and extremism. The purpose of this segment is to help educators anticipate particular questions, topics of conversations or statements to arise during the lesson. The aim of the advice is to prepare the educator to steer helpful discussions and facilitate a memorable lesson.

What you will need to deliver this session:

- This Teacher guide to facilitate pre and post discussions
- The learning package which can be found at shoutoutuk.org/pathways
- Devices with access to the internet, such as phones, tablets or computers; please note that the learning package can be completed as an individual, pairs or small groups
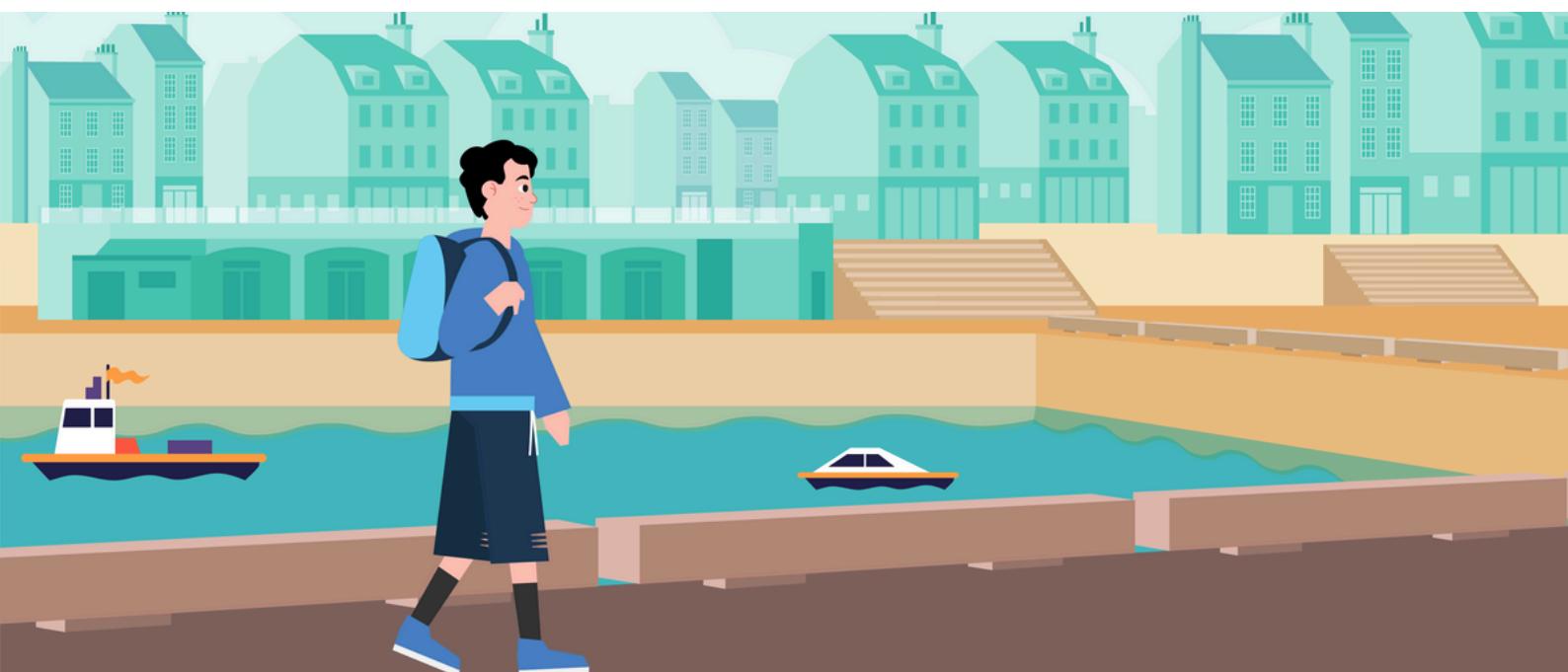
Introducing the Topic and Learning Package

Ensuring that young people are prepared to undertake the learning package is important. The package has been designed for 11–18-year-olds to use, meaning that for younger learners, some of the concepts the package introduces may be new. It's vital therefore to establish the level of understanding surrounding the meaning of extremism and radicalisation.

It is an advised practice to establish some 'ground rules' or expectations ahead of the discussion, reminding learners this is a topic that needs to be handled respectfully and sensitively to the feelings of others. You may consider asking the group or individual what values they think would be helpful to establish to ensure the session remains respect.

You may consider asking group or individuals these introductory questions:
- Have you encountered the term 'extremism' or 'terrorism' before?
  - If yes, where might you have heard this term? Can you tell me what you know already?
  - If not, what kind of images does this word bring to mind? What does it make you think of?
- Has anyone heard of a process called 'radicalisation'?
  - If yes, where might you have heard this term? Can you tell me what you know already?
  - If not, what kind of images does this word bring to mind? What does it make you think of?
  - Follow up with questions about similarities to grooming, exploitation or bullying if the group has encountered these terms in previous sessions.

To mitigate varying understandings, it would be helpful to anticipate particular follow-up questions about current political affairs, conflicts and stereotypes which may have inspired a young persons' understanding of the terms.

An educator may then consider introducing the game to help the young people explore the process and the support that's available to them if they find themselves or others in a similar situation. The learning package can be used to stimulate discussions about the decisions and outcomes that the young person witnessed, as well as conversations about ideology, online and offline worlds, vulnerabilities and support.

Support during the Learning Package:

It would be helpful for the educator, where possible, to be available for young people to ask questions as they proceed through the scenarios. Whilst the young people in question are likely to have varying understandings of the terms, on-hand support would help the message of the package to be onboarded. If unsure, this guide can be used to steer your answers about terminology or the role and purpose of Prevent.

Please note that students can play the learning package more than once to see how different choices can affect the outcome of the young person's actions in real time.

Post-Package Discussion and Activities:

To ensure the young people understand the terms, processes and Prevent procedures, it is useful to have a follow-up discussion or continue to engage the young people with activities that supplement and consolidate the message of the interactive package.

Discussion starters and further activities:
- Reflections on the learning package they have just used, questions can include:
  - What was something that you learned from playing that game?
  - Was there anything that surprised you?
  - When you played the game again, what different choices did you make? How did this affect the outcome for Charlie?
  - What advice would you give someone like Charlie?
  - What do you think you should do if someone you know is engaging with extremism?
  - Who's responsibility do you think it is to support people who might be tempted to engage with extremism?
  - At what point do you think Charlie would have benefited from support?
  - What would you like to know more about?

Further activities could include:
- Assessing/creating hypothetical case studies to discuss with peers
- Exploring various Prevent supports i.e. - how can family support tackle particular vulnerabilities?

Free Resources:

Lesson planning:

- Prevent, Radicalisation and Extremism. (For various age groups): https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/
- Extremism Lesson Plan for KS2: https://www.educateagainsthate.com/resources/votes-schools-extremism-lesson-plan/
- Twinkl Glossary of Radicalisation and Extremism Courses: https://www.twinkl.co.uk/search?q=radicalisation

Examples of radicalisation stories for older teens:
- ACT Early: John's Story: https://www.youtube.com/watch?v=-CCj_c5y-OI
- ACT Early: Michael's Story: https://www.youtube.com/watch?v=PZfv4Y36jzc

Further Training and Information:

- The Prevent Duty:
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities
- Understanding and Identifying Risk:
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting
- The Terrorism Act (2006) and amendments:
- https://www.legislation.gov.uk/ukpga/2006/11
- Channel guidance:
- https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
- Educate Against Hate Resources for Prevent workers:
- https://www.educateagainsthate.com/what-resources-are-available-to-support-implementation-of-the-duty-2/
- High Speed Training: Prevent Duty Guidance for Teachers: https://www.highspeedtraining.co.uk/hub/prevent-guidance-for-teachers/
- British Council, Salto-Youth, Erasmus+: Young people and Extremism: A Resource Pack for Youth Workers (Additional Material): https://eplusifjusag.hu/public/files/press/young_people_and_extremism_-_materials-youth_and_extremism-materials.pdf
- ProtectUK E-Learning Resources:
- https://www.protectuk.police.uk/
- Institute for Strategic Dialogue: Multi-Lingual toolkits and training:
- https://www.isdglobal.org/pub-types/toolkits/

Free Resources:

Online Articles:

- CREST Support page for news on extremism and radicalisation: countering Violent Extremism: https://crestresearch.ac.uk/categories/countering-violent-extremism/
- Stress and Resilience: https://crestresearch.ac.uk/categories/stress-resilience/
- Radicalisation: https://crestresearch.ac.uk/categories/radicalisation/
- Autism and Extremism: https://crestresearch.ac.uk/resources/autism-and-extremism-practitioner-report/
- Educate Against Hate (Blog) https://www.educateagainsthate.com/blog/

Recommended Journals:

- International Centre for Counter Extremism Publications: https://www.icct.nl/publications
- Journal of Policing, Intelligence and Counter Terrorism: https://www.tandfonline.com/toc/rpic20/current
- Journal of Terrorism and Political Violence:
- https://www.tandfonline.com/toc/ftpv20/current
- Journal of Behavioural Science of Terrorism: https://www.tandfonline.com/journals/rirt20
- Journal of Information, Communication and Society: https://www.tandfonline.com/journals/rics20
- The British Journal of Education Studies: https://www.tandfonline.com/journals/rbje20
- Journal of Educational Psychology in Practice: https://www.tandfonline.com/journals/cepp20
- Centre for Research and Evidence on Security Threats (CREST): https://crestresearch.ac.uk/resources/

Videos and Documentaries:

- Safeguarding: The Prevent Duty: https://www.youtube.com/watch?v=JF5C5g-uVX8
- Prevent Training Videos from Official Course: https://www.youtube.com/watch?v=ptoraXKGfpA
- BBC Radio 4: Understanding Prevent https://www.bbc.co.uk/programmes/b08yp16m
- Counter-Extremism: Preventing Radicalisation in Schools - Guidance video set: https://counterextremism.lgfl.org.uk/section_2.html

Purchasable Resources:

Recommended Journals:

- Centre for Research and Evidence on Security Threats (CREST): https://crestresearch.ac.uk/resources/
- International Centre for Counter Extremism Publications: https://www.icct.nl/publications
- Journal of Policing, Intelligence and Counter Terrorism: https://www.tandfonline.com/toc/rpic20/current
- Journal of Terrorism and Political Violence: https://www.tandfonline.com/toc/ftpv20/current
- Journal of Behavioural Science of Terrorism: https://www.tandfonline.com/journals/rirt20
- Journal of Information, Communication and Society: https://www.tandfonline.com/journals/rics20
- The British Journal of Education Studies: https://www.tandfonline.com/journals/rbje20
- Journal of Educational Psychology in Practice: https://www.tandfonline.com/journals/cepp20

Teaching Tools:

- Shout Out UK: "Your Guide To Media Literacy & Prevent" handbook: £19.99 https://www.shoutoutuk.org/product/media-literacy-prevent-guide/
- Shout Out UK: "The Misinformation Handbook": £19.00 https://www.shoutoutuk.org/product/misinformation-workbook/

Related Courses:

- Prevent Duty Training Certificate: https://www.ihasco.co.uk/courses/detail/prevent-duty-training
- Prevent Duty Awareness Training and Audit Bundle: https://www.honeyguide-sls.co.uk/product-page/prevent-duty-awareness-training-and-audit-bundle

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