



Scottish Government
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No Hate Speech Movement PREVENT Resource



Introduction

<http://www.nohatespeechmovement.org/>

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INTRODUCTION

Four activity-based lessons with an introduction, index, lesson plans and appendices (including links to the Experiences and Outcomes within Curriculum for Excellence).

The educational resources of the Council of Europe youth sector are useful in addressing the issues raised when discussing hate speech with young people. They provide concrete ideas and practical activities based on human rights education and youth participation, in line with United Nations Convention on the Rights of the Child (UNCRC).

This resource pack is suitable for a 3rd and 4th level audience, though by no means restricted to these levels.

Two specific activities have been identified as useful in helping practitioners to discuss and debate issues around radicalisation and extremism through education. These resources have been broken down into two activities, each to meet a standard 50 minute secondary school period.

It is advised that these activities would have the biggest impact through the delivery of one lesson per week over a four week period to provide maximum impact and to allow for critical thinking and reflective practise. This is, however, just a recommendation and the practitioner delivering the course may feel that an alternative method of delivery is more suitable.

Introduction

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United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

A summary of the convention is [here](#), and sections relevant to these particular activities are set out below:

- **Article 2 (non-discrimination)** – The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 4 (implementation)** – Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
- **Article 14 (freedom of thought, belief and religion)** – Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- **Article 15 (freedom of association)** – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 19 (protection from violence, abuse and neglect)** – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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Terrorism – Activity One

<https://www.coe.int/en/web/compass/terrorism>

Learning Intentions

- To increase knowledge and understanding of terrorism and its origins.
- To analyse different definitions and understandings of terrorism.

Getting It Right For Every Child – Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity
Introduction and definition of terrorism discussion	5 minutes	Ask the group what they understand by the word 'terrorism'. Brainstorm a few ideas and see if anyone can come up with a working definition. Write any suggestions up on the board.
Explain and organise the activity	10 minutes	<p>Share with participants that although there are a number of international treaties against terrorism, none of them actually defines the term 'terrorism'. One of the reasons for this may be that member states of the United Nations often have different interpretations of ongoing conflicts and different interests in classifying certain acts either as 'terrorist' or not.</p> <p>Suggest that what may be needed to create a definition is a group of non-member states such as your group of participants. Explain that the activity should help them to arrive at their own definition of terrorism.</p> <p>Divide participants into groups of four to five and hand each small group a set of case cards (available at appendix 1) and a sheet of paper. Ask them to discuss each statement in turn and decide whether or not it should count as an instance of terrorism, giving their reasons.</p>
Group Work and Feedback	20 minutes	Bring the groups back together to discuss their results. Try to note the main reasons given for not including some of the cases as instances of terrorism.

Terrorism – Activity One

<https://www.coe.int/en/web/compass/terrorism>

Name of Activity	Time Needed	Description of Activity
Group Discussion	10 minutes	Discuss differences in findings and opinions, and possible reasons. Ask participants which of the cases they found most difficult to judge. Ensure key points are recorded for the follow up activity.

Tips for facilitators

This issue is obviously very sensitive and controversial, and how you decide to approach it may depend to a large extent on the particular characteristics of your region or your group. You should feel free to leave out any of the cards that may be inappropriate, and the same obviously holds for the questions in the debriefing. You may also want to include other cases which are more relevant to your group's everyday reality.

If the activity is to be fruitful, participants will need to feel that they can express their genuine opinion without being censured, either by you or by other members of the group. You may need to say this at the beginning and get everyone's agreement about confidentiality. Tell them that the purpose of the activity is to work through difficult questions where our emotions may conflict with what people feel the 'right' answer ought to be.

If you want a few facts and figures to stimulate participants' interest at the start of the activity, you can find interesting statistics on terrorism at www.nationmaster.com

When discussing the human rights dimensions of terrorism, make sure that participants are aware of the following issues:

- a) The right to life is possessed by everyone, as guaranteed in Article 3 of the Universal Declaration of Human Rights, Article 2 of the European Convention on Human Rights, and in other international documents.
- b) Even in times of war – when the rules of engagement are guided by international humanitarian law – deliberate attacks on civilian targets are not permitted. International humanitarian law sets out certain basic rules which must be observed by any side in an armed conflict.

Terrorism – Activity One

<https://www.coe.int/en/web/compass/terrorism>

Relevant articles in international human rights and humanitarian law

Human Rights Law – the Right to Life

- Article 3 of the [Universal Declaration of Human Rights](#)
- Article 2 of the [European Convention on Human Rights](#)

International Humanitarian Law (IHL)

- Protection of the civilian population: Article 51.2 of [Protocol I to the Geneva Conventions](#) and Article 13.2 of [Protocol 2 to the Geneva Conventions](#)
- Prohibition of acts of Terrorism: Article 33 of the [Fourth Geneva Convention](#)
- Other articles of IHL prohibit taking hostages, and attacks on places of worship

Terrorism – Activity Two

<https://www.coe.int/en/web/compass/terrorism>

Learning Intentions

- To increase knowledge and understanding of terrorism and its origins.
- To analyse different definitions and understandings of terrorism.
- To be able to define terrorism as you understand it.

Getting It Right For Every Child – Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity
Introduction and recap of previous activity	5 minutes	Discussion and recap of the key points from the previous session.
Explain and organise the activity	5 minutes	Ask participants to go back into groups to formulate their own definition of terrorism according to the decisions they made in the last session, or any considerations introduced by the discussion.
Group Work and Feedback	20 minutes	Groups discuss and decide on their own definition of terrorism. After 10 or 15 minutes, ask the groups to present their proposals.
Debriefing and Evaluation	20 minutes	Discuss the differences in definitions and the possible reasons for this (see 'debriefing and evaluation', on page 9).

Terrorism – Activity Two

<https://www.coe.int/en/web/compass/terrorism>

Tips for facilitators

As the groups attempt to draw up their own definitions of terrorism, it may be useful to provide some pointers relating to the example case cards, in order to clarify some of the general conclusions. Participants could be given the 'points to consider', below, before working on their definitions, or you could use the questions at the end to test out the various definitions.

Points to consider

Points to consider during your discussions:

- Does an act of terrorism always aim to provoke fear (terror) among the population?
- Is any act that causes people to be fearful an act of terrorism?
- Can a state (government) engage in terrorism, or is terrorism always an act against a country's formal institutions?
- Does terrorism always aim to inflict civilian casualties, or can it be targeted against military targets, or against property?
- Can an act of terrorism ever be justified?

Debriefing and evaluation

- Was it harder or easier than you had imagined to define 'terrorism'? Why?
- Did you feel that the cases were realistic: did anyone 'recognise' any of the cases as relating to real events? Which events? Did that make a difference to your judgement?
- Why do you think that it is so difficult for United Nations member states to reach agreement on a definition?
- In what ways – if any – are acts of terrorism different from acts of war? Do you think that one is any more justifiable than the other?
- Do you think that there should be certain basic rules which apply to all sides (including states) in the 'war against terrorism'? Are there things that neither side should be allowed to do? What?
- Did you think that the acts in any of the cases could ever be justified? Why, or why not?
- Which human rights do you think are relevant to the cases you discussed?
- Could any of the cases be justified from a 'human rights point of view'?
- Why do people become terrorists? Why do people commit crimes where the aim is to cause pain or fear in others?
- Is it possible to say what sort of people become terrorists? Can you imagine ever feeling strongly enough about something to consider taking someone else's life?
- Could it ever be justified to take the lives of civilians? Of a terrorist? Or the life of anyone?

Throwing Stones – Activity One

<https://www.coe.int/en/web/no-hate-campaign>

This activity uses role play to look at the reasons why people engage in violent acts.

Learning Intentions

- To increase knowledge and understanding of destructive or violent thoughts and actions.
- To analyse different considerations around destructive or violent acts.

Getting It Right For Every Child – Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity
Introduction to session	5 minutes	Introduce the activity and share the learning intentions. It would be worth noting the potentially sensitive content of the activity.
Destructive Acts and Thoughts	10 minutes	<p>Ask the young people to reflect on a time when they can remember moments of destructive emotions and/or actions. Ask them to consider their thoughts and feelings at that time.</p> <p>Encourage volunteers to share their incidents with other members of the group, describing briefly what happened and their emotions at the time.</p>
Group Work Description	5 minutes	<p>Introduce the role play activity by posing as someone about to throw a stone. Your pose should express someone in extreme anger or frustration and in the act of deliberately throwing a stone.</p> <p>Divide the participants into small groups of six to seven. Tell them they have 15 minutes to prepare a short role play that shows an incident, and which ends in the act of being about to throw a stone. Highlight the 'questions for consideration' (on page 12) to the group and explain that these are to help them plan their role play.</p>

Throwing Stones – Activity One

<https://www.coe.int/en/web/no-hate-campaign>

Name of Activity	Time Needed	Description of Activity
Group Activity	15 minutes	Give the groups time to design short role plays, using the questions for consideration.
Performance	10 minutes	Groups volunteer to present their role plays. After each showing, leave a few minutes for the audience to react to what it has seen and to ask questions.
Debriefing and Evaluation	5 minutes	Short debrief and conclusion. Keep a note of any key points so that a full evaluation can take place during activity two.

Throwing Stones – Activity One

<https://www.coe.int/en/web/no-hate-campaign>

Role Play – Questions for Consideration

Participants should try to think about the following questions when planning their role play:

- Who is this person, and at what or whom are they throwing the stone?
- What is the relationship between the person who is throwing and the object or person at whom they are throwing the stone?
- Is there anyone with them or are they alone?
- If there are others present, how are they involved in this incident, if at all?
- What does the person want to achieve by throwing this stone?
- What have been the events leading up to throwing this stone: is it an impulsive gesture, or has it been planned?
- Was there one particular event that triggered the decision to throw the stone?
- What feelings are going through the person's mind as he or she prepares to throw it?
- What feelings or frustrations went through his or her mind in the period leading up to this act?

Throwing Stones – Activity One

<https://www.coe.int/en/web/no-hate-campaign>

Tips for facilitators

If the group does not know each other very well, you may decide to miss out the first reflective task. Alternatively, you could run the first part of individual reflection, but leave participants free to share their feelings within the small groups, if they wish to do so.

The role plays can provide an opportunity for participants to give voice to real frustrations. Thus you may find that you need to allow more time so that they can explore these without rushing.

Allow a few minutes between each role play for each group to feel appreciated and to raise any issues specific to their presentation, but do not allow the discussion to take too much time at this stage. It is best to watch all the role plays first and then move on to discussion of the general issues raised in all of them.

In the group discussion, you may find it useful to raise the issue of terrorist violence directly, or the young people may raise it themselves. Try to allow a free discussion of possible motives for terrorist acts without condemning them outright to begin with. It will be helpful to separate out the possible psychological causes of such acts from their probable consequences; you may want to use a problem tree to do this as an activity with the group (see below).

It is important to try to strike a balance between, on the one hand, relating to those who carry out acts of violence as individuals and human beings, and on the other hand, of identifying acts of violence as unacceptable, particularly where their consequences cause others to suffer. Both of these positions are consistent with the idea of human rights – and both are necessary in order to find ways out of cycles of violence and mutual mistrust.

Problem Tree

A problem tree is a useful, visual tool for analysing problems. It is a combination of brainstorming and mind-mapping. The trunk of the tree represents the problem. People start by identifying the causes of the problem represented by the roots and then go on to identify the consequences, represented by the branches. Problems and consequences can be, for instance, due to social, economic and political factors. They may also be due to people's attitudes and behaviour.

Throwing Stones – Activity Two

<https://www.coe.int/en/web/no-hate-campaign>

Learning Intentions

- To increase knowledge and understanding of destructive or violent thoughts and actions.
- To analyse different considerations around destructive or violent acts.

Getting It Right For Every Child – Wellbeing Indicators

Safe, Respected, Responsible, Included.

Name of Activity	Time Needed	Description of Activity
Introduction to session	10 minutes	Recap the previous session and discuss the key points arising from the role play performances.
Group Discussion	20 minutes	Discuss the differences in the role play scenarios and related emotions using the 'debriefing and evaluation' prompts, on page 15.
Group Activity and Discussion	15 minutes	<p>Take a real example of violence within your community, and try to provide a narrative for the acts leading up to it. You could represent this as a timeline, with each event leading on to another.</p> <p>Ask the group to try to identify points in the timeline when the violence could have been prevented or the conflict could have been de-escalated.</p>
Debriefing and Evaluation	5 minutes	Recap the outcomes of the two sessions.

Throwing Stones – Activity Two

<https://www.coe.int/en/web/no-hate-campaign>

Debriefing and Evaluation

- Did you feel that the different role plays made sense? Did they help you understand what could provoke someone to throw a stone?
- Were there feelings or emotions that were common to the different role plays and which were central in leading to the desire to be violent?
- Why do you think that people sometimes feel the need to damage or hurt someone or something? Does the act of causing damage or hurt actually help to resolve whatever it was that caused it? Why? Why not?
- Has the activity helped you to understand better either your own acts of violence or those of others around you? How?
- Are there acts of violence that you cannot understand at all? Can you understand what leads people to fight in wars or blow up buildings or other people?
- How do you understand the terrorist threats that some countries face?
- Is there a difference between understanding what caused an act of violence and justifying it? Is it important to try to understand what lies behind violent acts? Why? Why not?
- What is the best way of responding to violent acts? What are the advantages and disadvantages of responding with more violence, or of responding in a peaceful way?
- Which human rights were at stake in each of the role plays?

Appendix – one

Case cards for terrorism activity

<p>Case 1: A group runs an armed campaign to get rid of a totalitarian government. They put a bomb in the Ministry of Defence, which explodes, killing 12 people.</p>	<p>Case 2: An individual targets single mothers with letters threatening their babies. No cases of violence have been reported, but the women are too scared to take their children out of doors.</p>
<p>Case 3: In a war between two countries, one drops a nuclear bomb on another, killing about 100,000 civilians.</p>	<p>Case 4: A letter bomb is sent to the director of a large cosmetics company, severely injuring him. The anonymous bomber accuses the company of exploiting animals.</p>
<p>Case 5: A group runs a lengthy campaign against military installations, including regular use of explosives. A number of members of the armed forces have been killed.</p>	<p>Case 6: In a campaign to win independence, members of an ethnic minority regularly bomb public areas. They provide warnings beforehand, so that people can evacuate the buildings, but civilians have been killed.</p>
<p>Case 7: A country has chemical weapons and says it is ready to use them if it feels threatened by any other country.</p>	<p>Case 8: A group of criminals hold up a bank, take members of staff hostage, and later shoot the hostages to cover their tracks.</p>
<p>Case 9: Nationalist groups patrol and control major cities and regularly beat up or intimidate people from other ethnic groups.</p>	<p>Case 10: A totalitarian state rules its population through fear: anyone who speaks out against it is arrested; people are regularly arrested, tortured and even executed.</p>
<p>Case 11: A group of organised criminals extort money from local businessmen. Those who refuse to comply see their property burned and sometimes they are murdered.</p>	<p>Case 12: In the course of a war against rebels, an occupying army attacks villages with drone (unmanned) planes. Several civilian casualties have been reported, some killing entire families.</p>
<p>Case 13: Workers from country A have to cross into country B every day. B's border guards always harass A's citizens, thoroughly checking ID papers, often making body searches. They frequently arbitrarily detain people from A.</p>	<p>Case 14: During a decade-long civil war, a 19-year-old woman crossed paths with a group of 10 rebels. First the leader raped her and then he commanded his men to do so.</p>
<p>Case 15: There is an International Conference in the city. Police get powers to arrest anyone and hold them for 12 hours without any charge. They warn people not to demonstrate.</p>	<p>Case 16: "You have to work harder, the graves are not full," urged the voice on the radio.</p>

Appendix – Two

Prevent within Curriculum for Excellence

Introduction

Many schools in Scotland are delivering projects that address issues including extremism and radicalisation within their curriculum and using the resources that have been developed to support the work. These resources provide the opportunity for practitioners and young people to explore the issue of radicalisation in a safe and challenging environment.

While many schools shape their own projects and may use different resources, exploring the concept of radicalisation through the resources available on Education Scotland’s National Improvement Hub gives the opportunity for practitioners to deliver to the following Experiences and Outcomes at **3rd and 4th Level** within Curriculum for Excellence.

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Health and Wellbeing Responsibility of All					
<ul style="list-style-type: none"> I am aware of and able to express my feelings and am developing the ability to talk about them. 	HWB 3-01/ 4-01a				
<ul style="list-style-type: none"> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. 	HWB 3-02/ 4-02a				
<ul style="list-style-type: none"> I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. 	HWB 3-03/ 4-03a				
<ul style="list-style-type: none"> I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. 	HWB 3-04/ 4-04a				

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Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Health and Wellbeing Responsibility of All					
<ul style="list-style-type: none"> I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. 	HWB 3-05/ 4-05a				
<ul style="list-style-type: none"> I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. 	HWB 3-07/ 4-07a				
<ul style="list-style-type: none"> I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. 	HWB 3-08/ 4-08a				
<ul style="list-style-type: none"> As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. 	HWB 3-09/ 4-09a				
<ul style="list-style-type: none"> I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. 	HWB 3-010/ 4-10a				
<ul style="list-style-type: none"> I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. 	HWB 3-11/ 4-11a				

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Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Health and Wellbeing Responsibility of All					
<ul style="list-style-type: none"> Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. 	HWB 3-12/ 4-12)				
<ul style="list-style-type: none"> Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. 	HWB 3-13/ 4-13a				
<ul style="list-style-type: none"> I value the opportunities I am given to make friends and be part of a group in a range of situations. 	HWB 3-14/ 4-14a				
<ul style="list-style-type: none"> I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. 	HWB3-19a				
<ul style="list-style-type: none"> Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. 	HWB4-19a				
<ul style="list-style-type: none"> I understand the importance of being cared for and caring for others in relationships, and can explain why. 	HWB 3-44a/4- 44a				

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Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Literacy					
<ul style="list-style-type: none"> I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style. 	LIT 3-01a/4-01a				
<ul style="list-style-type: none"> When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. 	LIT 3-02a				
<ul style="list-style-type: none"> When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. 	LIT 4-02a				

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Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Literacy					
<ul style="list-style-type: none"> • As I listen or watch, I can: <ul style="list-style-type: none"> ○ identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; ○ identify and discuss similarities and differences between different types of text; and ○ use this information for different purposes. 	LIT 3-04a				
<ul style="list-style-type: none"> • As I listen or watch, I can: <ul style="list-style-type: none"> ○ clearly state the purpose and main concerns of a text and make inferences from key statements; ○ compare and contrast different types of text; and ○ gather, link and use information from different sources and use this for different purposes. 	LIT 4-04a				
<ul style="list-style-type: none"> • As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. 	LIT 3-05a/4-05a				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Literacy					
<ul style="list-style-type: none"> I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. 	LIT 3-06a/4-06a				
<ul style="list-style-type: none"> I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. 	LIT 3-07a				
<ul style="list-style-type: none"> I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. 	LIT 4-07a				
<ul style="list-style-type: none"> To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. 	LIT 3-08a				
<ul style="list-style-type: none"> To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. 	LIT 4-08a				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Literacy					
<ul style="list-style-type: none"> • When listening and talking to others for different purposes and ideas, I can: <ul style="list-style-type: none"> ○ communicate information, ideas or opinions; ○ explain processes, concepts or ideas; and ○ identify issues raised, summarise findings or draw conclusions. 	LIT3-09a				
<ul style="list-style-type: none"> • When listening and talking to others for different purposes and ideas, I can: <ul style="list-style-type: none"> ○ communicate information, ideas or opinions; ○ explain processes, concepts or ideas with some relevant supporting detail; and ○ sum up ideas, issues, findings or conclusions. 	LIT4-09a				
<ul style="list-style-type: none"> • I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. 	LIT3-10a				
<ul style="list-style-type: none"> • I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. 	LIT4-10a				

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Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Literacy					
<ul style="list-style-type: none"> To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. 	LIT3-18a				
<ul style="list-style-type: none"> To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. 	LIT4-18a				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Religious and Moral Education					
<ul style="list-style-type: none"> I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. 	RME 3-02b				
<ul style="list-style-type: none"> I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. 	RME 3-02b				
<ul style="list-style-type: none"> I am developing respect for others and my understanding of their beliefs and values. 	RME 3-07a/4-04a				
<ul style="list-style-type: none"> I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways. 	RME 3-08a/4-08a				
<ul style="list-style-type: none"> Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about ‘ultimate questions’. 	RME3-09a				
<ul style="list-style-type: none"> Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. 	RME4-09a				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Religious and Moral Education					
<ul style="list-style-type: none"> I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. 	RME3-09b				
<ul style="list-style-type: none"> I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world. 	RME4-09b				
<ul style="list-style-type: none"> I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. 	RME3-09c				
<ul style="list-style-type: none"> I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world. 	RME4-09c				
<ul style="list-style-type: none"> I am developing my understanding of the nature of belief and morality. 	RME 3-09d				
<ul style="list-style-type: none"> I am able to offer a basic analysis of the origins and development of beliefs and morality. 	RME 3-09d				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Social Subjects					
<ul style="list-style-type: none"> I can use my knowledge of a historical period to interpret the evidence and present an informed view. 	SOC 3-01a				
<ul style="list-style-type: none"> I can evaluate conflicting sources of evidence to sustain a line of argument. 	SOC 4-01a				
<ul style="list-style-type: none"> I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. 	SOC 3-02a				
<ul style="list-style-type: none"> I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. 	SOC 4-02a				
<ul style="list-style-type: none"> I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. 	SOC 3-15a				
<ul style="list-style-type: none"> I can evaluate conflicting sources of evidence to sustain a line of argument. 	SOC 4-15a				
<ul style="list-style-type: none"> I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. 	SOC 3-16a				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Social Subjects					
<ul style="list-style-type: none"> I can contribute to a discussion on the extent to which people’s needs should be met by the state or the individual. 	SOC 4-16a				
<ul style="list-style-type: none"> Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. 	SOC4-16b				
<ul style="list-style-type: none"> I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. 	SOC 4-16c				
<ul style="list-style-type: none"> I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. 	SOC 3-17b				

Appendix – Two

Prevent within Curriculum for Excellence

Experience and Outcome		Terrorism: Activity 1	Terrorism: Activity 2	Throwing Stones: Activity 1	Throwing Stones: Activity 2
Expressive Arts Experiences and Outcomes					
<ul style="list-style-type: none"> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. 	EXA 3-14a				
<ul style="list-style-type: none"> Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. 	EXA 3-14a				
<ul style="list-style-type: none"> I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. 	EXA 3-15a				
<ul style="list-style-type: none"> I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. 	EXA 4-15a				

Conclusion

It is important to remember that this list is neither definitive nor exhaustive. Individual practitioners will shape their own projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give schools and teachers an insight in to what is possible when structuring a project using the resources highlighted.

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