

# Radicalisation Box

## Instructions for use

### Overview

Radicalisation is one of the most significant threats to face young people today. While many assume that only disadvantaged members of ethnic minorities are at risk, the evidence suggests that people from all backgrounds can be drawn to violent extremist movements.

This research in a box contains teaching resources developed as part of Lancaster University's Politics and International Relations programme of outreach and the work of The Richardson Institute, Britain's oldest Peace and Conflict research centre. It uses the case of conflict involving ISIS in the Middle East to enable students to engage with the international issue of radicalisation, before considering local responses to extremism in a range of contexts.

The 'box' contains a series of electronic resources, including PowerPoint decks with embedded videos and PDF guides intended to enable teachers to run a university-style three week module on the subject. The materials are reliable, coherent resources which support active learning activities, including a role play, capable of introducing students to core issues of relevance in studies of radicalisation.

The materials are hosted on Lancaster University's designated Radicalisation Engagement Open Learning site:  
<https://openlearning.lancs.ac.uk/course/view.php?id=165>

### Subject areas

This module is applicable to a number of different subject areas, such as Politics; IR; Sociology; Geography (Human); History; Citizenship Studies and Media Studies. However, it is specifically aimed at the Prevent agenda and can be deployed outside of subject area sessions.

### Requirements

- A projector and PC for the PowerPoint decks.
- A number of practical resources, such as rooms and IT facilities, needed to conduct the role play are detailed in the **Role Play Outline PDF**.

#### *Number of participants*

At least twenty students are required to participate in the smallest possible role play scenario. Ideally, larger numbers of students should participate the role play scenario in order to make best use of it.

#### *Number of teachers/facilitators*

At least one teacher is required to run each workshop, with at least one facilitator required for the smallest sized role play, with one additional facilitator required per ten additional students in the session.

#### *Activity duration*

The module takes place over three sessions of varying lengths over three weeks: one workshop of two hours introducing the conflict in the Middle East; one role play of between two and a half and five hours exploring that conflict, and one concluding workshop of two hours examining radicalisation.

## Sessions

### *The latest Middle East crisis: Who is fighting and why*

This deck introduces students to the conflict involving ISIS in the Middle East, identifying the interested parties and examining their motivations. This prepares students to participate in the role play. At the end of the session, students should be provided with the Role play outline PDF and a schedule for the event which will enable them to prepare for the role play in week two.

### *Role play guidance*

This deck uses videos taken from a role play at Fuse Media Centre, Prudhoe Community High School, to prepare facilitators to run the role play. There is an associated Further Guidance PDF to assist facilitators. These resources should be used by facilitators independently of the students involved in the role play. The Role play outline PDF also provides guidance to facilitators as to action to be taken in advance of the role play.

### *What is radicalisation?*

This deck builds on the role play to enable students to explore means of challenging radicalisation, examining the motivations of people who join extremist groups and developing a range of possible approaches to the issue.

## Resources

Each PowerPoint deck facilitates one two-hour workshop. It is intended that one workshop should be held per week over three consecutive weeks.

The decks contain a combination of teaching slides to introduce issues and tasks to enable individual and group work. Individual or group tasks should lead to class discussions, with links drawn between different contributions. Scope has been intentionally created for flexibility in how group discussions are organised in order to enable teachers to teach in ways which suit their classes.

## Credits

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