

CLASSROOM ACTIVITIES

PREVENTING VIOLENT EXTREMISM THROUGH
EDUCATION (PVE-E) IN EAST AFRICA



GROUP ONE (1)

1. **Radicalization:** Refers to adoption of negative act or behavior that increasingly extreme Political, Social and religious ideals that undermines the status core of a nation.
2. **Extremism:** Refers to a sense of violence where an individual or citizens have no decision or prevention engage in violent acts causing violence to the community and a term where the citizens are living under violation politically, socially and economically.
3. **Terrorism:** Refers to act of violent in satisfaction, interest of an individual or group of people.



Hedayah
countering violent extremism

ABOUT THE AUTHORS

This manual was collated by Zahid Shahab Ahmed, Cristina Mattei and Sara Zeiger.

ABOUT THE ORGANIZERS

This manual was prepared with support by Hedayah, UNESCO and UNESCO International Institute for Capacity Building in Africa (IICBA).

Hedayah is the International Center of Excellence for Countering Violent Extremism, an independent, international think and do tank based in Abu Dhabi, United Arab Emirates, and dedicated to good practice sharing, research and analysis and capacity-building for preventing and countering violent extremism in all its forms. Hedayah's mission is to be the premier international hub of experts and expertise in P/CVE, and has the mandate from foreign ministers of the Global Counter-Terrorism Forum (GCTF) to carry out its efforts.

UNESCO's work in PVE-E field is guided by the Education 2030 Agenda and Framework for Action notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries "By 2030, to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development". PVE through GCED aims to equip young people with knowledge, skills, values, attitudes and behaviors to constructively and creatively address present and future global challenges. Furthermore, it encourages them to create more sustainable and resilient societies and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

IICBA expresses UNESCO's commitment in capacity building in Africa. The Institution believes that effective capacity building targets at both institutions and individuals, while building institutional capacities takes priority. Here "institutions" include not only educational establishments such as teachers' colleges and universities, but also the important principles, values, knowledge and processes which form the foundation of education. At the same time, capacity building must be done at a number of levels: national, provincial, district and local. IICBA implements its activities through three core components: technical assistance, teacher trainings and research.

INTRODUCTION

This toolkit, *Classroom Activities for Preventing Violent Extremism through Education in East Africa*, is part of the global intervention on Preventing Violent Extremism through Education (PVE-E) being conducted by Hedayah and UNESCO. The aim of this teacher activity kit is to provide activities and lessons that can be conducted in the classroom. The activities are designed for primary and secondary school teachers. The users however are strongly encouraged to adjust activities as per the dynamics of their classrooms and available resources.

This toolkit provides guidance on the PVE-E curriculum, which itself is inspired by UNESCO's key documents on PVE-E: [A Teacher's Guide on the Prevention of Violent Extremism](#) and [PVE guide for education sector policy makers](#), as well as background references in Hedayah's work on PVE-E. The key purpose of this program by Hedayah and UNESCO is to strengthen young students' resilience against

radicalization and violent extremism. This guide is based partially on feedback from several PVE-E workshops that were held in East Africa in 2018.¹ The first, held in Kampala, Uganda from 23-25 January 2018, included 28 teacher tutors from 10 Primary Training Colleges (PTCs) throughout Uganda. The second was held from 3-5 October 2018 in Juba, South Sudan, and included 31 of the participants from the Ministry of General Education and Instruction, 2 from Teacher Training College and 5 from a secondary school in Juba, South Sudan.

The starting point of this Activities Book is that teachers have the opportunity of being important figures in students' lives, and can impact their students—both positively and negatively. The Activities Book provides lessons and activities that can encourage teachers to progressively impact their students positively, especially in light of preventing violent extremism.

OBJECTIVES OF THIS ACTIVITIES BOOK

The activities in this guide aim to improve the understanding and application of three pedagogical approaches that can help address the drivers of violent extremism, build resilience in the classroom, and nurture a culture of peace in and through education. The purpose of this book is to provide practical exercises that build resilient students, and the book is intended to complement the PVE-E curriculum of Hedayah, UNESCO and UNESCO IICBA in East Africa.

The three approaches mentioned above are:

Creating safe spaces for classroom dialogue about challenging topics. A teacher that can facilitate a successful classroom dialogue creates an environment

where students feel "safe" to express opinions that may not be widely accepted in society. This may allow students to express underlying grievances related to, among other deviant behaviors, violent extremism. A successfully managed discussion also allows students to feel respected, and their voices heard.

However, discussing sensitive issues is not easy and if not managed properly such discussion can do more damage than good. It is therefore important to adopt a "do no harm approach" in discussions and learning, while emphasizing the importance of positive attitudes and civic skills. In this case, the activities in this book may assist teachers in preparing for discussing sensitive issues, including radicalization and violent

¹ The US Department of State kindly supported Hedayah's efforts in PVE-E in Uganda. The Australian Embassy in Addis Ababa kindly supported the workshop and program in South Sudan.

extremism (when contextually relevant). Other sensitive issues may include politics, economic marginalization, drugs and crime, or violence in the community.

Enhancing social and emotional learning that assists in building more resilient students. There has been some evidence that social and emotional learning (SEL) techniques in the classroom setting can help to reduce violence, including violent extremism, in communities facing specific challenges. SEL techniques build students' sense of self (self-awareness), emotional regulation, self-confidence and sense of identity. These techniques also build skills on how the student processes their emotions on how they relate to the other—with respect, empathy and valuing different opinions than their own. Finally, SEL reinforces skills of communication and interaction with others, which can help to mitigate challenging disagreements

UNIVERSAL PEDAGOGIES AND TEACHING SKILLS

The training curriculum and guidance provided in this guidebook is not just helpful for preventing violent extremism. The objectives of the workshop will also assist teachers in becoming better at their profession by enhancing their skills for more active teaching and hands-on learning for students. Teachers will learn to become better facilitators of discussions around difficult topics, improve their skills to build strong identities in their students, and learn how to process

in opinions between individuals and groups.

Developing an understanding of digital and media literacy skills, and pedagogical approaches to digital and media literacy. In an age where technology allows information to be spread from one side of the globe to the other almost instantaneously, students are exposed to a diverse spectrum of sources of information and knowledge. This information provides both opportunities and risks for exposure to new experiences. Building digital and media literacy skills emphasizes the ability for students to process information accessible to them, partially through enhanced critical thinking. The underlying assumption is that if students are able to check the facts, sources and messengers for credibility, incorrect information contained in terrorist propaganda will be undermined and countered.

information and think critically about what they see in the news. The PVE-E methods will help create more resilient students that are capable of addressing current and future local and global challenges.

This toolkit is designed as a practical activity book for school teachers, but also could be used for relevant non-governmental organizations working in the education sector.

ABOUT THIS GUIDE

This guide was created based on the premise that activities and lessons already exist that support the building of resilience against violent extremism in the classroom. This guide is a collation of those activities, some of which were modified to fit the context of East Africa.

Participants (teachers and teacher trainers) that attended Hedayah and UNESCO IICBA workshops in Uganda and South Sudan contributed to the development of this Guide. They provided valuable feedback on the lessons in terms of their applicability in the classroom, and which exercises would be useful and implementable.

The activities in this guidebook are organized into sections as detailed below:

AGE Relevant ages for lesson to be most effective	DURATION Approximate time required for lesson.	TOPIC (Subject of the lesson (core pedagogy))	
		SUBJECT: Recommended subject in school for implementation.	TIMING: Frequency of occurrence and time throughout school year.
LESSON OBJECTIVES/OUTCOMES			
Core objectives of the lesson plan.			
PVE-E CHALLENGE			
Challenges faced by teachers relevant to PVE-E.			
SUMMARY OF ACTIONS			
Key action items of the lesson.			
MATERIALS			
Suggested materials needed for the lesson.			
REFERENCES			
Relevant outside resources or sources of the lesson.			

TAKE HOME TASK

Suggested homework assignments.

MEASURING LEARNING OBJECTIVES

Guidance on how to observe, record and measure the outcomes and impact of the lesson through the learning objectives.

This section contains a variety of activities that assist teachers in creating conversation and dialogue in the classroom about challenging topics. A teacher that can facilitate a successful classroom dialogue creates an environment where students feel “safe” to express opinions that may not be widely accepted in society. This may allow students to express underlying grievances related to, among other deviant behaviors, violent extremism. A successfully managed discussion also allows students to feel respected, and their voices heard.

However, discussing sensitive issues is not easy and if not managed properly such discussion can do more damage than good. It is therefore important to adopt a “do no harm approach” in discussions and learning, while emphasizing the importance of positive attitudes and civic skills. In this case, the activities in this book may assist teachers in preparing for discussing sensitive issues, including radicalization and violent extremism (when contextually relevant). Other sensitive issues may include politics, economic marginalization, drugs and crime, or violence in the community.

In addition to the activities contained in this section, teachers may find the below resources useful:

- Ali, D. (2017). Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals.” Available at: https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf.
- Barrett, B. J. (2010). Is “Safety” Dangerous? A Critical Examination of the Classroom as Safe Space. The Canadian Journal for the Scholarship of Teaching and Learning, 1 (1). <http://dx.doi.org/10.5206/cjsotl-rcacea.2010.1.9>
- Carrillo, S. (2014). “Five Ways to Create a Safe Classroom Space.” Facing History. Available at: <https://lanetwork.facinghistory.org/five-ways-to-create-a-safe-classroom-space/>.
- Essentials of Dialogue: Guidance and activities for teaching and practicing dialogue with young people. (2017). London: Tony Blair Institute for Global Change. Available at: https://institute.global/sites/default/files/inline-files/IGC_Essentials%20of%20Dialogue_English_0.pdf.
- Arabic version of “Essentials of Dialogue”: https://institute.global/sites/default/files/inline-files/IGC_Essentials%20of%20Dialogue_Arabic_0.pdf
- Gayle, Barbara Mae Dr.; Cortez, Derek; and Preiss, Raymond W. (2013) “Safe Spaces, Difficult Dialogues, and Critical Thinking,” International Journal for the Scholarship of Teaching and Learning: Vol. 7: No. 2, Article 5. Available at: <https://doi.org/10.20429/ijsotl.2013.070205>.
- Landreman, L.M. The Art of Effective Facilitation: Reflections from Social Justice Educators. Sterling: Stylus Publishing.

8-18

YEARS OLD

60-90

MINS

SAFE SPACES

SUBJECT: GENERAL

TIMING: BEGINNING OF YEAR;
BEGINNING OF NEW SCHOOL PERIOD

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson is to create a safe space for discussions by establishing the ground rules for a classroom. Teachers often face difficult questions on topics that they may feel uncomfortable discussing with their students. Setting the ground rules helps teachers create a framework for safe spaces for discussion by establishing a reference point for both students and the teacher agreed by all.

PVE-E CHALLENGE

Central to PVE-E is creation of a safe learning environment in which students feel comfortable and secure to share their ideas and feelings on sensitive issues. It is very important for teachers to discuss some basic ground rules with their students and share ideas and mechanisms for building this safe space. Allowing students to set their own ground rules provides an opportunity for students to feel ownership of the process.

SUMMARY OF ACTIONS

STAGE 1 (30-45 MINS):

Begin by writing "Classroom Rules" on the chalkboard. Ask students to brainstorm about what rules should be applied in discussions in the classroom.

TIP:

You may like to choose a practice topic here, such as 'confidentiality', and encourage students to think of creative ways of ensuring that classroom discussions stay in classrooms.

ADVICE FROM MR. TINDIMWEBWA, UGANDA:

In the case of a large class size, teachers may not have sufficient time to include all students in the discussion. In this case, the instructor may wish to divide the students into smaller groups to create their own lists. Each group can present their rules to the classroom, and the most common rules would be adopted at the teacher's discretion.

STAGE 2 (30-45 MINS):

Ask students to brainstorm about how to hold each other accountable for the ground rules.

- What happens if a student violates a ground rule?
- What happens if a teacher violates a ground rule?
- What is the responsibility of the student and the teacher for following the ground rules?
- How often should the ground rules be reviewed by the students and the teacher?

SUMMARY OF ACTIONS**STAGE 3 (5 MINS):**

After the list is generated, the list should be posted publically for all to see in the classroom. This list of ground rules can be referred to at any time by the teacher or a student.

STAGE 4 (ONGOING):

Teachers should regularly remind students of the ground rules and encourage them to take ownership of the ground rules if other students are not following them. Teachers should also provide opportunities for feedback and changes on the ground rules.

MATERIALS**FOR CLASSROOM EXERCISE**

Chalkboard, dry erase board or large piece of paper

FOR ONGOING COMMENTS:

You may like to prepare a comment box in advance or work with students to create one. A comment box provides a place where students can submit written comments anonymously, and can be as simple as a cardboard box with a hole cut in the top. A comment box is especially relevant and necessary if the class size is large. In large class sizes, some students may be less comfortable with speaking to the whole class, and a comment box provides an anonymous way of giving feedback.

TAKE HOME TASK

Print out a list of ground rules, and ask students to share the ground rules with their parents.

MEASURING LEARNING OBJECTIVES

The learning objectives can be monitored and measured **IMMEDIATELY** after the exercise, and on a **MONTHLY** basis. Suggestions for how to measure learning objectives are:

IMMEDIATELY: *Ask students the following questions and take notes with relevant answers:*

1. Was this lesson effective in establishing classroom ground rules?
2. Will you abide by the ground rules in the future?

MONTHLY: *Reflect on the following questions and make note of any relevant examples from students:*

1. Did students feel ownership of the ground rules created collectively?
2. Did students abide by the ground rules during class discussions?
3. How often did you need to remind students of the ground rules? Did students remind each other of the ground rules?

MONTHLY: *Ask students the following questions and make note of any relevant responses:*

1. Do you feel comfortable to share your ideas and feelings on sensitive topics (and give an example)?
2. How are the ground rules helpful for maintaining respect in the classroom?

TEACHER OBSERVATIONS

EXAMPLES OF GROUND RULES

1. EVERYONE HAS THE RIGHT TO BE HEARD AND RESPECTED
2. THE CONVERSATION STAYS IN THE ROOM
3. WE WILL USE LANGUAGE THAT WOULD NOT OFFEND OR UPSET OTHERS
4. WE WILL NOT PUT ANYONE "ON THE SPOT" OR MAKE THEM FEEL SINGLED-OUT
5. WE WILL NOT MAKE FUN OF ANYONE'S OPINION
6. WE WILL ACTIVELY PARTICIPATE IN GROUP WORK
7. WE WILL NOT USE NAME-CALLING TOWARDS OTHER STUDENTS OR THE TEACHER

10-18

YEARS OLD

60

MINS

SAFE SPACES

SUBJECT: SOCIAL STUDIES,
HISTORY, GENERALTIMING: BEGINNING OF YEAR;
BEGINNING OF NEW SCHOOL PERIOD

LESSON OBJECTIVES/OUTCOMES

This aim of this activity is to create a conversation with students about the importance of the school being a “friendly” place to learn.

PVE-E CHALLENGE

Teachers often face the challenge of addressing difficult discussions and situations in classrooms. These situations may include de-constructing stereotypes, or a general lack of respect towards an “outgroup.” This lesson helps students to reflect on the need for the school to be a friendly (i.e. safe) place for all students, regardless of their identity.

SUMMARY OF ACTIONS

STAGE 1 (10 MINS):

Invite several students to act out (e.g. read out loud) the scene of the Friendly School (Task Sheet: “Friendly or Unfriendly”).

STAGE 2 (30 MINS):

The students discuss their answers to the questions (Task sheet 2) in groups of four or five.

STAGE 3 (20 MINS):

Invite students to contribute to a group discussion to reflect on the following questions:

- How do the students in the school feel about outsiders? What information and which people in their lives are helping to form that opinion?
- How would you feel if you were the outsider in the situation?
- What should be the response of the teacher to the new student?
- Should a school be a safe place for all students to learn? Why or why not?

NOTE:

While dealing with a sensitive topic, it is important to remind students of the ground rules that they should not directly point fingers at anyone and be respectful in the discussion. This is particularly important before discussion questions in task sheet 2. While working with scenarios it is very easy for a discussion to sidetrack by focusing on a real situation and you as a teacher have to be cautious to avoid such arguments from happening. As a teacher, you should also demonstrate respect in how you interact with students.

MATERIALS

You may write the questions on the board, or print task sheets for each group in the class.

REFERENCES

This lesson plan is inspired by an activity created by Louise Cutajar-Davis (Mompoin-Gaillard & Lázár, 2015, p. 97).

The original lesson can be found here: https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf

MEASURING LEARNING OBJECTIVES

The learning objectives can be measured **IMMEDIATELY**. To measure if the lesson achieved its objectives, the teacher can write down notes on the students' comments and concerns by observing:

- A student commenting that schools should be friendly for all
- A student commenting that unfriendly schools do not provide a good learning environment for newcomers
- A student demonstrating a change in viewpoint about another person based on a stereotype or preconceived idea about them
- A student changing their behavior towards another student that is different than them

NOTE:

Teachers should abide by a 'do no harm' principle to ensure that the conclusions of the lesson are properly facilitated. It is possible that students agree with "Student 2" in the scenario, in which case teachers should probe as to why. Teachers should maintain a neutral, respectful facilitation method in the discussion, but steer the conversation towards how the outsider may feel in the situation.

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

TASK SHEET: "FRIENDLY OR UNFRIENDLY"?

At school, a group of students were gathered in front of the blackboard and laughing. A teacher comes along.

TEACHER: What is this about?

STUDENT 1: Somebody has written something on the board about immigrants.

TEACHER: Do you think it is funny?

STUDENT 2: Yes, I think it is funny. It is not right that immigrants are coming to our country.

STUDENT 3: My dad says that they are taking our land and our jobs too.

STUDENT 4: And they talk funny, and have a strange religion.

STUDENT 1: Where do they come from?

STUDENT 2: Do not know, but the sooner they go back the better. That is what my mom says anyway.

TEACHER: Have you met any of these immigrants? Maybe you should run along and not be quick to judge someone you have not met.

At school a few days later, a boy is playing alone.

STUDENT 3: Do you know who that is? That is one of the outsiders who arrived in our town last week.

STUDENT 1: How do you know? Have you spoken to him?

STUDENT 3: You are joking. My dad said I should not have anything to do with him and to keep an eye on my things because you are cannot trust these different looking people.

TEACHER: This student has just joined our school. He has come here to escape the threats of violence in his country. His family has suffered greatly, let's try to make him feel welcome at this school.

KEY QUESTIONS

- What is the main problem in scenario?
- What are the different perspectives of the Students? Why do they think that way?
- If you were the outsider playing alone in this scenario, how would you feel?
- Are the students in the scenario providing a friendly learning environment? Should they?
- How should the teacher respond to the conversations amongst students?

6-10

YEARS OLD

60

MINS

SAFE SPACES

SUBJECT: GENERAL

TIMING: BEGINNING AND END OF YEAR

LESSON OBJECTIVES/OUTCOMES

This lesson aims to help children develop awareness of situations that can bring about a safe and friendly learning environment. Central to PVE-E is the creation of safe and friendly learning environment in which learners feel happy, comfortable and secure to learn free and interact with others. Allowing learners to suggest ways of making the learning environment safe and friendly, help to ensure they work towards that.

PVE-E CHALLENGE

Part of facilitating a safe learning environment is to create a space where the school is both physically and emotionally safe. This lesson provides the opportunity for students to notice the physical and emotional aspects of this safe learning environment, and contribute to the improvement of both where possible.

SUMMARY OF ACTIONS**STAGE 1 (5 MINS):**

Introduce the lesson by asking students what they have noticed in terms of the infrastructure at school, such as playground and buildings, and people. Ask students to list those items on the left column of the task sheet. Some suggestions are already provided.

STAGE 2 (30-45 MINS):

As a teacher lead the students around the school to identify the physical infrastructure, and to identify and talk to different personnel in the school and their roles. If you have a big class, then divide students in groups of 15-20 and ask them to report on what they observed. A key question for this task is to see whether they have noticed something new than the routine.

STAGE 3 (35 MINS):

Ask students to rank the physical and social environment according to what they saw on the Task Sheet. Afterwards, guide learners to share their findings with the whole class. If you have a big class, allow all group to present their observations/findings and ask other groups to share to comment on other groups' findings in the light of creating safe spaces for learning.

STAGE 4 (10 MINS):

Ask students to reflect on if they feel safe in their school. Summarize and emphasize on what a safe and friendly learning environment should be like. Ask learners to suggest ways of making learning environment safe and friendly.

MATERIALS

Task sheets, printed in advance for students.

REFERENCES

This lesson plan was developed during the PVE-E workshop (January 2018) in Uganda by Beatrice, Azabo and Turyakira.

TAKE HOME TASK

Ask students to add to the “suggestions” column for improving the safety of their school.

MEASURING LEARNING OBJECTIVES

The learning objectives can be measured **IMMEDIATELY**. To measure if the lesson achieved its objectives, the teacher can write down notes on the students’ comments and concerns by observing:

- Observations by students of the school being a physically safe place
- Observations by students of the school being an emotionally safe place
- Observations and comments by students of how to improve the safety of the school, both physically and emotionally

Teachers can ask students:

- Do you feel safe, physically and emotionally, in your school?

Teachers can also track if the suggestions for improving the physical or emotional safety of the school are implemented over the course of the school year.

On a **MONTHLY** basis, teachers can ask students:

- Do you feel safe, physically and emotionally, in your school?

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

TASK SHEET: MY SCHOOL

PHYSICAL ENVIRONMENT

TYPE	AVAILABLE		HOW IS YOUR SCHOOL DOING?			HOW CAN YOU IMPROVE YOUR SCHOOL?
	Yes	No	Excellent	Average	Poor	
Classrooms						
Offices						
Playgrounds						
Toilets						
Rubbish bins						
Kitchen						
Drinking water						
Walkways						
Fence/ Boundary wall						
Gate						

TASK SHEET: MY SCHOOL

SOCIAL ENVIRONMENT

TYPE	AVAILABLE		SUFFICIENT NUMBER		FRIENDLY		CALMING		EASY TO TALK TO		SUGGESTIONS/ IMPROVEMENTS
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Head teacher											
Teachers											
Nurses											
Security guards											
Cooks											
Cleaners											
Students											

DO YOU FEEL SAFE IN YOUR SCHOOL?

8-18
YEARS OLD

30

MINS PER
WEEK

SAFE SPACES

SUBJECT: HISTORY, SOCIAL
STUDIES, SCIENCE, GENERAL

TIMING: WEEKLY

LESSON OBJECTIVES/OUTCOMES

This lesson aims to create a safe space for different opinions by allowing responses to a difficult topic to remain anonymous.

PVE-E CHALLENGE

Grievances related to radicalization and recruitment may include difficult topics that are politically sensitive or may be uncomfortable for students to discuss openly. However, providing a space for the expression of divergent opinions and grievances is one way in which schools can be an avenue for preventing violent extremism. Some students may be shy to express these opinions in front of other classmates, so providing an opportunity to publically share opinions anonymously may help the teacher to reach certain students.

SUMMARY OF ACTIONS

BEFORE THE LESSON:

Choose a challenging quotation, story, or newspaper article (for older students) ahead of the lesson. A challenging quotation may force students to reflect on a topic that is important in the community, but that the students may feel uncomfortable speaking about in a full classroom. Place the quotation or article in a central location, on a chalkboard or large piece of paper. Provide different color chalks or markers nearby that students can use to write their opinions.

STAGE 1 (10 MINS):

Present the quotation or newspaper article to the students. Explain that the assignment for all students is to reflect on the quotation or article, and write their opinion about the quotation or article around where it is placed in the classroom. Encourage students to respond to each others' opinions. Indicate that the responses will be collected during classroom breaks, and that the opinions can remain anonymous.

STAGE 2 (ONGOING):

Monitor the responses to ensure they do not become aggressive or abusive.

STAGE 3 (20 MINS):

Allow students to weekly reflect on the comments and opinions provided by others. Point out viewpoints that have diverging opinions, and ask students to critically examine those viewpoints.

MATERIALS

Teachers will need to prepare in advance a challenging quotation, story or newspaper article that asks a difficult question or provides an opportunity to address key challenges in the local community. Several examples are provided in the Annex to this lesson.

REFERENCES

This lesson plan is based on an activity titled “Big Paper: Building a Silent Conversation” from Facing History.

The original lesson can be found here: <https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>

TAKE HOME TASK**MEASURING LEARNING OBJECTIVES**

The learning objectives can be measured on a **WEEKLY** basis. In a dialogue with students, teachers can ask:

- Did you feel that this exercise allowed you to express your opinion publically?
- In what ways does this conversation allow us to all express our opinion, even if it differs?

Teachers can make note of any students that indicate they felt their voice was heard.

TEACHER OBSERVATIONS

EXAMPLES OF CHALLENGING QUOTATIONS AND ARTICLES

EXAMPLE 1: UGANDA

Proverb:

"The head of the home never goes into the kitchen."

In several East African countries, including Uganda, this is a saying that is repeated in social and cultural interactions. The proverb means men are not supposed to do any domestic chores. However, in the current context and with many initiatives that have facilitated the economic independence of women in Uganda, the proverb has raised a lot of debate.

Students can interact with this quotation on a chalkboard or large piece of paper for the "Silent Conversation."

Suggested by Nuwagaba Muhsin Kaduyu, facilitator of PVE-E, Uganda

EXAMPLE 2: #ANATABAN (SOUTH SUDAN)



Several South Sudanese artists created the #Anataban ("I am Tired") movement as a way to stand in solidarity with the victims of violence and those who have sought refuge in other countries as a result of the 2013 South Sudanese War.

In 2016, song artists created a music video #Anataban in support of the campaign. These artists were Ayak, Coozox Clan (Menimen), L.U.A.L, Natty P, Manasseh Mathiang, Tutu Baibe, Mr.Lengs, Lomerikson & Ras Kayne.

The music video starts with stating that: "This song is dedicated to all those we have lost in this senseless war and to all those who are still here and are tired enough to make the change we need." Students can watch the music video and reflect on the hashtag #ANATABAN as the central conversation piece for the "Silent Conversation."

The song created for the campaign can be found on You Tube here:
<https://www.youtube.com/watch?v=U8F8rc3kf9k>

6-18

YEARS OLD

45

MINS

SAFE SPACES

SUBJECT: ALL SUBJECTS

TIMING: WEEKLY OR MONTHLY

LESSON OBJECTIVES/OUTCOMES

This lesson aims to create a safe space for different opinions by allowing responses to a difficult topic to remain anonymous.

PVE-E CHALLENGE

Dialogue in the classroom is often dominated by students that are outgoing or opinionated. However, divergent viewpoints are not always shared by shy students. This exercise helps to teach dominant students the skills to listen and shy students the skills to speak up.

SUMMARY OF ACTIONS

BEFORE THE LESSON:

Randomly pair up the students. You can prepare numbered cards ahead of time and ask students to find their numbered pair, or assign students based on their profiles (shy, dominant etc.).

STAGE 1 (5 MINS):

Choose a topic for discussion, preferably one that is important for the lessons for the week. Inform students that they will be discussing that topic in pairs. Describe the activity to students.

STAGE 2 (10 MINS):

Allow students time to prepare some information about the topic. You can give some suggestions to students on how to discuss the topic. For example:

- What do you know factually about the topic?
- What do you think about the topic (opinion)?
- What matters to you about the topic?
- What don't you know about the topic that you want to know more about?

STAGE 3 (20 MINS):

Both students will be required to discuss what they know and what they don't know about the assigned topic for a set period of time. Student 1 will share their ideas first for that period of time (1-2 minutes). Then, Student 2 will give the speaker feedback for a shorter amount of time (30 seconds to 1 minute). After, the roles are reversed.

The listener should be instructed to give feedback on the speaker's remarks, not own their own opinion. The listener should focus on summarizing what the speaker said, or pointing out areas of interest. The listener can finish sentences such as:

- I noticed that...
- I learned...
- I was interested in...

STAGE 4 (10 MINS):

Allow students to reflect on what they learned from the lesson.

MATERIALS

A timer or clock, preferably one that is visible to all students. If the timer is not easily visible, you can also notify the students when to switch roles.

REFERENCES

This lesson plan is based on an activity called “Listen to Me” in the Essentials of Dialogue toolkit created by the Tony Blair Institute for Global Change.

The original lesson can be found here: <https://institute.global/insight/co-existence/essentials-dialogue>

MEASURING LEARNING OBJECTIVES

The learning objectives can be measured on **IMMEDIATELY**. In a dialogue with students, teachers can ask:

- Was it difficult or easy to speak about the topic for that period?
- Was it difficult or easy to listen to the speaker?
- In what ways does this conversation allow us to all express our opinion, even if it differs?

Teachers can make note of any students that indicate they felt their opinion was able to be expressed, or if they felt their opinion and thoughts mattered.

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS (*continued*)

12-18

YEARS OLD

60

MINS

SAFE SPACES

SUBJECT: GENERAL, RELIGIOUS/
SOCIAL STUDIES

TIMING: MID-YEAR

LESSON OBJECTIVES/OUTCOMES

The idea of this plan is to enable the learners to identify and appreciate the value of religion. At the end of this lesson plan, the learner will be able to:

1. Identify different religions in the class
2. Discuss values of different religions
3. Discuss how they can live in harmony despite religious differences

PVE-E CHALLENGE

Religion is a sensitive topic and needs more care in classroom discussions. Teachers often face difficult questions on topics that they may feel uncomfortable discussing with their students. Setting or reminding students of the ground rules helps teachers facilitate this lesson in safe spaces.

SUMMARY OF ACTIONS

STAGE 1 (5 MINS):

The teacher introduces the lesson by telling a story about religion. It is important to emphasize how religions were originated and in which part of the world. You may like to choose a story that would resonate to the majority of the class.

STAGE 2 (15 MINS):

To begin with, just ask all students to identify that religions represented in the class. Tell them not to name any student but say Christianity, Islam etc.

STAGE 3 (30 MINS):

To learn about the values of different religions, such as unity, good morals, respect, tolerance, harmony and prayers, this group discussion is important. Divide students in groups of 4-5 and give them a task of figuring out common values in each religion.

STAGE 4 (10 MINS):

Teacher tasks learners to discuss with their parents at home the values of religion in the society and record their findings on a piece of paper.

REFERENCES

This lesson plan was developed during the PVE-E workshop (January 2018) in Uganda by a group of teachers.

TAKE HOME TASK

Students to discuss with their parents and record the key value of religion practiced at home.

MEASURING LEARNING OBJECTIVES

This lesson can be measured **IMMEDIATELY** based on asking students the following questions:

- Do you understand better the different world religions?
- How confident are you in discussing world religions in the future?

TEACHER OBSERVATIONS

14-16

YEARS OLD

60

MINS

SAFE SPACES FOR DISCUSSION

SUBJECT: GENERAL, HISTORY

TIMING: END OF SEMESTER/YEAR;
AROUND A NATIONAL HOLIDAY IN PAKISTAN

LESSON OBJECTIVES/OUTCOMES

The goal of this lesson is to discuss violent extremist narratives against education. Through this lesson, students will also learn to respect opinions of others.

PVE-E CHALLENGE

Groups like Al Qaeda, ISIS and Boko Haram have been known to target schools in their attacks. Such groups have also been openly against Western education or formal education, especially for girls. Directly addressing violent extremist narratives against education may help to reduce sympathies to those narratives in students.

In addition, teachers often face difficult questions about topics that they may feel uncomfortable discussing with their students. Discussing another context or country facing similar challenges helps to critically examine own context.

SUMMARY OF ACTIONS

STAGE 1 (20 MINS):

Introduce the importance of the topic and the activity.

Nobel Peace Laureate Malala Yousafzai of Pakistan once said, "The extremists are afraid of books and pens. The power of education frightens them".

Ask students to reflect on whether this statement is true. In the introduction, you can also use some information about Malala.

STAGE 2 (20 MINS):

Divide students in groups of two and ask them to share first their views with each other and then discuss some real examples, if they have any. Some questions you may ask students:

- What does Malala's story tell us?
- Do you think Malala's problems are similar to our country/community? Explain why or why not.
- Do you think girls in our community face similar challenges? How can our society overcome those challenges?

NOTE: The teacher may want to point out examples of how young people or girls faced challenges in obtaining education in their country in history, even if that challenge is not as prevalent in the country

today. This could include social, economic, cultural and/or political challenges to education and/or education for girls.

STAGE 3 (20 MINS):

Bring all groups together and discuss what students learned from this activity, for example, about other's point of views.

MATERIALS

You may like to print information on Malala for each group.

REFERENCES

Malala's story can be found at: <https://www.malala.org/malalas-story>

MEASURING LEARNING OBJECTIVES

To measure the lesson **IMMEDIATELY**, a teacher can write down notes on the students' comments such as:

- Commonalities between own context and Malala's
- Challenges of minority groups (or women/girls)
- Solutions proposed for how minority groups (including women and girls) can be included in the education system

TEACHER OBSERVATIONS

WHO IS MALALA?



Malala was born in Mingora, Pakistan, to proud parents Ziauddin and Toor Pekai Yousafzai. Ziauddin names his daughter after Malalai, a Pashtun heroine.

Welcoming a baby girl is not always cause for celebration in Pakistan — but Ziauddin was determined to give Malala every opportunity that a boy would have. Ziauddin, an educator, promised that Malala will go to school and be treated with equality in his home.

Growing up in Swat Valley, often called the “Switzerland of Asia,” Malala shared Ziauddin’s love of learning. She spent her childhood playing outside and exploring new worlds in books.

In 2009, the Pakistani army moved into Swat Valley to force the Taliban out and fighting ensues. More than one million residents of Swat, including the Yousafzai family, fled their homes to other parts of the country.

After reading Malala’s blog for the BBC, The New York Times featured Malala and Ziauddin in a short documentary about their life and fight to protect girls’ education in Swat.

At the same time, the Pakistani army weakened the Taliban’s stronghold in Swat Valley, forcing them to retreat. While the Taliban no longer control Swat, they remained in rural areas outside Mingora.

Ziauddin’s school was able to reopen and Malala was excited to return to the classroom. Although she feared retaliation for speaking out against the Taliban, she publicly campaigned for girls to go to school — and won Pakistan’s first National Youth Peace Prize.

Due to her increased prominence, both in Pakistan and around the world, the Taliban targeted Malala in 2012. A masked gunman boarded Malala’s school bus and asked for her by name. He then shot Malala in the head, neck and shoulder. Two of her friends, Kainat and Shazia, were also injured in the attack. Malala survived the attack, but was in critical condition as she was transported to the United Kingdom for treatment. People in Pakistan and around the world prayed for her recovery.

Malala and Indian activist Kailash Satyarthi won the Nobel Peace Prize in 2014. Malala invited girls from Syria, Nigeria and Pakistan to attend the ceremony in Oslo, as she became the youngest-ever Nobel Laureate.

Malala has been studying philosophy, politics and economics at the University of Oxford, and has her own charity (Malala Fund) that focuses on girls’ education.

For more information see: <https://www.malala.org/malalas-story>

8-18

YEARS OLD

60

MINS

SAFE SPACESSUBJECT: GENERAL, SOCIAL STUDIES,
DRAMA, LANGUAGE, RELIGIOUS STUDIES

TIMING: MID-YEAR/TERM

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson to provide awareness on different experiences of exclusion and integration.

PVE-E CHALLENGE

Teachers find it is difficult to deal with sensitive issues, such as exclusion, that exists in societies around the world. Addressing that topic directly is not easy and creative thinking is required to think of alternative ways to indirectly address the issues of exclusion and integration. This activity is designed to indirectly through a conflict-sensitive approach talk about how our societies of full of some groups creating rules for others and how that leads to marginalization. This activity helps in improving understanding of a variety of factors that shape class systems.

SUMMARY OF ACTIONS**STAGE 1 (5 MINS):**

Prepare for the activity by putting 10 chairs in two rows like a mini bus. Select group A of 5 students who will be sitting in the bus before members of group B come on board. While A's are seated, you could tell B's to go outside of the classroom.

Both groups have separate instructions:

A's choose and agree on three behavioral rules that they find important in this situation when getting onto the bus and sitting down, for example:

1. Everyone gets onto the bus through the front door.
2. Everyone asks the driver before sitting down.
3. Everyone say 'hello' to all A's.
4. Everyone sits on the seat with a bag.

A's have to make sure that everyone of B's follow those rules. If B's do not follow any of the rules then A's have to agree on possible reactions, such as:

1. Not letting any B onto the bus.
2. Asking the person to start again from the beginning or rule 1.

B's have to try their level best to sit on the bus. One by one, B's enter the bus.

STAGE 2 (30 MINS):

One by one, B's will come on to the bus and you allow at least 2 minutes to each B to try to react to each rule to prove worthy of getting onto the bus.

STAGE 3 (25 MINS):

Here you may generate a discussion based on the following questions:

- Which of the A's was very strict and which one was polite?
- Which of the B's was strict?
- How did it feel to be part of group A, or group B?
- Who managed to enter the bus? What was your feeling? Did you help other B's after your successful experience?

REFERENCES

This lesson was adapted from an exercise called "The Bus": Lepla, Karel. 2014. *Resilience Training Tool for Youngsters: Manual*. Brussels: Belgium's Federal Public Service Home Affairs

MEASURING LEARNING OBJECTIVES

To measure if the lesson achieved its objectives, a teacher can note observations that change between pre- and post-activity based on the following questions:

1. What did students know about exclusion and integration before the activity?
2. How their understanding changed after the activity?
3. What did students find most interesting in the activity?
4. What was difficult for students to understand?
5. Did students give examples of exclusion from their school or community?

This section contains guidance on how a teacher can implement social and emotional learning (SEL) techniques in the classroom, with the purpose of preventing violent extremism. There has been some evidence that social and emotional learning (SEL) techniques in the classroom setting can help to reduce violence, including violent extremism, in communities facing specific challenges. SEL techniques build students' sense of self (self-awareness), emotional regulation, self-confidence and sense of identity. These techniques also build skills on how the student processes their emotions on how they relate to the other—with respect, empathy and valuing different opinions than their own. Finally, SEL reinforces skills of communication and interaction with others, which can help to mitigate challenging disagreements in opinions between individuals and groups.

This skill encourages teachers to utilize teaching methods and activities that build resilience in students in three ways, through: 1) developing a strong **sense of identity** with respect to their community, peers, local government, region and country through self-awareness and self-management; 2) through **relating to others** in a way that accepts different opinions as valid by building social awareness and relationship skills; and 3) through ensuring the students' **actions and decision-making are responsible** (Zeiger, Mattei & Nettleton, 2019, p. 14). The above themes are developed by CASEL, and elaborated on in the *Framework for Systemic Social and Emotional Learning*.²

With respect to PVE, SEL is also related to UNESCO's approach to Global Citizenship Education (GCED), particularly through reinforcing Sustainable Development Goal (SDG) #4 on Quality Education. SDG #4 reinforces values such as: "human rights, gender equality, promotion of a culture of peace and non-vi-

olence, global citizenship and an appreciation of cultural diversity and of culture's contribution to sustainable development" (UNESCO, 2016b).

In addition to the activities contained in this section, teachers may find the below resources useful:

Aly, Anne, E. Taylor, & S. Karnovsky, "Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention." *Studies in Conflict & Terrorism*, Vol. 37, No. 4 (2014), pp. 369–385.

Collaborative for Academic, Social, and Emotional Learning. (2019). Online. Available at: <https://casel.org/>.

Durlak, Joseph A., Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Shellinger, "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions," *Child Development*, Vol. 82, No. 1 (2011), p. 405-432.

Fisher, H., P. Montgomery, and F. Gardner, "Cognitive Behavioural Interventions for Preventing Youth Gang Involvement for Children and Young People (7-16)," *Cochrane Database of Systematic Reviews*, Issue 2 (2008).

IC Thinking (2016). Online. Available at: <https://sites.google.com/site/icthinking/research-base>.

Peracha, Feriha. N., Sara Savage, & Rafia R. Khan, "Sabaoon: Educational methods successfully countering and preventing violent extremism," in *Expanding Research on Countering Violent Extremism*, edited by Sara Zeiger (Abu Dhabi: Hedayah and Edith Cowan University, 2016), pp. 85–104, <http://www.hedayahcenter.org/Admin/Content/File-410201685227.pdf>

² See the CASEL website, <http://www.casel.org/establishing-systemic-social-and-emotional-learning-approaches-in-schools-a-framework-for-schoolwide-implementation/>.

Liht, Jose and Sara Savage, "Preventing Violent Extremism through Value Complexity: Being Muslim Being British," *Journal of Strategic Security* Vol. 6, No. 4 (2013), p. 44-66.

Smith, Brian H., & Sabina Low, "The role of social-emotional learning in bullying prevention efforts," *Theory Into Practice*, Vol. 52, No. 4 (2013), p. 280-287.

Torres, Carlos Alberto. (2017). *Theoretical and Empirical Foundations of Critical Global Citizenship Education*, (New York: Taylor & Francis).

UNESCO. (2016). "Global Citizenship Education & the Path to Peace: Preventing Violent Extremism and Promoting Peace, Sustainable Development and Human Dignity." Available at <https://academicimpact.un.org/content/global-citizenship-education-path-peace-preventing-violent-extremism-and-promoting-peace>.

UNESCO and Peaceworx. (2017). *The Present is Ours: A Teachers' Guide for Educators*. Paris: UNESCO.

8-14

YEARS OLD

120-135

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: HISTORY OR SOCIAL STUDIES

TIMING: BEGINNING OF THE YEAR

LESSON OBJECTIVES/OUTCOMES

This lesson plan aims to encourage students to think and share about their ethnic, cultural and tribal backgrounds, and learn from their peers about their cultural roots. This activity is designed as an activity in which students can get to know each other. Overall, this lesson is about raising awareness of the fact that every individual contributes to cultural diversity that we have all around us. Note: In case there is less visible ethnic/cultural diversity in the class, you may like to focus on what makes students individual and how they related to others.

NOTE: This lesson plan is inspired by 'show me your ID' activity (Mompoin-Gaillard & Lázár, 2015, p. 73).

PVE-E CHALLENGE

Teachers often face difficulties in handling questions of identity. It is not easy to talk about multiple identities and how they are perceived in local communities.

NOTE: Teachers could apply ground rules derived in the previous lesson to ensure that the activity does not lead to any bad feelings among the students.

SUMMARY OF ACTIONS

STAGE 1 (30-45 MINS):

Tell students that they have to write new identity cards for themselves (see task sheet "Where Do I Come From?"). In case of a large class size, ensure that students understand the task correctly and allow for more time for questions in filling out the sheet. Alternatively, give the students homework the night before to fill out the task sheet, and start with Stage 2 in the classroom

STAGE 2 (30 MINS):

When finished, randomly pair students in groups of two to share and compare the information they have written on their identity cards with the other person. Give each group two minutes for this and then ring a bell and ask them to randomly choose another partner and repeat the same activity. Do that at least 5 times.

In the end, discuss the experiences of students in a bigger group. You could encourage students to think about how the identities listed on their cards related to ethnicity, language or country of birth relates to how they perceive themselves. Then facilitate a discussion along the lines of UNESCO's Universal Declaration on Cultural Diversity that promotes: "Cultural diversity is as necessary for humankind as biodiversity is for nature".

NOTE: It is important that the classroom discussion focus on the diversity and multiple identities that each student may hold simultaneously. There is a risk that this sort of activity could reinforce cliques or student groups based on common identities, so the instructor should take care in ensuring students are intermixed during this activity.

At the end of this stage, give students homework to discuss their family roots and identities with their parents and grandparents and fill out any information missing.

STAGE 3 (60 MINS):

Once students bring their identity card back, you can prepare the diversity map of your class on a poster by counting how many languages/dialects, religions, ethnicities etc. are represented in the classroom. Here is another idea, you can put the poster in the middle and surround that with all the identity cards of your students to celebrate this diversity throughout the year.

ADVICE FROM AMUTE ROBINSON, UGANDA

If the instructor wants to expand this lesson, students can tell stories to each other about a unique inter-cultural experience, or the first time they were exposed to a new culture. Students can identify how well they accepted the other culture, if they applied good inter-cultural understanding, and identify how they can do so in the classroom.

ADVICE FROM BOBOLI RICHARD MOSES, SOUTH SUDAN

Students may find this lesson particularly enjoyable since they will be proud of their own cultural background.

MATERIALS

Draw the task sheet identity card on the board and encourage students to prepare that on a white page of any size and color OR print copies of the identity card and ask students to fill it out.

To make the lesson plan more interesting, you may like to use the map of Africa depicting its religious diversity (hand out).

TAKE HOME TASK

Following stage 1, encourage students to take their identity card home and discuss with their parents/grandparents, especially to obtain information they do not already know. Students then could also put their picture on the identity card.

MEASURING LEARNING OBJECTIVES

As the activity is about encouraging students to learn share about their ethnic, cultural and tribal backgrounds, you can **IMMEDIATELY** record change in students perceptions based on the following observations:

- What sort of remarks did students make about each other's identities? Note statements that indicate:
 - Observations about commonalities: "Jonah and I both speak the same language at home" or "Cecilia and I are both from Toro, but we are now living in Kampala"
 - Observations about self as different from their ethnic background or celebrating diversity: "My mother is from Kwale and my father is from Somalia. However, I was born in Nairobi, and consider myself a Nairobiian."
- Were students comfortable working on this activity? Any question/information about which they felt uncomfortable?
- Did they engage with their parents and grandparents to get all the information? What sort of discussions occurred with their parents or grandparents?
- Did the discussion change between the first day (before homework) and second day (after homework)?
- Do not forget to record your observations. These can be useful to inform future lessons, or give feedback to mentors and PVE-E facilitators.

TEACHER OBSERVATIONS

HAND OUT FOR LESSON PLAN 'INTERCULTURAL UNDERSTANDING'

RELIGIOUS MAJORITY IN AFRICAN COUNTRIES



Source: <https://tracingafricanroots.com/maps/sahel-interior/>

TASK SHEET

WHERE DO I COME FROM?

Photo

Language(s) Spoken at Home:

Mother's Country of Birth:

Father's Country of Birth:

Maternal Grandmother's Country of Birth:

Maternal Grandfather's Country of Birth:

Paternal Grandmother's Country of Birth:

Paternal Grandfather's Country of Birth:

How Do You Define Yourself?

Name:

City of Birth:

Country of Birth:

Ethnicity:

Tribe or Kingdom:

Religion/Faith:

10-18

YEARS OLD

60

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: GENERAL, SOCIAL STUDIES

TIMING: TWICE A YEAR

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson plan is to encourage students to think and discuss in a safe space about details of their multiple identities. Here the focus is specifically on assessing and enhancing the strength of each identity for every student. The goal also demonstrates how differently we are attached to multiple identities. This lesson objectives address indirect rather than direct causes or drivers of violent extremism by enhancing the individuals’ resilience towards “US” versus “THEM” attitudes.

PVE-E CHALLENGE

Violent extremist and terrorist groups categorize identities as “US” versus “THEM”. This activity helps teachers explain that individuals have complex and multiple identities, and there is not a dichotomy between identities. Students that are able to reflect upon their own identity and the identity of others as complex can help overcome the de-humanization process that can lead to vulnerability or radicalization.

SUMMARY OF ACTIONS

STAGE 1 (50 MINS):
 From a list of identities below, the students will select and place on the below Likert scale (1-5) [handout sheet available later in this lesson]. Once that is done, encourage students to pair with another student and discuss why they have arranged identities different to each other. Teachers can generate a discussion on how different identities are formed and strengthened.

Very Strong	Strong	Neutral	Weak	Very Weak
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ol style="list-style-type: none"> 1. Ethnic Identity 2. National Identity 3. Gender 4. Age </div> <div style="width: 45%;"> <ol style="list-style-type: none"> 5. Religious 6. School 7. Tribe or Kingdom 8. Sports Team or Club </div> </div>				

STAGE 2 (10 MINS):

Have students share their identities with other students and explain why. Discuss with students what they found most interesting in this task. What was so surprising for them and why? Point out that each student has a different value for their different identities that makes them unique.

ADVICE FROM TEACHER TUDOR, UGANDA

This activity could cause discrimination among students if there is one central identity or several central identities prevalent in the classroom setting. It is important for the instructor to evaluate ahead of time if this lesson is appropriate. It is also important for the teacher to point out the levels of connection each student feels towards their identities, and that not everyone identifies with a particular religion, ethnic group or tribe in the same way.

MATERIALS

Five-point scale (Likert Scale) prepared on paper or the chalk board.

NOTE: *You may replace list of identities with pictures, for example, pictures of religious places (mosque, church) for religious identity. Alternatively, draw the below table on the board and write the list of identities and ask each student to draw the table on a plain page and then place different identities accordingly.*

If these materials are not available, you can also ask students to collectively give feedback on each of their identities using a 5-finger method. For each type of identity, ask students to put up the number of fingers that corresponds to the strength on the scale. A closed fist is zero, 1 finger is "Very Weak" and 5 fingers is "Very Strong."

TAKE HOME TASK

Ask students to share with their parents, families or friends the aspects of their identity about which they feel the strongest. A homework assignment could be a short essay describing:

- What aspects of your identity are the strongest in you?
- When you shared those aspects with your parent or friend, what was their reaction? Were they surprised? Did they feel your perception of yourself captured your identity that they perceived?
- How can your parent or friend help shape your identity in the future in a positive way?

MEASURING LEARNING OBJECTIVES

The activity should be conducted twice in one year, and the results can be collected YEARLY. The first time the activity is conducted, the teacher should retain the answers for comparison later in the year. The second time the activity is conducted, the teacher can compare the identity charts to see if the individuals' identity has changed throughout the year.

Teachers can also measure change during the discussion IMMEDIATELY. Take note of observations that indicate:

- Strong sense of self
- Interactions between students finding commonalities
- Change in identity from beginning of year to later in the year

TEACHER OBSERVATIONS

TASK SHEET

OUR IDENTITIES

INSTRUCTIONS: Label your identities. Place an X on the scale for how important each identity is to you.

1. My ethnicity is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

2. My nationality is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

3. My gender is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

4. My age is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

TASK SHEET

OUR IDENTITIES

5. My religion is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

6. My school is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

7. My tribe or kingdom is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

8. My sports team or club is _____

How important is this identity to you?

Very Strong	Strong	Neutral	Weak	Very Weak

12-18

YEARS OLD

60

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: HISTORY, SOCIAL STUDIES

TIMING: BEGINNING
OF THE YEAR

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson is to cultivate students' skills to see each other as holding multiple identities. A second aim is to learn about each other and finding things in common.

PVE-E CHALLENGE

Seeing the "other" as one defining characteristic, such as religion, class, ethnicity or race, can lead to community conflict. Students that are able to reflect upon their own identity and the identity of others as complex can help overcome the de-humanization process that can lead to vulnerability or radicalization.

SUMMARY OF ACTIONS

STAGE 1 (15 MINS):

Ask students to write their name in the center of the page in a box or circle. Then ask students to write words or phrases around their name that describe themselves. These can be classifications such as gender, age, ethnicity or religion. These can also be adjectives to describe that individual, such as "ambitious", "beautiful", or "passionate".

STAGE 2 (15 MINS):

Ask students to pair up with another student and discuss:

- What aspects of your identity chart are most important to you? Why?
- What do you have in common, and what are the differences?
- Is there anything surprising about the other student's identity chart?

STAGE 3 (15 MINS):

Ask students to draw another identity chart, but this time from the perspective of others. Then ask them to compare both charts, and write a few sentences as to why there might be differences between how they see themselves and how others see them.

STAGE 4 (15 MINS):

Invite students to share their reflections on a volunteer basis with the rest of the class. Invite students to display their identity charts around the classroom throughout the next week.

MATERIALS

Paper for individual identity charts (2 sheets per person).

Example of identity chart for illustration purposes (could be on a chalk board or dry erase board).

REFERENCES

This exercise is adopted from the “Who Am I?” lesson from:

UNESCO and Peaceworx. (2017). “The Present is Ours: A Teachers’ Guide for Educators.”

TAKE HOME TASK

Ask students to share their identity charts with their parents and families.

Ask students to prepare a short essay on the following questions:

- If you had to describe yourself in one word, what would it be?
- If your friends had to describe you in one word, would they pick the same word?
- Why is it important that people have multiple identities?

MEASURING LEARNING OBJECTIVES

The learning objectives for this lesson can be measured in the following ways:

Teachers can **IMMEDIATELY** collect the responses for Stage 3 for each student. Note any responses that suggests the following:

- Others do not understand me
- Others do not take the time to get to know me
- I do not explain myself to others, or I do not allow others to get to know me

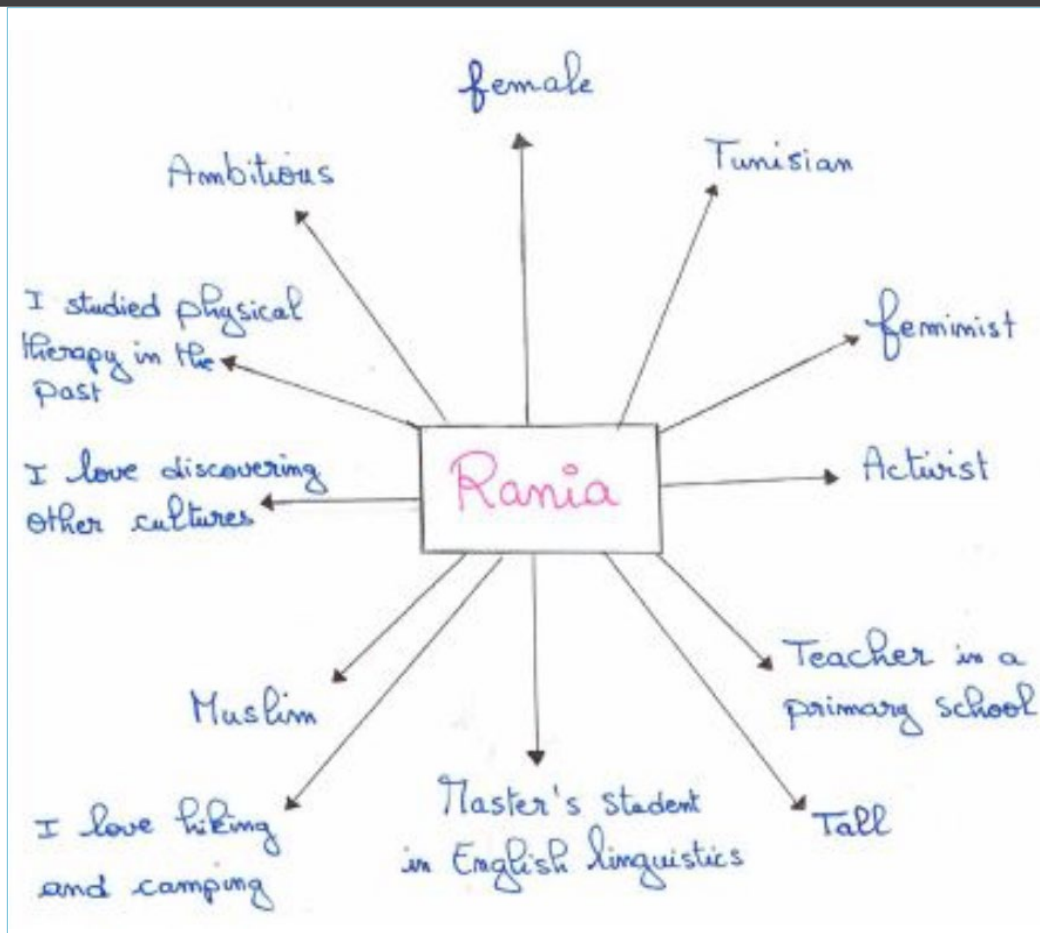
Teachers can also **IMMEDIATELY** collect information during the discussion with students. Write down notes of the key reflections that students make during the discussion. Indicate any comments that suggest a change in perspective.

WITHIN ONE WEEK, teachers can also collect short essays as a take home task. Note any responses that suggest the following:

- People may have different identities at the same time
- We should learn more about others before making judgments

TEACHER OBSERVATIONS

IDENTITY CHART EXAMPLE



Source: UNESCO and Peaceworx. (2017). "The Present is Ours: A Teachers' Guide for Educators."

8-14

YEARS OLD

30

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: HISTORY, SOCIAL STUDIES, LANGUAGE/Writing

TIMING: ANY

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson is to illustrate that different people can have diverse opinions or interpretations of a situation, depending on their point of view. A secondary aim is to encourage independent thinking and be able to analyze a situation effectively.

PVE-E CHALLENGE

Students often have difficulty seeing problems from the others' perspective. This can lead to classroom conflict, or broader community conflict. Grievances of conflict between communities are often exploited by violent extremist groups.

SUMMARY OF ACTIONS

STAGE 1 (15 MINS):

Draw an "M" or "W" on a large piece of paper and put it on the floor. Instruct half of the students to stand on one side of the paper, and half on the other. Ask students to state what they see out loud. Some students should see an "M" and others a "W" on the floor. Both are correct in their observations, depending on their different perspective.

Ask students to make observations about the two people in the image, or the two sides of the classroom. Take into consideration all opinions, and try not to interject your own opinion into the conversation.

STAGE 2 (15 MINS):

Encourage students to discuss reasons or justifications why we think the way we think. Here it is important to generate a discussion on everyone's experience being in others' shoes. Here are a couple of guiding questions:

ADVICE FROM TEACHER TUDOR, UGANDA

Some students may dominate the discussion, and others may shy away because of their personalities. Try to encourage shy students to answer and reflect just as much as the dominant students.

MATERIALS

Draw or print a large “M” or “W” on a piece of paper and place it on the floor. Alternatively, this lesson could be conducted outside, and the “M” or “W” could be written in chalk on the ground.

REFERENCES

This lesson is based on a cartoon titled “Different Perceptions” that can be found here: <https://abetteryou-centre.ca/different-people-different-perceptions/>.

TAKE HOME TASK

You can expand this lesson plan into two by giving students homework, such as short essay (maximum one page) on the topic of their personal experiences and reflections on why people can have diverse perceptions about the same issue. Based on those essays, you can prepare an extension of this lesson plan for discussion on some interesting individual examples.

MEASURING LEARNING OBJECTIVES

This activity can be measured **YEARLY** if it is repeated at least two times during an academic year. Students can be asked following questions and teachers can record responses to measure change before and after the activity:

- Do you believe that we all have the same views about one particular issue/social problem, such as crimes, poverty?
- Why do you think people can have different views?
- Why is it important to know about different perceptions?

Do not forget to record your observations about changes in learning. This could include statements such as:

- People may have different perceptions of the same topic
- We should learn more about others before making judgments
- We should try to see the other’s opinion from their perspective before jumping to conclusions

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

12-18
YEARS OLD

45
MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: GENERAL

TIMING: BEGINNING OF THE YEAR OR ICEBREAKER

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson is two-fold: to learn about how judgments are formed of the “other” and to learn how quickly identities can be formed around non-important qualities through a group dynamic.

PVE-E CHALLENGE

Dealing with deep or deep-rooted social concepts is not easy, but it is very important to PVE-E. This activity is designed to help teachers deal with the issue of ‘otherness’ and overcome social conflict.

SUMMARY OF ACTIONS

STAGE 1 (5 MINS):

Split students into two groups based on some pre-assigned determination, such as eye color or shirt style. Do not tell the students why they have been assigned to each group. Groups may be uneven in number.

STAGE 2 (10 MINS):

Ask students to imagine they have gotten lost in the middle of the forest with their group, and they are trying to survive. Then ask students to list out all of the positive qualities of their own group that would ensure their own survival on a when compared to the other group. Encourage the groups to discuss these details amongst themselves, and identify a leader to write down the main observations.

STAGE 3 (10 MINS):

Next ask students to list out all the negative qualities of the other group that would lead to the extinction of the other group in the forest. Encourage the groups to discuss these details amongst themselves, and identify a leader to write down the main observations.

STAGE 4 (10 MINS):

Ask one volunteer student from each group to summarize the top 3 qualities of why their group was better and the top 3 qualities of why the other group would not survive.

STAGE 5 (10 MINS):

Teachers then ask:

- How many people felt proud of their own group when their representative was listing out their positive qualities?
- How many people felt slightly offended when the other group was listing out the negative qualities?

Point out that the groups were formed arbitrarily based on some small feature. Ask students to imagine the strength of identity formation when groups are not formed on a small feature, but based on bonds of ethnicity, race, religion etc. Then ask students to think about to whom and to what they are loyal.

MATERIALS

Large pieces of paper for students to write down responses.

REFERENCES

This lesson was adapted from an exercise titled “Them and Us- Black and White Thinking” from “Daniel’s Story” of the Extreme Dialogue Resource Pack. www.extremedialogue.org

“Them and Us: Black and White Thinking,” Daniel’s Story: Resource Pack, p. 15-16. Extreme Dialogue. 2015. <http://extremedialogue.org/wp-content/uploads/2015/02/extreme-dialogue-resource-pack-daniel-en1.pdf>.

TAKE HOME TASK

Ask students to reflect on their own identities in an essay. Ask students to list the top three identities that are most important to them and explain why.

MEASURING LEARNING OBJECTIVES

The results can be measured **IMMEDIATELY**. Teachers should take note of students’ responses that might mention:

- Feelings of belonging towards assigned group
- Feelings of distrust of other group
- Recognition that attachment may be formed quickly to arbitrary labels

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

8-18

YEARS OLD

60

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: GENERAL, PHYSICAL EDUCATION

TIMING: BEGINNING OF YEAR,
BEGINNING OF NEW
SEMESTER/QUARTER

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson to provide awareness to students of positive and negative peer pressure and influence.

PVE-E CHALLENGE

Peers have the ability to influence other peers and this influence can have both positive and negative impacts. It is important for teachers to engage students in creative activities to understand both negative and positive impacts, and to find their own personal solutions to counter negative impacts. This helps in generating resilience against negative impacts, including recruiters or harmful groups.

SUMMARY OF ACTIONS

BEFORE THE LESSON:

Draw two lines, two meters apart. This can be done using tape or chalk.

STAGE 1 (5 MINS):

Explain the activity by providing rules that students will have to follow. Select a volunteer student (A), and give him private instructions to not be persuaded easily by the other students and hear as many arguments as possible before making a decision.

STAGE 2 (30 MINS):

Instruct Student A to stand behind one of the lines but facing rest of the group which is behind another line – two meters away. Place a ball between the groups but within the reach of A. Instruct the group is to convince, through arguments, Student A to kick the ball towards them as an individual. Repeat this task every five minutes by replacing A with B, C, D (and providing instructions again to the volunteer student to not be easily persuaded).

STAGE 3 (10 MINS):

Here you may ask A, B, C and D the following questions:

- How strong was the pressure or influence on you?
- How easy or difficult was it for the others to put pressure on you or influence you?
- How did you react to the pressure and the attempts to influence you? What were resilient and less resilient reactions? What reactions are useable in such situations?

STAGE 4 (15 MINS):

The teacher can then open the discussion to the rest of the class, asking the following questions:

- What happens when different people try to persuade you to do something?
- What are the different ideas you consider important in making a decision?
- Do you consult with others when making a decision? When?

MATERIALS

Something to draw lines on the floors and a ball. You can create lines with a rope or string, or draw it on the floor with chalk.

REFERENCES

This lesson was adapted from an exercise called “Under pressure”: Lepla, Karel. 2014. *Resilience Training Tool for Youngsters: Manual*. Brussels: Belgium’s Federal Public Service Home Affairs.

MEASURING LEARNING OBJECTIVES

Teachers can assess the lesson **IMMEDIATELY**, and take note any changes of opinion that reflect:

- Ability to maintain their own opinion and resist peer influence
- Observations that it is difficult to resist peer pressure
- Challenges and obstacles faced when resisting peer pressure
- Recognition that there are positive and negative impacts of peer pressure

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

8-18

YEARS OLD

60

MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: GENERAL

TIMING: BEGINNING OF YEAR;
BEGINNING OF NEW SEMESTER/QUARTER

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson to provide students with awareness of their thinking styles and awareness of how to work with others.

PVE-E CHALLENGE

Critical thinking about the ways in which we behave are important to PVE-E.

SUMMARY OF ACTIONS

STAGE 1 (5 MINS):

Prepare for the activity by putting 10 or less chairs in the middle

STAGE 2 (30 MINS):

Divide students in two equal groups. In secret, give group A the task to 'stack up all the chairs' and give group B the task to 'place all the chair against the wall'. Instruct both teams that they are not allowed to reveal their task to the other team. Give them two minutes to do it but do review after a minute what is going on. Different scenarios may emerge:

- All chairs end up stacked up against the wall; both groups completed their tasks
- All chairs are stacked or all chairs are against the wall: one successful group
- Some chairs are against the wall, some are not: none of the groups completed their assigned task

STAGE 3 (25 MINS):

Here you may generate a discussion based on the following questions:

- Who thought from the start that they had to work 'against' the other group? Who did not think this?
- How did it go? Which group managed to complete the task? How?
- Did any of the groups try to find out what is the task of the other group?
- Did anyone thought of cooperating with the other group because they both could win?

MATERIALS

A set of chairs.

REFERENCES

This lesson was adapted from an exercise called “Two tasks” (Lepla, 2014, pp. 119-120).

MEASURING LEARNING OBJECTIVES

Teachers can measure the impact of this lesson **IMMEDIATELY** by noting changes in behavior or comments that suggest:

- We may consider different approaches to the same problem
- Sometimes it is important to communicate with others that may seemingly be in conflict with you
- Miscommunication can lead to conflict
- Communication can lead to working together

TEACHER OBSERVATIONS

10-18
YEARS OLD

60
MINS

SOCIAL AND EMOTIONAL LEARNING

SUBJECT: GENERAL

TIMING: MID SEMESTER/YEAR OR AROUND A CULTURAL OR NATIONAL HOLIDAY

LESSON OBJECTIVES/OUTCOMES

Students will be engaged in an exercise to demonstrate that often we know very little about people. The aim of this activity is to enable students to appreciate the complexity of different cultures and ideas, and that there is so much that we do not know. This will also encourage students to learn more about selected cultural and personal background, which is an important step towards understanding others through critical thinking.

PVE-E CHALLENGE

Critical thinking is central to PVE-E, but often teachers face the challenge of creating original activities/ lesson plans to promote critical thinking. This lesson plan is designed to provide yet another option for enhancing students’ critical thinking in relation to what we think we know but not completely.

SUMMARY OF ACTIONS

STAGE 1 (40 MINS):

First start by telling students about an iceberg. An iceberg is a large piece of freshwater ice that has broken off a glacier and floats freely in open waters. Usually, about 7/8th of an iceberg is below the water line, meaning why cannot see from the surface. We use the example of an iceberg to know how much we know about others around us.

This task is to encourage students to assess how they think. Using the provided task sheet, or a drawing of the iceberg on the blackboard, encourage students to select a group of people that they think they know well. This could be a tribe, ethnic group, nationality, religious group etc. Write out the group as the heading of the task sheet. First use the example of a filled iceberg exercise to demonstrate how it is done and what things are often visible and invisible to us in relation to others.

NOTE: *This is a challenging lesson plan for teachers who do not have sufficient information or correct information about various cultures/tribes. In that case, there is the risk of stereotyping. Teachers may like to first themselves practice based on an example of a culture/tribe.*

Then ask them to mention various cultural aspects about that identity. Place the ideas that they know well within the visible part of the iceberg, and cultural aspects that they do not know in underwater part of the iceberg.

Some cultural features you might want to include on the iceberg include: Arts, language, behaviors,

dress, foods, celebration, gender roles, values, customs, community roles, rules, traditions, beliefs, perceptions, and thought patterns. Below are some guiding questions:

1. Can you tell from someone's dressing about their culture?
2. Can someone's race tell us about their language?
3. How can we know about someone's customs from their skin color?

STAGE 2 (20 MINS):

Discuss with students what they found most interesting in this task. Then encourage them to think about reasons or justifications why we think the way we think. Here it is important to generate a discussion on how we can find out more about different cultures by either reading about them or asking from relevant people, for examples, our peers who know more. It is important to initiate a discussion on how just like an iceberg, 75 percent or three-fourth of cultures is invisible or not known to us and why it is so important to explore those aspects of any culture.

MATERIALS

Draw a picture of the iceberg on the board, or print of photocopy task sheet per student.

REFERENCES

This lesson was adapted from the "Iceberg Activity - Identity." Diversity Group. <https://diversityresource.wordpress.com/iceberg-activity-identity/>.

TAKE HOME TASK

Encourage students to research and find more information about the subject. Ask students to share what they learned with fellow students.

MEASURING LEARNING OBJECTIVES

To measure change, teachers can **IMMEDIATELY** note examples of statements such as:

- There is a lot we do not know about other religions, cultures, ethnicities etc.
- We should learn more about others before making judgments
- There are many interesting things about other cultures

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

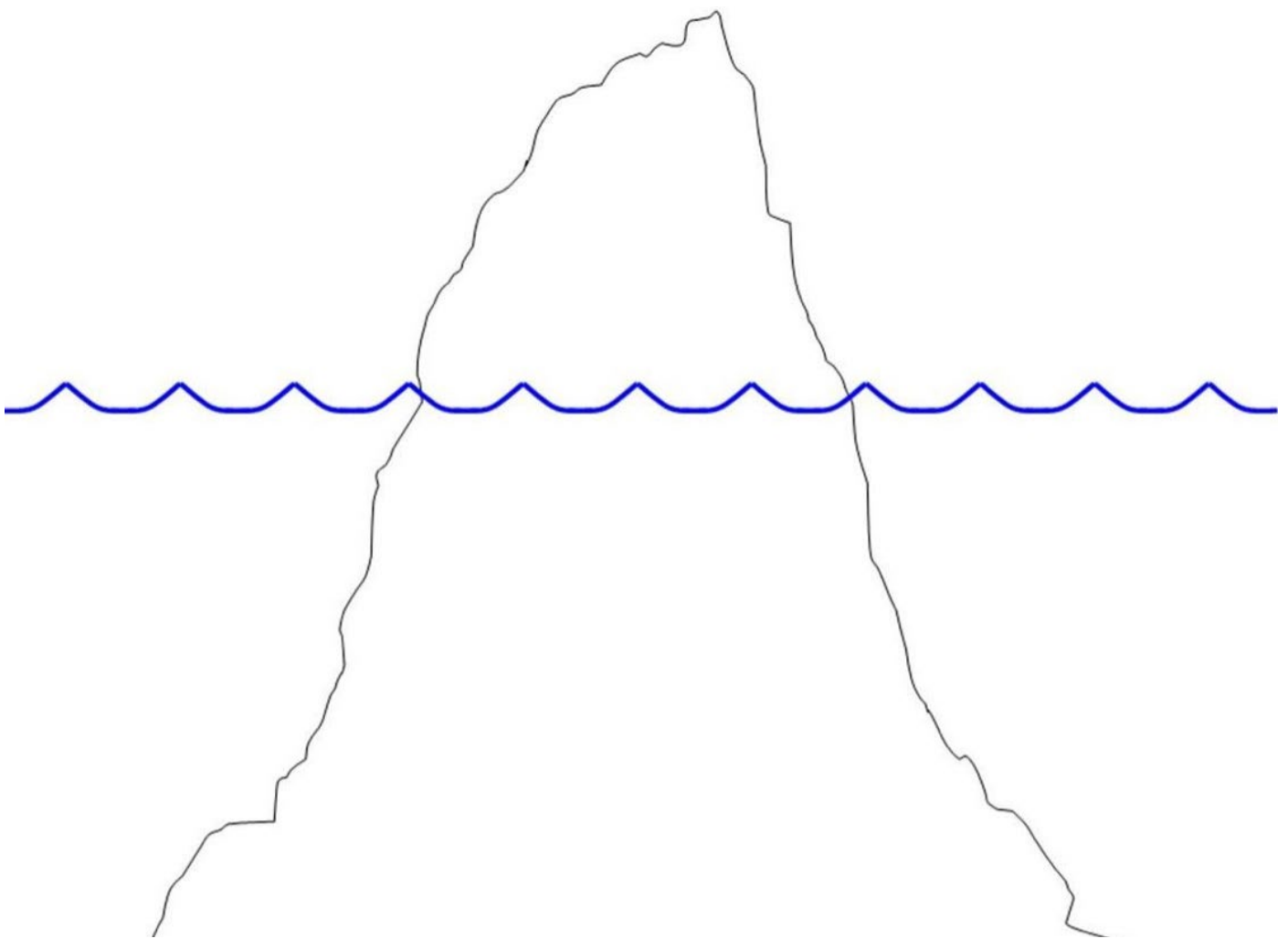
EXAMPLE "THE ICEBERG" EXERCISE



Source: "Iceberg Activity - Identity." Diversity Group. <https://diversityresource.wordpress.com/iceberg-activity-identity/>

TASK SHEET "THE ICEBERG"

TOPIC: _____



This section provides guidance on developing an understanding of digital and media literacy skills, and pedagogical approaches to digital and media literacy. In an age where technology allows information to be spread from one side of the globe to the other almost instantaneously, students are exposed to a diverse spectrum of sources of information and knowledge. This information provides both opportunities and risks for exposure to new experiences. Building digital and media literacy skills emphasizes the ability for students to process information accessible to them, partially through enhanced critical thinking. The underlying assumption is that if students are able to check the facts, sources and messengers for credibility, incorrect information contained in terrorist propaganda will be undermined and countered.

This concept is related to PVE because it focuses on enhancing a particular kind of critical thinking—especially in dealing with old and new media. Media is critical to shaping beliefs, knowledge and attitudes—including towards violent extremists and violent extremism. Digital and critical literacy skills for students include “building their desire and methods to fact-check information they are exposed to in everyday life, questioning the sources and methods of the authors of the information, exposing students to the methods of violent extremist groups for recruitment, and providing alternative messaging that counteracts the messages potentially received by terrorist groups” (Zeiger, Mattei & Nettleton, 2019, p. 14).

In addition to the activities in the following section, teachers may find the below resources useful:

Counter-Narrative Library. (2015). Hedayah: Abu Dhabi. Online. www.cn-library.com.

Creators for Change website: <http://www.asia-pacific.undp.org/content/rbap/en/home/operations/projects/overview/creators-for-change0.html>

Digital Disruption. (2012). “Films.” Available at, <http://blogs.boldcreative.co.uk/digitaldisruption/films/>.

Digital Disruption. (2011). “Vampire Conspiracy.” YouTube. Available at <https://www.youtube.com/watch?v=lgTqpyb9b4k>

Digital Disruption. (2011). “What you Need to Know.” YouTube. Available at <https://www.youtube.com/watch?v=Cmmfeb8466g>

EU Commission, “Strengthening media literacy and critical thinking to prevent violent radicalisation: Key messages from the PLA,” (Brussels: European Commission, April 2016), https://ec.europa.eu/education/sites/education/files/literacy-thinking-preventing-radicalisation_en.pdf

Extreme Dialogue. “Christianne Boudreau.” Online. Available at <https://extremedialogue.org/stories/christianne-boudreau>.

Mompoin-Gaillard, P., & Lázár, I. (Eds.). (2015). Tasks for Democracy. Paris: Council of Europe. https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf.

Search for Common Ground. “Reversing Hate: The Story of Arno Michaelis and Pardeep Kaleka.” Online. Available at <https://www.sfcg.org/arno-michaelis-pardeep-kaleka/>.

Singh, Jagtar, Paulette Kerr, & Esther Hamburger, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, (Paris: UNESCO, 2016), <http://unesdoc.unesco.org/images/0024/002463/246371e.pdf>.

UNESCO, Media and Information Literacy Curriculum for Teachers, (Paris: UNESCO, n.d.), http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/media_and_information_literacy_curriculum_for_teachers_en.pdf

Zeiger, Sara. Undermining Violent Extremist Narratives in East Africa: A How-To Guide, Hedayah: Abu Dhabi, 2018, <http://www.hedayahcenter.org/Admin/Content/File-18201819229.pdf>

12-18
YEARS OLD60
MINS

DIGITAL AND MEDIA LITERACY

SUBJECT: GENERAL

TIMING: MID SEMESTER/YEAR OR AROUND A
CULTURAL OR NATIONAL HOLIDAY

LESSON OBJECTIVES/OUTCOMES

The aim of this activity is to provide students with understanding of the different types of media and how those mediums can have different views/opinions/ according to their scope and backgrounds.

As part of enhancing media literacy, it is very important to engage students in exercises on evaluation information. In today's world, we are exposed to multiple sources of information, such as TV, newspapers, and Internet, and not always we pay attention to how publishers of those sources can use that information to shape our thinking. Through this lesson, students will be able to learn about critically analyzing information.

SUMMARY OF ACTIONS

STAGE 1 (10 MINS):

Provide clear introduction to the importance of the topic and introduce the activity. Here talk about differences between a fact and opinion.

NOTE: *A fact is a statement that is true and can be verified objectively, or proven. In other words, a fact is true and correct no matter what. An opinion, however, is a statement that holds an element of belief; it tells how someone feels. An opinion is not always true and cannot be proven.*

STAGE 2 (30 MINS):

Divide students in groups of 4-5 and give each group a copy of newspaper article, an article from Internet website (Wikipedia), and something from social media. Try to give different materials to each group. Ask the students to discuss:

- Is this story factual or opinion based?
- Do you think all media sources provide correct information?
- Why do certain media outlets provide false information? Is this intentional? How do we evaluate motive behind media publications?
- What kind of media do you trust the most?

STAGE 3 (20 MINS):

Bring all groups together and discuss what students learned from this activity, for example, about other's point of views.

NOTE: *You may expand this lesson plan into two by giving students take home assignment. Then the next class session could focus on how students apply the knowledge by analyzing different pieces of news.*

MATERIALS

Copies of relevant articles from newspapers and Internet. You may also ask students to bring in newspaper articles or stories as part of their homework assignment the previous day, if access to materials are scarce.

TAKE HOME TASK

Ask students to go home and select two pieces of news, ideally on the same topic, and ask them to write half a page on which pieces of information they think are opinion-based and which ones are fact-based and why.

MEASURING LEARNING OBJECTIVES

To measure if the lesson achieved its objectives, a teacher can:

Write down notes on the students' comments and concerns, noting particular examples where students observe:

- Media not always being a trusted source of information
- Recognizing that news organizations sometimes have a non-neutral opinion
- Recognizing the persuasiveness of news

TEACHER OBSERVATIONS

CHECKLIST

	1. Who is the source? Someone known or unknown?
	2. Is this a credible source of information?
	3. Do you agree with the information?
	4. Why are they writing what they are writing?
	5. Is this fact or someone's opinion?

12-18

YEARS OLD

45-60

MINS

WHAT DID YOU HEAR? (CRITICAL & DIGITAL LITERACY)SUBJECT: GENERAL,
SOCIAL STUDIESTIMING: BEGINNING OF YEAR; BEGINNING OF NEW
SEMESTER/QUARTER**LESSON OBJECTIVES/OUTCOMES**

The aim of this activity is to provide students with understanding of digital and critical literacy when reviewing information. Students will be able to:

1. Know the importance of critically examining the source of the message, the message, messenger and medium of transmission.
2. Draw lessons on what can be done to improve communication.

SUMMARY OF ACTIONS**STAGE 1:**

Have participants stand in a U-shaped form with an arm's length distance between each other. Invite the first participant on the left to read silently a statement from a newspaper, for example; "Museveni orders all Ugandans skilled". This picture of the newspaper article is provided at the end.

Make sure participants have not been exposed to this same statement before. Tell the first participant to share what they have read by whispering it once to the person next to them. The next person should also transmit what they have heard without asking for clarity or repetition of the message.

After all the participants have taken part in this exercise, choose at least 5 of them randomly to share out loud exactly what they heard starting from the last on the right to the left. Make sure that you write down their messages.

Then show them the exact statement as it is in the newspaper

STAGE 2 (30 MINS):

Discuss briefly about how they found the activity to be and what lessons they draw from the activity in relation with the:

1. Source of the message.
2. Message.
3. Messenger.
4. Medium of communication

Also, emphasize a key aspect which we all understand and interpret the information differently.



Example of a relevant newspaper article.

Source: Photo of article from Uganda National News, January 2018.

MATERIALS

Copies of a relevant article from newspapers and Internet. You may also ask students to bring in newspaper articles or stories as part of their homework assignment the previous day, if access to materials are scarce.

REFERENCES

This activity was designed by Nuwagaba Muhsin Kaduyu of Uganda.

MEASURING LEARNING OBJECTIVES

To measure if the lesson achieved its objectives, a teacher can:

Write down notes on the students’ comments and concerns, noting particular examples where students observe:

- Media not always being a trusted source of information
- Recognizing that news organizations sometimes have a non-neutral opinion
- Recognizing the persuasiveness of news

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

12-18
YEARS OLD

60
MINS

DIGITAL AND MEDIA LITERACY

SUBJECT: HISTORY OR
SOCIAL STUDIES

TIMING: AROUND APRIL FOOL'S DAY (1 APRIL)

LESSON OBJECTIVES/OUTCOMES

As part of enhancing critical thinking, it is very important to engage students in exercises on evaluation information. In today's world, we are exposed to multiple sources of information, such as TV, newspapers, and internet, and we do not always pay attention to how publishers of those sources can use that information to shape our thinking. Through this lesson, students will be able to learn about critical analyzing information.

PVE-E CHALLENGE

Teacher often face difficulties in promoting critical thinking but with the help of creative activities that can be done easily. Teacher also encounter the challenge of discussion and/or correcting all the information that students receive from multiple sources of information, such as TV, radio, newspapers.

SUMMARY OF ACTIONS

STAGE 1 (5 MINS):

Introduce the topic of April Fool's Day. April Fool's Day is a holiday celebrated in many countries where people play practical jokes on each other and spread hoaxes. Newspapers have also contributed to the "fun" of the holiday by posting fake news stories, often tricking many of their readers.

STAGE 2 (30 MINS):

Divide students in groups of 4-5 and give each group the same set of newspaper articles. Some of the articles should be real news, and some of the articles should be April Fool's Day hoaxes. As the students to discuss the articles and identify which ones are real and which ones are April Fool's Day hoaxes.

STAGE 3 (30 MINS):

Bring all groups together and discuss what the students thought about the articles. Reveal which articles are the April Fool's Day hoaxes. You may also want to share with students stories of those who are "fooled" by the hoaxes, and what the consequences may be.

Ask the students the following questions:

- How difficult was it to tell if the news articles were real or hoaxes?
- What do you usually do when you hear information? Whom do you go to in order to check if it is accurate?
- What is the danger of sharing news that may not be true?

MATERIALS

Prepared news articles (5-6), some of which are real and some of which are fake. The dates from the news articles or any references to April Fool's Day should be removed from what is distributed to students.

TAKE HOME TASK

If the lesson is taught around April Fool's Day, ask students to bring in their favorite April Fool's Day article or prank. This can be used to generate more news articles for the following year.

MEASURING LEARNING OBJECTIVES

In stage 3 of the lesson, take note on any students that mention:

- Difficulty in knowing what information might be true and what information might be false
- Necessity to check with trusted adults or trusted sources, including:
 - Parents
 - Teachers
 - Verified through a second internet source that is credible
- Negative consequences of sharing information that might be false
- Indication that they may think twice about sharing information before checking with an adult or trusted source

TEACHER OBSERVATIONS

EXAMPLE OF APRIL FOOL'S DAY NEWS PRANK

In quest to offer a better and hustle free transport system, we are pleased to announce the launch of Safaricom Mathree. Safaricom Shuttle will offer a luxurious, affordable and peace of mind commuting system within Nairobi county.

Commuters will enjoy:

1. Paying their fare via Lipa Na M-PESA.
2. Browsing at high speeds courtesy of Vuma Online.
3. Charging their mobile phones, or other devices through the electric sockets
4. Earning 10 loyalty points for every Ksh. 100 Lipa Na M-PESA transaction which can be redeemed for free rides at any point.
5. Okoa Ride will be available after a minimum 10 rides on the Safaricom Mathree a minimum amount is 500 bob.
6. The micro credit will be charged at 2% per annum and repayable after 30 days.

We will be expanding to cover major routes within the country to have all Kenyans enjoy the best shuttle systems in Kenya.

Original article also included a link to "sign up" and many Kenyan's signed up!

Source: <https://www.safaricom.co.ke/blog/safaricom-mathree/>

ADDITIONAL APRIL FOOL'S DAY NEWS PRANKS

The following list are examples of news stories launched on April Fool's Day that turned out to be pranks, and are not true.

Tesla's Model W

<https://www.tesla.com/blog/announcing-tesla-model-w>

Guardian's List of Top 2017 April Fool's Day Pranks

<http://www.telegraph.co.uk/news/2017/03/31/april-fools-day-2017-best-fake-news/>

Telegraph's List of April Fool's Day Pranks, 2017

<http://www.telegraph.co.uk/news/2017/03/31/april-fools-day-2017-best-fake-news/>

HapaKenya's List of Articles from 2016

<https://hapakenya.com/2016/04/01/ubernyonyo-brilliant-kenyan-april-fools-day-pranks/>

HapaKenya's List of Articles from 2017

<https://hapakenya.com/2017/04/01/safari-oil-and-4-other-kenyan-april-fools-day-pranks-that-you-will-love/>

Kulula Airlines announces water takeoff and landing

<http://www.kulula.com/press-room/1-apr-2012-kulula-announcement-causes-a-splash>

President Obama to Visit Uganda

https://www.newvision.co.ug/new_vision/news/1246850/president-obama-visit-uganda

10-16
YEARS OLD60
MINS

DIGITAL AND MEDIA LITERACY

SUBJECT: GENERAL, GOVERNMENT, HISTORY

TIMING: MID-TERM/YEAR

LESSON OBJECTIVES/OUTCOMES

The lesson is designed to encourage critical literacy in students. Through discussion of newspaper reports on social problems, students will be able to learn about different reporting practices in newspapers.

PVE-E CHALLENGE

The theme of critical thinking is central to PVE-E but is not easily understood and applied by teachers around the world. Media literacy helps in promoting critical thinking among students.

SUMMARY OF ACTIONS

STAGE 1 (10 MINS):

Introduce the importance of the topic and the activity. As a teacher, you may like to first explain why it is important to critically examine newspaper reporting because not all newspapers follow the same ethical standards. In addition, there are limitations of time and resources due to which some reporters do not tell the full story of an incident comparing to others. Many educated people read newspapers but do not have the luxury of comparing news in different newspapers to make sense of what is going on. The idea of this activity is ensure students learn about newspaper reporting.

STAGE 2 (30 MINS):

Divide students in groups of 3-4 and give each group 2-3 newspapers from the same day. Tell each group to select 3-4 reports of social problems, such as poverty, corruption, robbery, murder, divorce etc., and discuss how they are reported in different newspapers from the same day. Here are some guiding questions:

1. If you focus on the front page, do you see same news or different?
2. Why some newspapers have emphasized on one news and ignored the other?
3. How have the newspaper reporting about a particular issue/incident?

STAGE 3 (20 MINS):

Bring all groups together and discuss what students learned from this activity, for example, about views of others. In this discussion, give each group a couple of minutes to share key discussions points from their group. Also discuss if differences in reporting of different newspapers. You may give students the following questions:

1. Was there different reporting on the same incident? If yes, why and how?
2. Why do you think different newspapers publish different stories of the same incident? Is it because they have different reports or people reporting it?
3. Based on the discussion, what do you think would have happened in the particular incident?

MATERIALS

Collect different newspapers during a week prior to the lesson plan. Try to bring copies of different newspapers for the sake of comparison on different reporting on the same issue from different newspapers.

If you cannot find many newspapers in your area then chose one that is easily available and collect its 2-3 copies per day for the whole week. Alternatively, you may like to use Internet to access local newspapers.

TAKE HOME TASK

Ask each student to select a newspaper reporting on any of the social issues, such as poverty, murder, divorce, and analyze that based on causes and consequences in not more than a page that can also include a drawing.

MEASURING LEARNING OBJECTIVES

To measure if the lesson achieved its objectives, a teacher can:

Write down notes on the students' comments and concerns by asking the following questions:

- Which is a good newspaper and why?
- Do you know of any newspaper? [Note: You may list the names of newspapers that students know at the beginning of the class on the board and compare their knowledge at the end]

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

10-16

YEARS OLD

60

MINS

DIGITAL AND MEDIA LITERACY

SUBJECT: GENERAL

TIMING: END YEAR/SEMESTER

LESSON OBJECTIVES/OUTCOMES

The aim of this lesson plan is to promote critical thinking and digital literacy through creation thinking in safe spaces. The Six Thinking Hats approach can be used to address problem-solving activity in a classroom environment (Dyck, 2004). This pedagogy takes student beyond a different level of critical thinking in which they are assigned different roles and will learn to dialogue in favor of their assigned roles.

PVE-E CHALLENGE

Teacher often face difficulty in creating safe spaces in which students can learn critical thinking and digital literacy. The six thinking hats pedagogy helps in addressing all key objectives of PVE-E through creative participation.

SUMMARY OF ACTIONS

NOTE: *This is a complex lesson plan that requires an experience teacher. There are several ways of approaching this lesson plan, for example, a couple of teachers can team up to do it for the first time. If the class size is very big then the lesson plan can be applied in two groups.*

STAGE 1 (20 MINS):

Introduce the importance of the topic and introduce the activity. If required, here you can ask students to create a hat of their group color. The six different hats students might wear, and the kinds of thinking they represent, are briefly described below:

- **White Hat.** Discuss the facts and other objective information about the problem.
- **Red Hat.** Share feelings and emotions about the issue.
- **Black Hat.** Present negative aspects, or worst-case scenarios, regarding the situation.
- **Yellow Hat.** Consider positives, or advantages, of the situation.
- **Green Hat.** Consider creative ideas that come from looking at the problem in a new way.
- **Blue Hat.** Summary of all that is learned.

You can repeat this lesson as many times as you like by keeping students in their same groups, representing different thinking hats, or creating new groups to deal with new social problems, such as poverty, street crime, corruption, intolerance, violence, bullying etc.

STAGE 2 (30 MINS):

Divide students in six groups and assign each group a specific thinking hat, for example white. Tell them what role each group will be playing and then give them clear instruction about the problem that they have

to discuss and solve through their creative thinking.

NOTE: As a teacher, you have a minimal role later on because the group 'blue hat' will sum up all that is learned.

STAGE 3 (20 MINS):

Bring all groups together and ask 'blue hat' group to present a conclusion. Once they present a conclusion, you can ask other groups to add anything missing.

MATERIALS

Hats of different colors OR paper of different colors to make paper hats.

REFERENCES

Dyck, Brenda. 2004. "Put on your (six) thinking hats." Education World. http://www.educationworld.com/a_curr/voice/voice102.shtml.

TAKE HOME TASK

Prior to this class, you may like to divide students in each group and ask them to bring a hat of their group color from home. If it is not possible to bring different color hats then students could bring any hat and give it a label of their group color. Alternatively, they can create their hats from papers of those colors.

MEASURING LEARNING OBJECTIVES

To measure if the lesson achieved its objectives **IMMEDIATELY**, a teacher can:

Write down notes on the students' comments and concerns by asking the following questions:

- How did students perform their roles within their assigned groups?
- Did the students try to do other group's task?
- What part of the activity did the students enjoy the most?
- Did students follow ground rules during discussion?

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS *(continued)*

10-14
YEARS OLD**30**
MINS**DIGITAL AND MEDIA LITERACY**

SUBJECT: GENERAL, LANGUAGE

TIMING: ANY TIME

LESSON OBJECTIVES/OUTCOMES

This lesson plan aims to raise students' awareness on how they process information and how they might miss information.

PVE-E CHALLENGE

Digital and media literacy is important in modern times when we receive so much information from a variety of sources. For teachers, it is important to encourage students to critical examine information they are exposed too. Often some sources do more harm than good.

SUMMARY OF ACTIONS**STAGE 1 (10 MINS):**

Ask for three student volunteers. Two students will be reading out loud, so encourage students to volunteer that are comfortable with this task. Ask one student to stand in the middle. Give the other two students a different pre-prepared paragraph/story to read out loud or ask them to bring their favorite storybook to the class or just share a story that they know. Both students start reading their stories at the same time, and the student in the middle is instructed to remember both stories.

NOTE: *There are many resources to download stories online. Here is one: <https://americanliterature.com/short-stories-for-children>*

STAGE 2 (10 MINS):

Ask student in the middle to recall details of both stories. Ask student how easy/hard it was to remember details at the same time.

STAGE 3 (30 MINS):

Divide students into groups of 3-4 and ask each group to repeat the exercise. Encourage students to take turns being the student in the "middle."

STAGE 4 (10 MINS):

Bring whole group back together and ask students to reflect on how easy/hard it was to remember details at the same time. Ask the following questions:

- How accurately was the person in the middle able to recall the details of the stories?
- What made it easier or harder to remember details of the stories from the different reading styles?

- When do we receive conflicting information at the same time?
- What should we do about it when we receive different information at the same time?
- How can we better at clarifying facts and avoiding sharing the wrong information with each other?

MATERIALS

Several 1-paragraph stories at students' reading level to read out loud. Alternatively, teachers can choose pages out of a book.

REFERENCES

This lesson was adapted from an exercise called "Focus on the story": Lepla, Karel. 2014. *Resilience Training Tool for Youngsters: Manual*. Brussels: Belgium's Federal Public Service Home Affairs.

MEASURING LEARNING OBJECTIVES

Take note of students' responses that might mention:

- Challenges they face when listening to different information
- Recognition of how they are processing information
- Solutions they suggest to processing information that might be conflicting
- Solutions they suggest to avoid repeating false information

TEACHER OBSERVATIONS

10-14
YEARS OLD

60
MINS

DIGITAL AND MEDIA LITERACY

SUBJECT: GENERAL

TIMING: BEGINNING
OF THE YEAR

LESSON OBJECTIVES/OUTCOMES

In today's world in which there are millions of people affected by conflicts, it is important to learn about peace movements. This lesson aims to provide students awareness of peace movements with their key messages.

PVE-E CHALLENGE

Current events are sometimes difficult to discuss with students. This lesson provides an opportunity for teachers to discuss positive and alternative narratives to the negative influences in their lives. Teachers can highlight non-violent and peaceful resistance movements as examples of how to create social change that does not include terrorism.

SUMMARY OF ACTIONS

STAGE 1 (5 MINS):

Introduce the lesson by telling students about some prominent peace movements around the world. As the topic is too broad, you may like to narrow it down to some prominent peace or civil rights activists, such as Gandhi, Nelson Mandela, Martin Luther King Jr., and Dalai Lama.

STAGE 2 (25 MINS):

Create random groups of 4-5 students in each. If the class size is bigger than create bigger groups of maximum 10 members. Give each group a peace poster, two examples are provided at the end but you can use Internet to find many more examples from several ongoing campaign in the world. As students to discuss the key message of the poster and why it was created the way it was. The focus should be more on the purpose and the creative aspects of the poster.

STAGE 3 (20 MINS):

Give each group 5 minutes to share the key points of their discussion.

STAGE 4 (10 MINS):

Try to discuss the important of non-violent peace movements that have led to social transformation without the use of violent means.

MATERIALS

Pre-chosen peace posters from non-violent movements.

REFERENCES

This lesson plan was developed during the PVE-E workshop (January 2018) in Uganda.

TAKE HOME TASK

Have students discuss the peace posters with their parents and share their findings.

MEASURING LEARNING OBJECTIVES

Document **IMMEDIATELY** if students share opinions along the following lines:

- Reasons for peace movements to exist to create social change;
- Noticing that the peace movements are able to use non-violent methods to achieve outcomes;
- Desire to join non-violent movements or create social change in a non-violent way.

TEACHER OBSERVATIONS

POSTER 1 "PEACE POSTERS"



Source: <https://www.pinterest.com.au/pin/411375747188851179/>

POSTER 2 "PEACE POSTERS"



Source: <http://laka.org/protest/posters/posters.html>

LESSON EVALUATION (AFTER IMPLEMENTATION)

For improving lessons plans towards continued global efforts on PVE-E, we would be grateful if you would complete evaluation for each lesson after implementing it at least once in your classroom. Please return the form to info@hedayah.ae.

NAME

DATE

LESSON TITLE

CLASS

SCHOOL

A. CONTENTS

1. Was the lesson culturally relevant?

Explain why/why not.

2. Would your students be receptive to the lesson's objectives? Y/N

Explain why/why not.

3. Would your students find it enjoyable? Y/N

Explain why/why not.

4. Were you uncomfortable dealing with any of the topics or methods mentioned in the lesson plan?

Explain why/why not.

LESSON EVALUATION (AFTER IMPLEMENTATION)

B. PREPARATION

Please tell us about any difficulties that you faced while preparing for a particular lesson plan, for example, access to relevant resources (online/offline material, PowerPoint presentation).

C. DELIVERY

Please tell us your views on the materials and activities used in the lesson. For example, did the material gain and keep the interest of the learners?

Please describe any improvised/alternative activities you carried out, your reasons for doing them and their outcomes.

Please tell us which activities you feel were the most effective with the learners.

LESSON EVALUATION (AFTER IMPLEMENTATION)

D. MEASURING LEARNING OBJECTIVES

Based on the suggestions in the Lesson Plan, would you highlight some examples of changes in your students? Please use relevant data or information collected through surveys, mapping exercises or other collection methods (attach if necessary).

Please tell us if any activities were not effective with the students. If so, why do you think they were not effective.

Any general comments:

ADDITIONAL RESOURCES FOR TEACHERS

BOUNCE! Resilience Training:

www.bounce-resilience-tools.eu

CASEL (Social and Emotional Learning):

<https://casel.org/establishing-systemic-social-and-emotional-learning-approaches-in-schools-a-frame-work-for-schoolwide-implementation/>

Digital Disruption (Digital Literacy):

<http://blogs.boldcreative.co.uk/digitaldisruption/films/>

Extreme Dialogue:

<http://extremedialogue.org/>

Global Counter-Terrorism Forum:

www.thegctf.org

Generation Global, Tony Blair Institute for Global Change:

<https://goo.gl/T6V3kK>

Hedayah:

www.hedayahcenter.org

IICBA:

<http://www.iicba.unesco.org/>

Implicit Bias (Evaluating your own personal bias towards topics):

<https://implicit.harvard.edu/implicit/>

1001 Nights Comics Series:

<http://www.1001nightsshow.com/comicbooks.html>; <http://www.1001nightsshow.com/episodes.html>

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