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Purpose(s) of lesson in relation to extremism and the Toolkit

- Create a personal aspect to the topic
- Look at relationship between emotions and behaviour
- Introduce the terms extremism and violent extremism; the Crown Prosecution Service definition and set the term in different contexts

LP1 - Overview

Time (mins.)	Ref	Content
5	1.1	Comic - Football incident
10	1.2	Community - Feelings
10	1.3	Football supporter?
15	1.4	Animal rights
5	1.5	Crown Prosecution Service definition
	1.6	Home/extension activity

Resources:

whiteboard, internet, copies of all sheets 1.1-1.5, writing materials, flipchart if using.

1.1 Comic - Football incident - 5 minutes

Use the comic as a short discussion tool to introduce both the topic of violence at football matches and the relationship between feelings and behaviours. Step through each scene in turn and ask about 'emotions' that might be around within each frame.

Prompt questions:

- What emotion does Jonny experience throughout the game?
- What emotions does Jonny's cousin experience throughout the game?
- Compare the behaviours of Jonny and his cousin. How are they different?

1.2 Community - Feelings - 10 minutes

Use the drag and drop activity to further talk about the relationship between feelings and behaviours sheet (ref 1.2) to help bring out key words relative to 'both' emotional responses and behaviours; e.g. threatened (feeling) aggressive (behaviour).

Expand on the football scenario to talk about this relationship of feelings and behaviours in the setting of their community, not just their home but their neighbourhood. Use the drag and drop activity to discuss.

Prompt questions:

- Do we have feelings about our neighbourhood / community?
- How do people behave in our community?
- How do you think people feel in our community?
- Are any of these feelings linked to the behaviours?

Think about the people - are friendly, supportive or perhaps there is little sense of community; e.g. not especially hostile but not exactly supportive either.

Ask pupils to think about the future and to think of a place where they might like to live. Go back to the whiteboard activity and drag and drop feelings to show:

- How do they 'want' to feel?

Discuss where they might want to live in the future? Discuss this in comparison to what they feel about their 'current' community.

(Again use the worksheet (ref 1.2) to support this activity.)



1.3 Football supporter? - 10 minutes

Return to the football theme. Discuss briefly the idea of supporters. Ask which teams they support, if any. How do they show that support? Is it friendly with other supporters or is there some hostility? Click on the screen and read out the text from Football Hooligan case (ref 1.3).

(Please Note: the screen text is a summary of a news article in The Coventry Telegraph and full article can be found below.)

<http://www.coventrytelegraph.net/news/coventry-news/2008/05/21/six-coventry-city-football-hooligans-arrested-92746-20940812/>

Ask the class if they think that someone described as a 'football hooligan' would describe themselves as a fan. They may agree or disagree- the point is whether the hooligan thinks of themselves as a fan or not.

Use the chart on the whiteboard or draw your own chart on a flipchart with three columns and head up each column with the titles:

- Ordinary supporter
- Obsessive fan
- Hooligan

Prompt questions:

1. How are these different? Describe each of the 3.
2. What behaviours are features of each category?
3. Out of 1,000 'supporters', how many do they think would fall into each group?

1.4 Animal rights - 15 minutes

Ask the class questions about pets they may have and animal welfare generally. Ask what they know about vegetarians and reasons why some might choose to become vegetarians. How far should this concern for Animal welfare go?

Break the class into groups and ask them to do a similar exercise to the football one above. Click on the screen and read out or give out copies of the text from Animal Rights case (ref 1.4).

(Please Note: the screen text is a summary of a news article in The Daily Mail and full article can be found below.)

<http://www.dailymail.co.uk/news/article-393881/Animal-rights-activists-admit-attack-grandmother.html>



WHERE'S THE LINE?

RESOURCE 1

Awareness and Definitions

Use the chart on the whiteboard or draw your own chart on a flipchart with three columns and head up each column with the titles:

Using the headings:

- Ordinary supporter
- Activist
- Extremist

Prompt questions:

1. How are these different? Describe each of the 3.
2. What behaviours are features of each category?
3. Out of 1,000 'supporters', how many do they think would fall into each group?

1.5 Crown Prosecution Service definition - 5 minutes

Look at Crown Prosecution Service's definition of violent extremism (ref 1.5) and discuss in the light of the football and animal rights examples.

Prompt questions:

1. What kind of behaviour is breaking the law?
2. Is it easy to see when people are breaking the law?
3. If what someone says is offensive, should they be allowed to say it?

1.6 Home/extension activity

Look at some of the negative feelings in the earlier feelings exercise and think of how someone might experience these feelings - try to give an example of how someone could end up feeling negative about where they live and then consider what could be done to improve their situation.

Or

Consider the following emotions/feelings;
Isolated/Frightened/Ridiculed/Ignored

Write a short article using these words to describe someone living in an area where they feel unsettled.

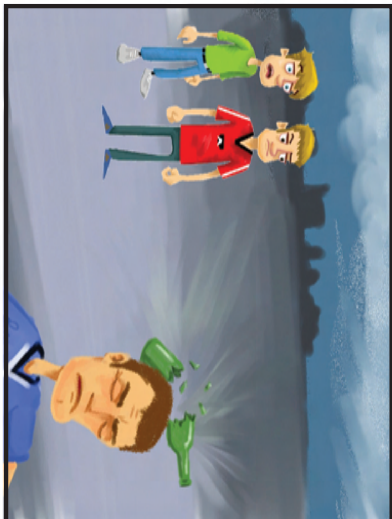
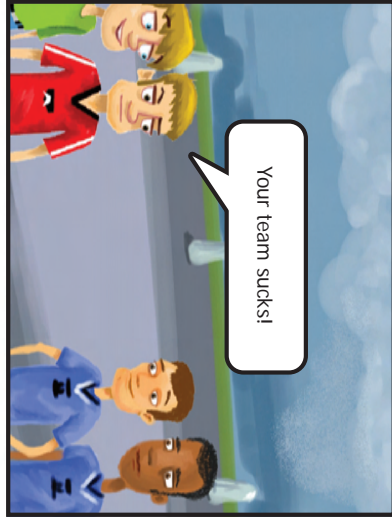
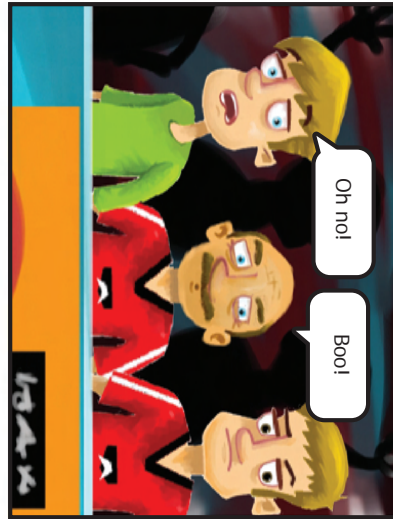
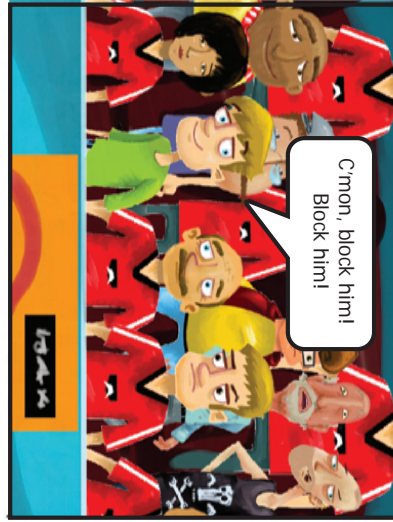


WHERE'S THE LINE?

RESOURCE 1

Awareness and Definitions

1.1



WHERE'S THE LINE?

RESOURCE 1

Awareness and Definitions

1.2

Community - Feelings

Feelings

Select from list:

Frightened	Embarrassed
Supported	Appreciated
Safe	Looked down on
Secure	As if I belong
Cared for	Insecure
Ignored	Worried
Respected	Unhappy
Valued	Humiliated
Ridiculed	Excited
Happy	I have 'no choice'
Ashamed	I have 'choice'
Stable	
Angry	
Disappointed	

Behaviours

Select from list:

Caring	Respectful
Supportive	Intolerant
Violent	Insulting
Tolerant	Abusive
Aggressive	Threatening
	Appreciative



Football supporter?

Police arrest 18 football hooligans following Earlsdon Riot

May 21 2008

Police in Coventry and Leicestershire raided 20 addresses in the hunt for football hooligans responsible for a riot in Earlsdon.

The street fight between the Sky Blues and Leicester City fans broke out close to the junction on Berkeley Road near the shopping district and saw up to 100 thugs arm themselves with weapons and street debris clashing in the run up to the game.

The fight was believed to have been pre-meditated and quickly escalated causing innocent bystanders to seek cover in nearby shops. There is extensive CCTV footage of the clash and police are urging witnesses to come forward with any information.

Please Note: the above is a summary of a news article in The Coventry Telegraph

<http://www.coventrytelegraph.net/news/coventry-news/2008/05/21/six-coventry-city-football-hooligans-arrested-92746-20940812/>

Animal rights

Animal rights activists attack grandmother

03 July 2006

Three animal rights activists have pleaded guilty to terrorising a family including a 75 year-old grandmother while their car was stopped in traffic in South West London.

Heather Nicholson (38) and Natasha Avery (38), both founding members of the controversial activist group Stop Huntingdon Animal Cruelty (SHAC) and Daniel Wadham (19) attacked the family after being enraged by their pro-hunting car window sticker.

The family were terrified when they heard a loud bang on the car window and a woman screaming: 'F+++ing scum, f+++ing perverts'. One woman shouted: 'Get that sticker off your window' while Wadham proceeded to pound on the side of the car.

The family managed to escape by driving away from the angry activists, only to be attacked again at the next set of traffic lights when the trio had caught up with them again. Mrs Nicholson reached in the passenger door to pull the 21 year-old grandson out of the car by his legs who managed to fight her off. When the grandmother put her left arm out to help her grandson, Nicholson hit her arm and then both her and Wadham spat in the grandson's face and passenger window.

Other motorists came to the rescue of the family before police arrived to arrest all three. Nicholson has been remanded in custody. Both she and Avery have previously racked up a long string of previous convictions mostly relating to public order offences and animal rights protests.

Please Note: the above is a summary of a news article in The Daily Mail

<http://www.dailymail.co.uk/news/article-393881/Animal-rights-activists-admit-attack-grandmother.html>

Crown Prosecution Service definition

Types of conduct and offences leading to prosecution

'Violent' extremism' may be defined as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- foment other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

There are a number of offences that can be considered when dealing with violent extremism. They include offences arising through spoken words, creation of tapes and videos of speeches, internet entries, chanting, banners and written notes and publications.

The main offences employed to date have been soliciting murder and inciting racial hatred.

http://www.cps.gov.uk/Publications/prosecution/violent_extremism.html#03