**Far Right extremism activities**

Aims

Learning Outcomes

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| --- | --- | --- |
| Time | Activity | Resource |
|  | Introductions and housekeeping |  |
|  | Course outline |  |
|  | What is far right extremism?Each group to discuss and then formulate their own definition of right wing extremism. When completed each group to feed back their definition. Tutor will then read out the official government definition and instigate a discussion with the group to ensure that they fully understand the concept of far right idealism.  | Flip Chart and pensDefinition of Far right extremism handout.Definition of far right:Far right politics usually involve supremacism — a belief that superiority and inferiority is an innate reality between individuals and groups — and a complete rejection of the concept of social equality as a norm.[2] far right politics often support segregation; the separation of groups deemed to be superior from groups deemed to be inferior.[3] far right politics also commonly include authoritarianism, nativism, racism and xenophobia.[4] |
|  | The history of far right extremism.Power Point presentation. Tutor to scroll through the presentation and when completed instigate a discussion with the group and record their thoughts on the white board/flip chart. | Power point and flipchart/pens |
|  | How do far right extremists influence and recruit vulnerable young people.Ask each group to write down the following headings then ask them to discuss and record their findings on the headings. | Flip Chart and marker pens |
|  | What social and economical reasons can lead young people into becoming involved in right wing extremism?Ask each group to list on flipchart paper some of the social and economical reasons that they can think of that may lead to young people becoming involved in right wing extremism. Each group to feedback their findings at the end of the activity. | Flip Chart and marker pens |
|  | Right wing extremists often groom young people into a sense of belonging. What types of vulnerable young people do you think they may target.1. Show clip of combo recruiting far right followers from the film “this is england”.2. When the clip is completed ask the groups to list the types of young people who they think may be drawn into a sense of belonging to the far right and list the reasons why. Each group to feedback when completed. | Flipchart and pensClip from “This is England”  Tutor notes/prompts |
|  | What are the possible consequences of being involved in right wing extremism? Show the slide of all far right related arrests since 2008 and facilitate a discussion on the possible consequences of being involved in right wing extremism | Power Point Right wing arrests since 2008 handout |
|  | How can stereotyping impact on the shaping of personal right wing views?1. Ask each group to complete the sentences on the stereotypes handout.  | Stereotypes handout and pens |
|  | Stereotypical characteristics handout. Each group to write down the characteristics of the identified groups of people.  When completed each group to feedback their answers with the aim of identifying if there is any prejudice and bigotry in their answers or in those of the other groups, as well as what factors may have contributed to such prejudice. ( e.g television, newspapers, friendships, attitudes of their parents ) | Stereotypical characteristics handout and pens |
|  | What have I learnt?Tutor to give each student a post it note and ask them to write down at least 2 things they have learnt from the session/s. When completed each student to feed back to the rest of the group what they have learnt. | Post it Notes and pens |
|  | EvaluationEach student to complete the evaluation form | Evaluation form |

Definition of far right:

“Far right politics usually involve supremacism — a belief that superiority and inferiority is an innate reality between individuals and groups — and a complete rejection of the concept of social equality as a norm.[2] far right politics often support segregation; the separation of groups deemed to be superior from groups deemed to be inferior.[3] far right politics also commonly include authoritarianism, nativism, racism and xenophobia.[4]”

**How do far right extremists influence and recruit vulnerable young people.**

Ask each group to write down the following headings then ask them to discuss and record their findings on the headings.

 Each group to feedback at the end of the activity.

1. Identity crisis

2. Personal crisis

3. Personal circumstances

4. Unmet aspirations

5. Criminality

Tutor notes for possible prompts.

1. Identity crisis: eg distance from cultural/religious heritage- uncomfortable with their place in society- parent or carer who holds extremist views- recent political or religious conversion- voicing opinion drawn from extremist ideology or narrative.

2. Personal crisis: family tensions – sense of isolation- low self esteem- shunning old friends to become involved with a new and different group of friends- searching for answers to questions about identity, faith and belonging- change of behaviour or appearance linked to ideological views- recent experience of serious traumatic event, graffiti symbols, writing or artwork promoting extremist messages or images.

3. Personal circumstances: migration, local community tensions, event affecting country or region of origin, alienation from uk values, association with others who hold extremist views, possession of literature associated with extremist views, or online material including networking sites.

4. Unmet aspirations: perceptions of injustice, feeling of failure, rejection of civic life.

5. Criminality: experiences of imprisonment, poor re-settlement/ re-integration, previous involvement with criminal groups, use of extremist or hate crime terms to exclude others or incite violence.

**What social and economical reasons can lead young people into becoming involved in right wing extremism.**

Ask each group to list on flipchart paper some of the social and economical reasons that they can think of that may lead to young people becoming involved in right wing extremism. Each group to feedback their findings at the end of the activity.

Tutor notes for possible prompts.

1. The economic down turn.

2. Cutbacks in government spending.

3. High unemployment.

4. Zero hours contracts.

5. Mass immigration

6. Immigrant businesses undercutting their parents businesses to win contracts.

7. Young people disillusioned with lack of leisure opportunities.

8. Young people living in areas where immigrant families are far better off than their own families.

9. Young people who live in middle/upper class areas who do not want immigrants or people of other ethnic identity moving into their communities.

10. Immigrants abusing the benefits system/national health service.

**Info for after “This is England clip” Each group to feedback when completed.**

Tutor prompts.

 Possibly young people that:

1. Reject rules (anti-establishment).

2. Are homeless.

3. Young males who lack a positive male role model.

4. Unemployed.

5. Young males who may be confused about or hiding their sexuality thus using far right involvement to mask their true sexual identity.

**Right wing arrests since 2008 handout**

Although the last major terrorist attacks by a right-wing extremist in the uk took place in 1999 there have been more recent convictions for offences connected with planning terrorist attacks,

Including:

Nathan Worrall, jailed for at least seven years in December 2008 for possessing material for terrorist purposes and racially aggravated harassment;

Neil Lewington, convicted and sentenced for a least six years in September 2009 on seven separate charges, including preparing acts of terrorism;

martin Gilleard, sentenced to 16 years in prison in June 2008 for preparing for terrorist acts and possessing articles and collecting information for terrorist purposes;

Ian and Nicky Davison, convicted in may 2010 of preparing a terrorist attack to target Jews, Muslims and ethnic minorities using ricin poison;

Terence Gavan, jailed for 11 years in January 2010 for assembling one of the largest arms caches found in england in recent years.

**Stereo type handout**

A) All the best athletes are B) People on benefits are all

C) He owns a corner shop so he D) All drug users are

E) All homosexuals are F) All politicians are

G) All people with aids are H) All homeless people are

I) All Christian fundamentalists are J) All male hairdressers are

K) All male ballet dancers are L) All black men are

M) All Asian women are N) All construction workers are

O) He likes attending gay pride, like a lot of P) He’s so clever, he must be

Q) All Muslims are R) All skin heads are

**Stereotypical characteristics work sheet**

A) Black people B) Pakistani people

C) Rich people D) Polish people

E) Indian people F) Premiership footballers

G) Obese people H) Homosexuals

I) politicians J) Men

K) Women L) Chinese people

M) Teachers N) Lesbians

O) Fashion models P) Topless models