

Get SMART (Social Media Awareness and Resilience Training)

Radicalisation, social media and people with learning disabilities

Peer education workshop

Teaching Plan

Planned outcomes

By the end of the workshop learners will have:

- ✓ Discussed what is good and bad about social media.
- ✓ Learned about what radicalisation is and how it happens.
- ✓ Come up with rules for how to stay safe online.
- ✓ Learned what to do if they are worried about anything that happens on social media.

Resources needed

- Digital projector and screen
- Get SMART peer workshop PowerPoint presentation
- Flipchart pad and stand, marker pens
- Post its/pens
- Social media cards (x2)
- 'Alex & HistoryX' story cards (x2)

Preparation - IMPORTANT!

In the Get SMART PowerPoint 'Who wants to be a millionaire?' quiz most of the questions reflect Prevent statistics local to Devon, as this is where the pilot workshops took place. It is easy to adapt the PowerPoint to reflect your own local picture. Contact your local Prevent team to find out:

- Whether your area is a high, low or average referral area compared with national figures.
- The percentage of referrals for people with learning disabilities and/or autism.
- The gender balance for referrals.
- The character of extremism in your area (e.g. left wing, right wing, religious)

Group size & support

We recommend no more than 8 learners to allow time for adequate discussion and to ensure that individual needs can be met.

Workshop duration

This plan is for a two-hour workshop, including a 15 minute break.

Programme

Timing	Topic	Activity	Resources
5 minutes	Introductions Ice breaker: social media apps.	Introduce selves Round of names In two <u>small groups</u> : ask learners to match the social media app names to their logos.	PowerPoint (PP) slide 1 Social media flashcards
5 minutes	Examples of radicalisation	<u>Input:</u> Talk through the three examples of people with learning disability/difficulty/autism who committed terrorist offences following online activity: <ul style="list-style-type: none"> • Nicky Reilly • Damon Smith • Lloyd Gunton 	PP2 PP3 PP4
5 minutes	What we are doing today	<u>Input:</u> <ul style="list-style-type: none"> ▪ Who we are ▪ Group rules ▪ Programme 	PP5 PP6 PP7
25 minutes	Social Media	<u>Input:</u> What is social media <u>Discussion:</u> What do you use it for, etc.? <u>Small group work:</u> Split into two groups; one to wordstorm what is good about social media; one to wordstorm what is bad about social media.	PP8 PP9 PP10

10 minutes	Life online v. real life	<u>Discussion:</u> Is life online better than real life? <u>Input:</u> What the Get SMART teams said	PP11 PP12
10 minutes	Staying safe online	<u>Small group work:</u> In small groups come up with 5 rules for keeping safe in 2 minutes! Feedback: record on flipchart. <u>Input:</u> The Get SMART team safety rules. Finish with open discussion about who you would tell if you were worried about something. The list should include: <ul style="list-style-type: none"> ✓ Parents/Carers ✓ Staff ✓ Police 	Flipchart PP13
15 minutes	BREAK		PP14
15 minutes	Radicalisation	<u>In pairs:</u> Talk about what radicalisation is. Write your ideas on post-its. Stick the post-its up on the flipchart/whiteboard. <u>Input:</u> <ul style="list-style-type: none"> ➤ British values ➤ Extremism ➤ Radicalisation ➤ Radicalisation happens 	PP15 Post its Flipchart PP16 PP17 PP18

15 minutes	What we know about radicalisation	<p><u>Quiz</u></p> <p>Form the group into 2 teams. Each team has to agree a group answer to each question.</p> <p>[You may choose to award points and have a prize for the winning team.]</p>	PP19 - 45
15 minutes	Grooming and radicalisation	<p><u>Input:</u></p> <p>How grooming happens</p> <p><u>Small group work:</u></p> <p>Two small groups. Hand out the 'Alex & HistoryX' story cards. Ask the groups to form the cards into a sequence to tell a story.</p> <p><u>Input/Discussion:</u></p> <p>When they have finished take learners through the correct sequence.</p> <p>Key learning points</p> <p><u>Card 1.</u></p> <p>Alex is vulnerable because: 1) he is being bullied; 2) he struggles to make friends; 3) he looks different; 4) he thinks differently.</p> <p>Alex needed to find out more about HistoryX. Social media is only completely safe if you only confirm people as friends who are friends in real life.</p> <p><u>Card 2.</u></p> <p>Alex is vulnerable because: 1) he is 'over sharing' (opening up too much to a stranger); 2) he believes everything HistoryX tells him. Alex is pleased to find someone who validates him.</p> <p>Does the group think HistoryX is really into all the same music and games as Alex? Or are they using that as a way of getting Alex to lower his defences?</p>	<p>PP46</p> <p>Alex & HistoryX story cards.</p> <p>PP47 - 52</p>

		<p><u>Card 3.</u> HistoryX is providing more validation for Alex, and feeding his self esteem and self image. Flattery is a key part of grooming.</p> <p><u>Card 4.</u> HistoryX is testing Alex’s possible interest in extremism. HistoryX then provides further validation, this time of Alex’s opinions. The link HistoryX provides is likely to be to a propaganda website.</p> <p>Discuss with the group if they believe everything they see online? How can they tell if something is ‘fake news’?</p> <p><u>Card 5.</u> The grooming process continues by HistoryX feeding Alex’s interest, and guiding him into what needs to be done. Alex is being made to feel that he is at the centre of important things, and that he can make a difference.</p> <p><u>Card 6.</u> The grooming process is complete with Alex being passed on to a group of activists. It is also likely that the videos are being used to desensitise Alex to violence, as well as providing powerful propaganda images.</p>	
	<p>Summary Reminders Reinforcement</p>	<p><u>Input:</u> Reminder of Get SMART rules of how to stay safer online, and who you would report to if you were worried.</p>	Slide 53
	<p>END</p>	<p>Thanks for coming</p>	