

SINCE 9/11

Citizenship Programme

Topic overview

Students will consider why people might commit acts of terrorism and what alternative forms of legitimate action could be used to express opinion and push for change. Students will explore different ways in which countries respond to acts of terrorism and think about the consequences of these responses. The sequence of lessons will lead to a formal debate on an aspect of anti-terror legislation.

The topic is divided into different stages rather than individual lessons. This ensures greater flexibility for teachers and takes account of the significant differences that exist in the length of lessons from school to school.

Throughout the resource links are made to fundamental British values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Where discussions lead onto radicalisation, and sympathy for particular terrorist ideologies, teachers should ensure that they are familiar with the school's PREVENT strategy and Child Protection Policy.

National Curriculum links

Citizenship

This topic links the KS3 citizenship programme of study by helping students to know and understand:

- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities



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In addition, this topic provides a meaningful and relevant context through which to engage students with the concepts of democracy and justice, rights and responsibilities, and identities and diversity, and to develop the skills of critical thinking and enquiry, advocacy and representation, and taking informed and responsible action.

Key Stage 4

Although this topic is designed for use in KS3, it would be possible to adjust both the content and activities for use at KS4. Many of the activities in the topic are open-ended and could be used to elicit a wider and more sophisticated range of responses from the students. You could provide the students with the opportunity to carry out their own research into the issues covered and give them access to more challenging resources. Students could also use issues raised in the lessons to create an active campaign, as part of the GCSE curriculum.

Northern Ireland, Scotland and Wales

These materials can easily be adapted to fit the different curriculum requirements for Northern Ireland, Scotland and Wales.

Northern Ireland Curriculum
www.nicurriculum.org.uk

Learning and Teaching Scotland - Curriculum for Excellence
www.ltscotland.org.uk/understandingthecurriculum

Welsh Government school curriculum for Wales
<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales>



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Cross-curricular links

There are opportunities through this topic to make links to some of the other subject topics, particularly the following:

- **History 2 - "Out of the blue": When did 9/11 begin?**
This focuses on the causes of 9/11, including a detailed consideration of the role played by Al-Qaeda and the terrorists in the 9/11 attacks.
- **RE - What really matters in relation to 9/11?**
This focuses on some of the key lessons that can be learnt from 9/11 through exploring the concepts of "conflict", "forgiveness", "justice" and "conflict resolution".

Notes for teachers

This topic by its very nature is extremely sensitive, and the issues covered will need to be handled with care. It is important to be mindful if teaching a particular groups of students who may have encountered hostility as a result of the media coverage on recent acts of terror. Please ensure that you are also aware of any students who might be refugees or asylum seekers from countries affected by terrorism. Some of the activities, especially in Stage 1, may need to be adapted to take account of this. Aim to focus on the topic rather than groups of people.

It is always possible that someone in the class may have suffered a loss of a family member or friend e.g. in the London 7/7 attacks, the Syrian conflict or fighting in Iraq or Afghanistan. Do all you can to check whether this is the case before proceeding with this enquiry and act accordingly as you see fit. If in doubt, consult senior leaders in the school.



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Lessons**Stage 1: What does terrorism look like?****Recommended resources**

- **Young, British and Muslim (Clip 5)**
<https://www.truetube.co.uk/film/young-british-muslim-abdiya>
(a range of clips available)
- **BBC News - Syria unrest**
www.bbc.co.uk/news/world-middle-east-13398608

This stage develops students' understanding of terrorism and terrorists. The students look at a stereotype of a terrorist and compare this to the reality, before discussing some of the problems associated with stereotyping in this way. They then come up with their own definitions of terrorism and compare these to a range of other "formal" definitions. They go on to explore the distinction between terrorist and non-terrorist acts by applying the definitions to various scenarios involving protests, government repression and terrorism.

Activation: Start the topic by asking the students to quickly draw a terrorist (as an individual task). Get the class to compare their sketches; is there a consensus? Ask some of the following questions to help elicit their responses:

- How would you describe the person that you have drawn?
- Where do our impressions of a terrorist come from?
- Do you think our ideas are representative of the majority of terrorists?

Explain: If not discussed, introduce the fact that our awareness of terrorism is often informed by media. The most prominent stories have political and religious elements, but statistics show that religious motivations for terrorist attacks are relatively rare.

Key Questions: Explore with students why they think this is - what makes some stories high profile and other stories not.



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Activity: Show the class Slide 5 from the **What does terrorism look like?** PowerPoint, and ask them to decide which of the individuals on the slide is most likely to be a terrorist. Encourage the students to explain their choices. Slides 6 to 10 of the PowerPoint provide details of the individuals, which you can reveal to the class once the students have finished the task.

Key Question: Ask them how they feel now that they know more about these individuals.

Go on to consider whether it is helpful or harmful to have a stereotypical idea of what terrorists look like.

What are the issues with defining terrorism?

Explain: the 9/11 attacks and 7/7 bombings, which were perpetrated by Islamist terrorists, changed the perception that some people have of Muslim communities as a whole and young Muslims in particular. Show a short film clip of students discussing being young Muslims in the UK (**Young, British and Muslim** - see **Recommended resources**). Ask the students to consider some of the following questions when viewing the film clip:

Key Questions:

- What do the young Muslims in the film think of being British?
- How has life changed since their parents came to Britain?
- Do they think it is possible to be both a “good” Muslim and a “good” British citizen?
- Are there any values mentioned in the film that are common to living life as both a Muslim and as a British citizen?
- How have things changed for young Muslims since 9/11?
- What do the students in the film think about the way the media has portrayed Muslims? Has it helped them or made their lives more difficult?
- How might they feel if people supposed they were terrorists because of what they looked like, or because of their age, gender or ethnic background?



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Explain: that although most people have a fairly intuitive understanding of the term “terrorist”, it is a very emotive term and its use is often political. (For example, the BBC does not refer to actions of the Israeli military or Palestinian militants as terrorist.)

Activity: students to come up with their own definition of terrorism/terrorist. Provide them with the following sentence starters to help them:

- Terrorism occurs when...
- A terrorist act is one that...
- A terrorist is someone who...

Tip: Tell the students that their definitions cannot include the word “terrorism” or “terrorist” (apart from at the beginning), but might include the word “terror” or “terrorise”.

Activity: Print out paper copies of the four scenarios that are on Slides 13–16 of the **What does terrorism look like?** PowerPoint. Organise the class into small groups and give each group copies of these scenarios.

Using their definitions to help them, the groups should consider which of the scenarios would count as terrorism and explain why. Once they have completed this task, open it up to a whole-class discussion. Slide 17 from the **What does terrorism look like?** PowerPoint provides the answers to the task. Have the students learnt anything that would make them change their definitions?

There is no internationally agreed definition of terrorism: the United Nations has no definition. The UK provided a definition in the Terrorism Act of 2000. Show Slide 18 from the PowerPoint, which has the UK definition of terrorism. How does this compare to the students’ definition?

Explain: Conclude this stage by showing the students the final slide from the PowerPoint and the short BBC News film clip on recent **Syria unrest** (see **Recommended resources**). Explain that the concept of terrorism is very complex and much depends on who is using it.

Key Questions: Ask them to look at the slide and identify who are the terrorists: the government, the protesters, both or none?



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Stage 2: Why do people commit acts of terrorism?**Recommended resources**

- **The Guardian - slideshow of images from Paris attacks**
<http://www.theguardian.com/world/ng-interactive/2015/nov/20/paris-attacks-visual-guide-to-seven-days-that-shook-the-french-capital>
<http://www.theguardian.com/world/gallery/2015/nov/13/in-pictures-paris-shootings-explosions>
- **The Guardian - French President speech on Charlie Hebdo attack**
<http://www.theguardian.com/world/video/2015/jan/10/francois-hollande-france-speech-charlie-hebdo-paris>
- **'Happy' performed in Iran**
<https://www.youtube.com/watch?v=tg5qdlxVcz8>

This stage explores and considers what terrorism aims to achieve, why it is wrong and how change can be brought about in other ways. The students will look at some of the reasons that people commit acts of terrorism, before going on to judge various scenarios and consider whether the actions described in them are morally acceptable or not.

Activation: Start this stage with a class brainstorm. Ask the students to come up with as many reasons as they can to explain why people might commit acts of terrorism. Compare the students' responses to the list of reasons on Slide 3 of the PowerPoint entitled **Why do people commit acts of terrorism?**

Explain: Introduce the students to the 2015 Paris attacks. Start by asking them what they remember of this event. Go on to provide some background details using Slide 6 from the PowerPoint, along with **The Guardian slideshow of images from Paris attacks** (see **Recommended resources**). These images should be shown with care, as some may cause distress.



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Key Questions:

- What are the conflicting rights?
- What do you think the aims were?
- Has it succeeded?
- Why should we be concerned here in the UK?

Play the short film clip of **the president's speech** (see **Recommended resources**). A selection of text from this speech is on Slides 9 and 10 of the PowerPoint and you can print out copies for your students if you wish. Ask students to answer the following questions:

- How were the attacks described?
- What did president see as the aims of the terrorists?
- How did he make clear that the bombers would not succeed in their aims?
- Why is national unity an important focus at this time?
- Was his speech powerful and if so, why?
- Do you think the terrorists succeeded in their aims?

Discuss the key actions that resulted from the attacks and the response they received- slide 11

Key Question: Can limiting civil liberties be justified for the greater good?

Move the discussion to a broader topic of change and how people can affect change through different means. Working with the whole class, get the students to suggest as many peaceful and legitimate ways of affecting change, e.g. voting, joining a peaceful demonstration, writing a letter to an MP, forming a pressure group and taking part in an online campaign via Facebook, twitter, etc. Then go on to explore examples of violent and illegal ways of trying to affect change.

Tell the students that, in small groups, they will look at different scenarios of how people have sought to highlight their cause/ bring about change. They will compare seven scenarios and consider whether they are morally justifiable by



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placing them on a morality continuum. These are available to print out from Slides 13-19 of the PowerPoint.

Discuss the answers as a whole class and together think about the following question:

Key Question: Why are some acts morally worse than others?

Some of the scenarios are also linked to real-life case studies (as indicated on the slides). As an extension activity, the students could look at the links and compare them to the information provided on the slides. Does their moral verdict change when the detail of actual events is presented?

Reveal Scenario G (Slide 20) as being that of Nelson Mandela. Ask students the following questions:

- Does this change your verdict on scenario G?
- Was apartheid eventually ended through violent or peaceful means?

Move on to the case study of Gandhi - Slide 19. Ask the students to explain how he achieved his aims.

Key Question: Is terrorism necessary?

Conclude this stage by asking the class to consider the following questions:

- If it is not effective, then why do people still commit acts of terrorism?
- Are there ever any circumstances where terrorism can be justified?

The following stories/case studies are not mentioned in the teaching ideas, but may be useful as further teaching aids for the PowerPoint entitled Why do people commit acts of terrorism?

- **Scenario C (BBC News):** <http://news.bbc.co.uk/1/hi/uk/1204719.stm>
- **Scenario D (Wikipedia):** http://en.wikipedia.org/wiki/Nashville_sit-ins
- **Scenario E (BBC World Service):** www.bbc.co.uk/worldservice/news/2011/03/110303_wt_westboro_baptist_church.shtml
- **Scenario F (BBC News):** <http://news.bbc.co.uk/1/hi/uk/3541234.stm>



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Stage 3: How do countries respond to terrorism?**Recommended resources**

The issue of what makes an extremist is explored further in the RE topic 'What really matters in relation to 9/11?'

This stage looks at different responses that governments have and could have to terrorism, using the attacks of 9/11 as the context. Students will be encouraged to critically explore ideas through choosing and justifying their own responses to 9/11. The UK Government's response in passing anti-terror legislation could then be examined - in particular the dilemma between maintaining freedom and the rights of individuals versus the need to protect society from future acts of terrorism.

Activation: Begin this stage by asking the students to consider how they/their families would respond to a personal attack. An example is provided on Slide 2 of the PowerPoint entitled **How do countries respond to terrorism?**, which could be used as a basis for this opening activity.

The students are now going to consider how the US Government responded to the 9/11 attacks. At this point, you may want to establish how much the students actually remember about 9/11. If you find that they remember very little, it could be worth giving them a brief overview of events.

There are numerous resources on this website that will do this for you - for example the **Interactive timeline** (Flash) of events of 9/11, a **Factsheet about 9/11** (PDF), and various iconic images of the day itself (see the **Image & film bank**). The history topic entitled **What made 9/11 so shocking?** also provides an opportunity for students to investigate in detail the events of 9/11.

Organise the students into small groups and tell them that they are going to act in the role of the President of the United States in the aftermath of 9/11 and that they have to decide how to respond to this act of terrorism. They are going to be presented with different options, which they have to weigh up - taking account of the advantages and disadvantages of each - before selecting what they consider to be the best three options.



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Slides 4 to 26 from the PowerPoint contain the different options available to the students. Each option has a series of questions designed to get the students to evaluate this course of action and come to a thoughtful conclusion about its merits. Print these out and distribute a set to each group.

Use slide 8, 11, 13 and 20 to use examples focused around British Values to question the feasibility of the options given. Use these slides to break up group discussion, question and refocus students.

Provide each group with a piece of flip chart paper and ask them to use this to set out their preferred three options, with brief reasons underneath each for making their choices. Once the groups have finished, these could be displayed around the classroom to give the students the opportunity to walk around and look at the decisions other groups have made. This would be a good prelude to a whole-class discussion. You could also insist that the class as a whole have to come up with an agreement over its three preferred options. Alternatively, you could ask the class to vote on the options.

Link to learning: how morally justified are your decisions?

One of the UK Government's responses to 9/11 and subsequently to 7/7 was to introduce anti-terror legislation. Aspects of the legislation have been controversial and some have argued that the Government has gone too far in eroding the rights and freedoms of UK citizens. Stretch: How does this compare to recent response in France?

As an extension activity, you could ask the students to debate some of the specific measures that were introduced, e.g. control orders, 28-day detention without trial, making the photographing of police officers a potential crime carrying up to ten years in jail. Slides 28-29 provide a framework around which you could organise the debate.

Return to the overall topic question - **How do we deal with terrorism?** - and in a brief plenary ask the class to look back at what they have learnt and to consider the following questions:

- How do we deal with terrorism?
- How far would we be prepared to go to prevent terrorism?



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Stage 4: How tolerant is the UK?

This stage looks at how tolerant society is in the UK, particularly since 9/11. Students will be encouraged to think about what tolerance means in the UK, analyse whether or not the UK is a tolerant society and suggest how tolerance can be encouraged. Student will look at a variety of case studies, from the activities of the EDL to Gay Pride. It is important that students already have an understanding of human rights, the meaning of democracy and the rule of law in the UK before this stage.

Activation: Begin this stage by teasing out the student's understanding of the term tolerance. Use the images on Slide 1 to ask open ended questions to support students in their exploration of the possible links to the lesson.

Slide 3 supports students in arriving at a shared definition for tolerance which is essential before student can explore whether or not the UK is a tolerant society. Ask students to work in pairs and write a definition for the term 'tolerance'. Students may use some of the words on the board to help them.

Questions for deeper thinking:

- Ask students how their definition compares to the dictionary definition?
- What do they think about using the definition of tolerance in our society?
- What is the difference between using the word tolerance, acceptance, community cohesion or integration?
- Does the term help or hinder society?

The students are now going to consider how their definition of tolerance compare to the government's understanding of fundamental British Values. Using Slide 4 explain to students that there are a set of values which are the cornerstone of British life, which we call fundamental British Values:- democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Stretch:

- Why is tolerance a fundamental British Value?
- Do you have to agree with a belief to tolerate it?



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- What beliefs would you not tolerate?
- Is tolerance always the best approach? Should we tolerate FGM, racism etc?

The fundamental British values stand together and not apart, so without democracy and the rule of law, tolerance might lead to us tolerating beliefs which conflict with human rights.

Students are now going to analyse tolerance in the UK. Use the discussion starter, **Is the UK a tolerant society?**, on Slide 5 to get a baseline of student opinions on tolerance before delving deeper. Students can propose any position on this question, as long as they can give reasons and examples to back up their opinion.

Stretch:

- How can we measure tolerance?
- What factors might influence how tolerant a society is?
- Why might tolerance in a society change over time?

Now organize the students by splitting the class into 4 groups and assigning them one slide to discuss (Slides 7 - 10). Print each slide and then copy onto A3 so that students can record their discussion around the slide.

Stretch:

- How does this photo link to tolerance in the UK?
- Is it an example of the UK becoming more or less tolerant? Give reasons for your answer.

After the group discussions and feedback to the class, students are now going to return to their original discussion questions: **Is the UK a tolerant society?**

You can use an AFL activity such as thumbs up/thumbs down to see if students have changed their opinions about how tolerant the UK is. When students have explained their opinions, ask if they changed their views at all.

Stretch:

- Why is there a difference in our understanding of tolerance around the UK?
- What are the experiences of different religious and racial groups of tolerance?



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Now introduce the idea that the government have the difficult role of balancing democratic values alongside British values by looking at the news story on Slide 12.

Stretch:

- What is the difference between democratic vs British values?
- Why might it be difficult to balance the two?

Finally, student should suggest how tolerance can be better encouraged in the UK.

Divide the students into pairs and assign a different societal group to each pair - Individuals, Communities, the Government. There will be a third of the students in the class discussing each group, after some initial pair discussion you may wish to ask these students to work in a larger group.

Ask students to make their own list of ideas about how we can encourage a more tolerant society. Then give each pair the relevant ppt slide to discuss - Slides 15 - 17.

Recommended background reading

- <http://www.doingsmsc.org.uk/british-values/>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- <http://www.channel4.com/news/edl-far-right-extremism-woolwich-lee-rigby>
- <http://metro.co.uk/2015/05/09/edl-march-in-east-london-is-confronted-by-unite-against-fascism-activists-5189430/>
- <https://www.gov.uk/government/news/pride-2016-david-camerons-message>
- <http://prideinlondon.org/>
- <http://www.thenottinghillcarnival.com/history>
- <https://www.truetube.co.uk/film/notting-hill-carnival>
- <http://www.theguardian.com/politics/2016/jun/21/cameron-brexit-camp-stoking-intolerance-with-immigration-obsession>



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- <http://www.telegraph.co.uk/news/2016/06/29/6-powerful-responses-to-post-brexithate-crime-that-will-restore/>
- <http://www.northamptonchron.co.uk/news/northamptonshire-police-officers-to-learn-polish-as-part-of-multicultural-training-1-5836660>
- <http://www.mirror.co.uk/news/uk-news/england-more-tolerant-multicultural-society-7512733>

Stage 4: How tolerant is the UK?

This stage looks at limits to freedom in the UK, particularly since 9/11. Students will be encouraged to think about what freedom means in the UK, analyse whether or not freedom in the UK is becoming more limited and suggest whether or not UK citizens are really free. Student will look at a variety of issues, with a focus on the limits on freedom imposed to manage the threat of terrorism. It is important that students already have an understanding of human rights, the meaning of democracy and the rule of law in the UK before this stage.

Activation: Begin this stage by teasing out the student's understanding of the term freedom. Use the images on Slide 1 to ask open ended questions to support students in their exploration of the possible links to the lesson.

Slide 3 supports students in arriving at a shared definition for freedom which is essential before student can explore whether or not the UK is a free society. Ask students to work in pairs and write a definition for the term 'tolerance'. Students may use some of the words on the board to help them.

Stretch:

- Ask students how their definition compares to the dictionary definition?
- What do they think about using the definition of freedom in our society?
- Are there different levels of freedom?
- Can an individual ever really be free?



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Now that students have a shared understanding of what freedom means, use Slide 4 to move the discussion forwards to freedom in the UK. Students can work individually, in pairs or as a class to consider the questions and think about what freedom looks like in the UK.

Stretch:

- How does freedom in the UK compare to other countries around the world?
- Is it possible to ever truly be free in an organized society?
- How does our right to be free link to our responsibilities as citizens?

Consider the changes to security in the UK since 9/11 and how this has impacted individual freedom. Use the recommended resources for background information if your students are not aware of changes that have been made. Use this information to analyse whether or not the threat of terrorism has had an impact on freedom in the UK, Slide 5.

Stretch:

- How can we measure how free a society is?
- What impact do the changes have on society in general as well as terrorism?
- How do people feel about the changes?

Students will now look at the Snooper's Charter in more detail. Watch the clip and explain the Snooper's Charter and its impact on privacy to the students (there are suggestions in the Recommended Reading list).

Then divide students in half and ask them to stand in a line facing each other. Give them two minutes to discuss the first question, and then they should move along one so that they have a new partner. After a few times discussing the first question with a number of partners, move onto the second question. Repeat the process until the students have discussed each question with a number of partners.

Students can then write a written response to the questions.

Questions for Deeper Thinking:

- Do you agree with the government that the Snooper's Charter is a key action in tackling terrorism?



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- What impact do the changes have on society in general as well as terrorism?
- Why are there strong feelings, both in favour and against, about the Snooper's Charter?
- How would you feel if you had your own personal privacy invaded?

Now the students have a deeper understanding of the limits to freedom in the UK, Ask students to stand on a continuum from Agree to Disagree. Students should explain their position using examples and try to convince other students to agree with them. If a student moves position, they must explain why.

The second case study is about the troubles in Northern Ireland. If your class does not have any prior knowledge about the troubles in Northern Ireland, use the information on this website to provide background information to your students:

<http://www.bbc.co.uk/education/guides/zrhrd2p/revision>

Watch the news clip and allow students the opportunity to ask any questions and share their thoughts.

Draw a link to British Values and how these will have impacted the peace process:- democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Finally, students should write their own charter of laws that they would introduce to tackle extremism. They could do this individually at first, perhaps with a limit of 10 laws. They must then work in small groups to negotiate the best 10 laws between them, and explain their decisions to the wider class.

Recommended background reading

- <http://www.independent.co.uk/news/world/the-map-that-shows-most-and-least-free-countries-in-the-world-a6869861.html>
- <https://freedomhouse.org/report-types/freedom-world>
- <https://www.liberty-human-rights.org.uk/human-rights/what-are-human-rights/human-rights-act/article-10-freedom-expression>



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- <https://www.liberty-human-rights.org.uk/human-rights/what-are-human-rights/human-rights-act/article-11-right-protest-and-freedom-association>
- <http://www.politics.co.uk/reference/civil-liberties>
- <http://www.abouthumanrights.co.uk/human-rights-cctv.html>
- <https://www.liberty-human-rights.org.uk/human-rights/privacy/id-cards/case-against-id-cards>
- <http://www.ifpo.org/resource-links/articles-and-reports/protection-of-specific-environments/the-evolution-of-airline-security-since-911/>
- http://www.debatingmatters.com/documents/GU_TopicGuidesCivilTerr.pdf
- <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199368327.001.0001/acprof-9780199368327-chapter-10>
- <https://www.liberty-human-rights.org.uk/campaigning/no-snooperscharter>
- <http://www.bbc.co.uk/history/troubles>

Stage 6: How can we respond to terrorism?

This stage looks at how the UK should respond to terrorism, particularly since 9/11. Students will be encouraged to identify different types of responses to terrorist ideologies and events, analyse how we have responded to recent terrorist acts and evaluate the impact of these responses. Student will look at a variety of responses from individuals on social media to the PREVENT strategy. It is important that students already have an understanding of human rights, the meaning of democracy and the rule of law in the UK before this stage.

Activation: Ask students to start thinking about how different groups respond to acts of terror by considering the terrorist attack in Paris on November 13, 2015, using the questions on Slide 1.

Stretch:

- How does the UK respond to terrorist ideologies?
- Is promoting British Values the right approach?
- Are there examples of diverse communities coming together to oppose radicalisation?



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Next split the class into 4 groups and assign them one slide to discuss (Slides 4-7). Print each slide and then copy onto A3 so that students can record their discussion around the slide.

Group Discussion questions:

- Can you identify any examples of how the group has responded to terrorism?
- Was the response effective in counter-acting terrorist ideologies?
- Do you have any suggestions for how the group could be more effective in its response to terrorism?

Social media (Slide 4), such as Facebook, Twitter, Snap Chat etc has been one of the fastest ways to communicate news around the world, particularly in fast moving real time news incidents. Everyday citizens as well as celebrities have taken to social media in response to devastations that affect communities near and far.

Some examples are #bring back our girls, #not in my name, #pray for Paris, #riot clean up

Stretch:

- What are the positives and negatives of social media in relation to terrorism?
- How can we ensure that social media doesn't promote terrorism?
- Do social media campaigns have any lasting impact?

PREVENT (Slide 5) is the governmental response to the radicalisation of young people in the UK. Some local authorities have specialist PREVENT officers who work directly with young people in schools. All teachers should receive PREVENT training and know what to do if they think a young person is being radicalised. Students should consider how useful this strategy is in tackling extremism and the spread of terrorist ideologies.

Stretch:

- Do we all share fundamental values in Britain?
- Do schools have a responsibility to tackle extremism?
- How effective is the Prevent strategy?



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Community Responses to Terror (Slide 6) considers how local communities respond to acts of terror through protests, memorial services and rallies.

Stretch:

- Who can influence a community to work together against extremism?
- Can a community defeat extremism themselves?
- How can communities promote respect and tolerance in a multi-faith society? (think about your learning about Northern Ireland)?

Governmental Responses to Terror (Slide 7) considers how governments and world leaders respond to terrorism through the use of force or global organisations such as the UN.

Stretch:

- Is it OK for a government to be undemocratic in an emergency?
- How can we stop governments from going too far in limiting our freedoms?
- What is the best response a government can make, when faced with extremism?

Finally, students will consider which response has the biggest impact, using the ideas on Slide 8.

Divide students in half and ask them to stand in a line facing each other. Give them two minutes to discuss the first question, and then they should move along one so that they have a new partner. After a few times discussing the first question with a number of partners, move onto the second question. Repeat the process until the students have discussed each question with a number of partners.

Students can then write a written response to the questions.



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Citizenship Cont.

Recommended background reading

- <http://www.bbc.co.uk/news/world-europe-34818994>
- <http://www.bbc.co.uk/news/world-36801371>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- <http://www.bbc.co.uk/news/uk-28939555>
- <http://www.mcb.org.uk/counterterrorconf2015/>
- <https://www.gov.uk/government/policies/counter-terrorism>
- <https://hansard.parliament.uk/commons/2016-07-21/debates/16072152000041/CounteringTerrorism>
- <https://www.theguardian.com/world/2015/nov/12/uk-government-warned-over-new-counter-terrorism-legislation>
- <https://www.amazon.co.uk/US-UK-Counter-Terrorism-after-qualitative-Contemporary/dp/0415643783>

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