



# Natspec Prevent Conference

**December 7**

**Cheshire Conference Centre**

**@Natspec**

**#NatspecPrevent**



# Programme for today

## Morning

10.15 Welcome  
10.20 Introduction to Prevent  
10.45 Overcoming common  
pitfalls  
11.05 Teaching resources  
11.15 Break  
11.30 Workshops  
12.30 Lunch

## Afternoon

1.15 Prevent and on-line safety  
1.45 Best practice and  
resources  
2.15 Workshops  
3.15 Tea / Coffee and depart

# How can we prevent radicalisation?

- First confront your fears!
- This is not my subject (I am not best placed to teach it!)
- What if we do more harm than good?
- What will the parents say?
- Is it really relevant for our learners?

# How do we prevent radicalisation?

- Understand that you already do!
- You don't need to mention ISIS or HITLER or the IRA
- Be creative
- Break it down into its components
- Don't be afraid to use humour to tackle a serious subject.



# What is radicalisation?

“the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

# Case study

(Confidentiality Statement)

- Child A
- Aged 9 years Old
- Lives with his mother. Father unknown.
- Very Intelligent. Described as gifted with a particular talent in mechanics.
- Resides in a Galaxy far far away!



# Child A

So how did Anakin become DARTH?



03601 001  
9666



# Chancellor Palpatine





# Child A

- Very gifted but impatient
- Brave, heroic but issues with self-esteem
- Wants to change the world (quickly!)
- Feels underappreciated
- Deep down lives in **FEAR** that his loved ones will be killed.
- Loss of his mum which makes him **ANGRY**
- Had issues (secret marriage) that he could not speak to anyone. (**ISOLATION**)
- **FEAR that his wife and children may die**
- **Went to the Dark side with good intentions**



Fear is the path to  
the dark side. Fear  
leads to anger,  
anger leads to  
hate, hate leads to  
suffering.

- Yoda

# Child L

- Very gifted but impatient
- Brave, heroic but issues with self-esteem
- Wants to change the world (quickly!)
- Feels underappreciated
- Good network of friends
- Supportive family
- Supportive mentors
- No fear no isolation = no dark side!  
(In fact he brings Darth back to the good side!)



# Case study –two

## Child L



- Terrorists create fear. Fear is a powerful emotion.
- Extremists use that fear to make you **angry** and isolated **from friends and family**
- **Everything on the internet is not necessarily true**
- If you want to change the world it will only work if you do it properly.
- Create Hope not Fear!
- If you come across something that makes you feel uncomfortable or fearful then come and speak to someone

# Thank You





# How do we prevent radicalisation?

- Critical thinking on the internet
- What to do if you see something that makes you feel uncomfortable?
- That the pupils know that they can trust their teachers and know how to report
- Prevent isolation. Skills for life.



# Problems and Pitfalls

- Creates more questions than answers
- Problems with inference
- Understanding of language
- Consideration to pre-activity preparation

# SOW and Planning



## Sensory learners

- We recognise that some of our more complex learners may not ever be at risk from radicalisation.
- At best, developing support and understanding of care staff could be as far as we can go.



## Sensory learners

Providing our learners with the skills to refuse items, push them away is the first steps to saying NO.



# Ideas

Safe/good box: What people recognise as good or as personal preference.

Some items/objects may make them feel safe or be comforting.

Scary/bad box: People learners don't know. Items or objects that make them feel unsafe or uncomfortable. Reluctant to hold, touch





## Feeling uncomfortable

What makes us feel uncomfortable/scared?

What does uncomfortable/scared feel like?

Who do I tell when I feel this way?

How do I recognise something bad on the internet  
and what do I do?

Being able to say no




Showing clear preferences.



Staying  
Safe



# 5 E-Safe T's

- T -Technology 
- T -Time 
- T -Take Care 
- T -Tricky 
- T -Tell 

# SLD learners

Explore images and use total communication approach to consider how it makes us feel. Black box (placing hand into the unknown not for use with VI students as it could impact on trust).  
How would this make you feel?



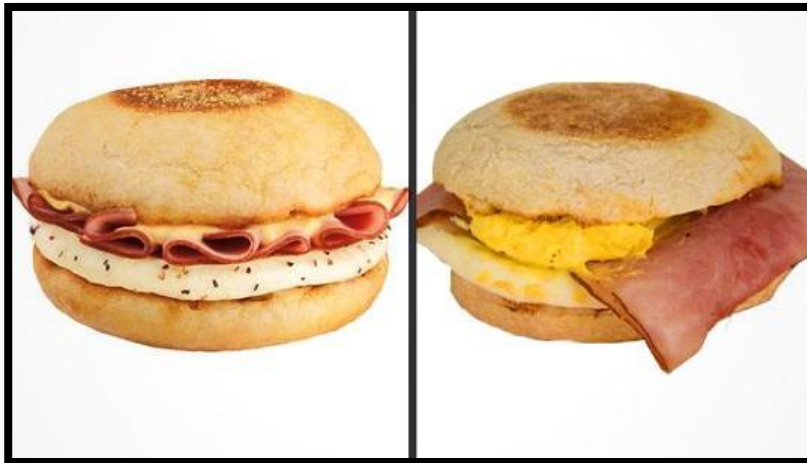


Not everything on the internet is true?  
Explore links on YouTube true and false.

Discuss images and decide using personal opinions based on individual understanding if something is true or false (we have a brain).



Using our brain to make quick decisions on information presented is something we take for granted.



## Learning outcomes

Show a better understanding of true/facts.

Show understanding of false/fiction.

Identify images that are likely to be either true or false using with increased confidence.





## Summary

Prevent naturally links into so many of areas of Safeguarding. It can be tricky to stay focused, as all the other strands are as equally important and a good teacher does not want to miss an opportunity.

However in order to get from A to B we must keep the train on its rails, so make notes and embed into Citizenship/PHSE or themed days etc.

