

An Introduction

The primary aim of Kids Taskforce is to work with a variety of organisations, professional bodies and groups to keep young people safe.

The Watch Over Me series of films was designed with this key message in mind. Each series has focused on particular areas of risk affecting young people. Issues such as bullying, underage drinking, violence and domestic abuse, forced marriage, illiteracy and problematic relationships have all been tackled head-on as part of the programme. Each series offers a way of reaching out and engaging with young people about a variety of experiences and concerns that they may face. The programmes promote discussion about, and understanding of, these issues and a number of positive ways in which they can be addressed.

Watch Over Me IV continues to explore and focus on such issues, as well as drawing attention to issues that are becoming of increasing concern in modern British society. Religious radicalisation and extremism, as well as a lack of understanding and empathy for others, are highlighted. The series uses the skills of many real-life professionals to convey the reality of the story and to show young people the truth of what could happen in specific situations.



“Radicalisation is a massive problem for all of British society. We have video tapes of very young people holding guns, saying they want to kill Jews, from white supremacists marching into Muslim areas saying they want to tear down mosques. It’s affecting the whole of society, it’s divisive and it’s a problem that everyone needs to take seriously”.

Simi Ben Hur, Community Security Trust

“I think a lot of people – teachers, peer educators, youth workers – refuse to believe that little Johnny Smith off the Red Estate could ever be involved in terrorism, could ever be involved in blowing things

up. But if you go through the newspapers and you pay attention, it is happening. There are people preparing to do it”.

Matthew Collins, HOPE not Hate

“I think faith is obviously always a part of my life. And thought it doesn’t overtly come into my work as a barrister or my work as a judge, it was part of the reason I became a barrister in the first place because I wanted to do something that made a difference and that improved the lives of ordinary people like me”.

Cherie Booth QC

“I pray every day, every night. And even nights when I put a film on and fall asleep, I get up in the morning and I think ‘Oh I didn’t say my prayer last night’ but I pray every day, driving to training I say my prayer and before every game, you know it just keeps me at peace really and makes me feel good”.

Jermain Defoe, footballer

“We’ve spoke about faith from the beginning and deliberately we’ve spoke about faith generally. We don’t want to be seen to be alienating any particular faith or any particular denomination. For us a faith is a belief that there is more than just this life”

Barry Mizen, parent of murdered teenager

“I think about Jimmy every minute of every day. It’s almost like your valves are half blocked because sometimes you can’t breathe, you’re trying to catch a breath and I had a kind of blip this morning. We were on the train and all of a sudden it hit me that Jimmy was dead, you know I mean I know it all the time but somehow this morning it just kind of overcome me and I was sitting there and I went ‘Oh my God, he’s dead, you know that’s how it hits you”.

Margaret Mizen, parent of murdered teenager

Lesson Starters

1. Key Words Bingo

- Using words related to the topics studied, students create for themselves a 'Bingo Card' made up of 6/8/10 words.
- Teacher calls out words and students cross off words on their cards that match.
- A student achieves Bingo when all the words have been crossed off and they have read them out and explained their meanings. If they cannot give the meaning of all words the game continues.
- A small prize could be awarded to the winner.

2. Thought Continuum

- Each student given a Post-it note. Students given a specific question that can have varying extremes of answer. Each student responds to the question by writing their own views on the Post-it note. On a board/wall/window the teacher draws a 'Thought Continuum' line with the two extremes of possible response at either end. EG.

Question: Does a person have the right to take their own life?

*Yes, it is always _____ No, they do not
their choice*

- Students place their Post-it notes along the continuum. Class given chance to read and discuss each other's responses.

3. Person Continuum

- Students stand in a long line.
- Teacher asks students a question and, based on their personal views, they move to different points within the line.
- Teacher asks selected students why they have stood at specific points. Students could be asked to compare their views with those of others.

4. Thought Diary

- Working in silence, students to be given a short title and asked to make a personal response of their thoughts. The title could be centred around a specific topic or theme from the 'Watch Over Me' episodes; it could be based on something current happening in the news (local/national/global); it could be a sentence starter; it could be a question.

5. Mini Group Discussion

- Students divided into small groups and given a specific discussion question to consider and respond to.
- Prior to commencement, students could create or be given 'discussion rules' to follow, for example, only one person to speak at any time etc.

6. Newspaper Clippings

- Teacher to collect and bring in a variety of newspaper articles/clippings. Alternatively, students could be asked in the previous lesson to bring in a selection for homework.
- In small groups, students to be given and reflect upon a specific newspaper article. They should attempt to put themselves in the position of the people from the article and consider how they would feel, react, behave based on the information available to them.

7. Internet Research

- Access to ICT facilities required for all students in order to complete this task
- Students instructed to spend 10 minutes researching a specific topic/question relating to the 'Watch Over Me' materials viewed (eg religious extremism; government initiatives in combating extremism; charities working to help and support young people; debt related charities and organisations, etc).
- Once research complete, students to record key ideas in written form (5 minutes timed activity).

8. Ideas Diagram

- Students are given a topic to consider – either relating to a previous 'Watch Over Me' episode or related to a local issue.
- Students call out responses and either a student or the teacher records ideas on the board.
- Teacher selects a number of ideas for class to discuss in smaller groups.
- Feedback from groups to rest of class optional.

9. Interview

- Students use the time to conduct an interview of another student about a specific topic or theme.
- Alternatively, students use the time to write interview questions for an interview to be conducted outside lesson time.

10. Hot Seat

- One student is selected to act out the role of a screen character or a made-up character linked to series. Remaining students take it in turns to 'hot seat' the selected student, asking questions about their life and experiences.
- This could be used as a focus for the students own lives by asking the selected student how they think they would deal with/react to given situations.

11. Artefacts Learning and Exploration (ALE)

- Teacher to select one religious or cultural artefact to bring in to show the class. If possible, a confident student could be asked to do this instead (eg the Qur'an; the Bible; a rosary; selected food items, etc).
- Teacher asks the class to consider the item and reflect on its uses/treatment etc. Depending on group, teacher could give limited or more extensive facts regarding the item selected.
- Students to consider the importance of the item and how a religious believer or a person who uses it might feel about it and treat it.

12. Reflective Walk

- Students given a question to consider. Students then taken outside of classroom for a 'reflective walk'. This can be done in silence where students reflect personally on the question given. Alternatively students could be asked to walk in pairs or small groups and discuss the question. The walk should take in as much 'natural world' as possible.
- On return to the classroom, students could be given a Post-it note and be asked to record their response to the question asked at the start.

13. Role Play

- Students asked to consider a specific scenario. In small groups, students role play possible outcomes of given scenario.

14. Still Frame

- Students shown an image and various students asked to recreate image and 'become' the characters within it.
- When students are positioned, students freeze frame.
- Teacher asks individual students questions and students answer in character. Examples of questions could be:
 - Who are you?
 - How do you feel?
 - Why are you here?
 - Who is responsible for how you are living?
 - What do you want/need?
 - Where are you going?

15. Photo Response

- Students shown a specific photographic image and asked to respond to it. They should explain what they think is happening in the picture and how it makes them feel emotionally.

16. What would I do?

- Using the 'Watch Over Me' episodes, ask students to consider how they would react if they found themselves in different situations, eg if a family member was in debt; if they were worried that a friend was being negatively influenced; if they wanted to make changes within their communities.
- Students could pair up and compare their personal responses.

17. Rumours!

- Science Experiment: Need to enlist help of science department! Prepare a solution which reacts to Iodine. Prepare plastic cups by filling them with water – 1 per student.
- Ask students to move around room and introduce themselves to different people. When they 'meet' someone new they should share some of their water with the other persons cup. At the end of the lesson the teacher uses the iodine to demonstrate how many cups have been 'infected'.

- Students could then be encouraged to consider how quickly things can spread – eg rumours, good deeds, STIs, conflict. Students could also be asked to reflect upon times when they have contributed to such ‘infection’ themselves.

18. Diary Entry

- Students to create a diary entry for a specific character from the ‘Watch Over Me’ series. This could be specifically directed or the students could be given the freedom to write what they feel and take the story in any direction.

19. Text Message

- Students shown a video clip/newspaper cutting/photograph and asked to consider what is happening within it.
- Students to create a short text message to explain what is happening in the given form of media.

Plenaries

1. Key Words

- Students could be given a set of cards, each with a related key word printed on them. They could be given another set of cards with the definitions of the words printed on them. Students could then be given a set amount of time to match the words to the definitions. This could be done as a competition between small groups, the winner being the group to match the most words before the time runs out.

2. I'm the Teacher

- One student is selected/volunteers to move to front of room and 'teach' their peers about a specific, prepared topic. This could be a recap of the previous lessons key learning or a researched piece on one of the themes from the series.

3. Q & A Session

- Students are given the opportunity to ask questions of the teacher to clarify their learning.
- Alternatively, the teacher asks questions of the students to establish the understanding and learning that has taken place during the lesson.

4. You Tube

- The teacher could select appropriate clips from www.youtube.com to show to the students either as thought-provoking pieces or to promote further discussion on a theme or issue.

5. Reflective/Provocative Music

- Students could be played a piece of music to help them think more specifically/intensely about a theme covered during the lesson. This could take the form of a song, where lyrics are used to enhance the message of the lesson. It could be a piece of classical music which evokes an emotional response.

6. Fact Sheet

- Using information from the lesson or from work previously completed, students create a fact sheet of a particular topic, episode, theme etc. This is a timed activity to encourage students to focus on the key ideas and learning that has taken place.

7. I'm taking with me....

- Quick fire session where each student is asked to stand and state one thing that they will be taking with them from the lesson – eg a feeling, a thought, something they have learnt, something to do etc. Each member of class participates and task is complete when all students have made a statement.
- A shorter version of the above would be for the teacher to select a set number of students to make the statement.

8. If I could change one thing...

- Going around the room, to include all students, each has the opportunity to complete the sentence started by the teacher – it could be left as above or made

more specific, eg “If I could change one thing about my school it would be...”, or “If I could change one thing about myself...” etc.

9. Reflective Thought Diary

- Working in silence, students to be given a short title and asked to make a personal response of their thoughts. The title could be centred around a specific topic or theme from the ‘Watch Over Me’ episodes; it could be based on something current happening in the news (local/national/global); it could be a sentence starter; it could be a question.

10. Peer Assessment/Marking

- Where students have produced a piece of work during the lesson (written/drawn/role play/presentation), other students could be asked to assess that work and give feedback. The teacher could prepare success criteria to enable the students to do this. Alternatively, the class could create their own success criteria and then divide into smaller groups to assess specific pieces of work and to give feedback as appropriate. All feedback should include areas of praise and areas to be improved.

11. Peer Feedback

- In pairs, students give a critique of the work of their partner, either verbally or in written form. This should include positive points and specific feedback on areas that could be improved further.

12. A wish and a star

- Students work in pairs. Each student assesses their partner’s work. On the back they write down a star – something they think their partner has done particularly well. They then write a wish – something they think their partner could further improve.
- This could be adapted to suit the group and the piece of work. Instead of awarding one star and one wish students could be asked to give three stars and a wish, or five stars and three wishes etc.

13. Objective Recap

- Students could refer back to lesson objectives given at the start of the lesson. Were they met? Teacher could ask specific questions to gauge student knowledge and understanding. Alternatively, students could work in pairs or small groups to consider and reflect upon the objectives set and whether they have been achieved.

14. Get Creative!

- Students are given 10-15 minutes to complete this activity.
- Students could be asked to use their individual skills to draw, write a short story or compose some music based on the themes discussed and used during the lesson.
- Possibility for ‘Show and Tell’ at end of lesson.

15. Beat the teacher

- Everyone, including the teacher, has a mini whiteboard and pen (alternatively a piece of plain paper and pen). Questions linked to lessons objectives and topic could be flashed on board and winner is first person to write down correct answer. Adds element of competition and small prizes could be offered to give additional encouragement.

16. Blockbusters

- Many free versions available online. Versions also available to buy.
- Alternative version of game could be set up using letters and a white board. The class could be divided into two teams. Each team has 7 letters. A question is read to team one and they have to answer correctly to move on to their next letter. If they get the question wrong the control of the game goes to the other team and they have the opportunity to answer questions relating to their letters. The winning team is the first to successfully answer questions relating to all 7 of their letters.

17. Find Me a Partner

- Half the class are given questions and half are given answers. Students must silently go around the room trying to find out who their partner is.
- This could also be done with them talking and the questions and answers being stuck on their backs to make it a bit more challenging.
- Alternatively, instead of questions finding answers, questions could find other questions which provide the same answer or answers could find other answers from the same times tables and then order themselves. Many different possibilities for this one!

18. Charades

- One student comes to the front of the room and acts out a key word or theme that they have learnt during the lesson. The rest of the group has to guess what it is.
- Alternatively, students could complete this activity in smaller groups so that more have the opportunity to take part.

19. Call My Bluff

- Provide the students with a new or unfamiliar term. Give them three possible definitions – they should work in pairs to decide which definition is the correct one.
- Could work well in the plenary to see who has understood new terminology well.

20. Definitions

- Teacher to ensure they have pre-prepared set of words and their definitions.
- Students could play key words bingo. They select 4/6/8 words and record them in grid form.
- Teacher reads out definitions – if the students have a word that matches the definition they can cross it off. Winner is first student to cross off all words and read them back to teacher, explaining their meaning.

Themed Questions for Group/Class Discussion

Media

1. What impression do you think the media gives of young people in the UK today?
2. Does the radio report differently from the television?
3. Are young people as bad as the media and/or their reputations make out?
4. Should extremist groups or parties be given free access to the media or should it be restricted?
5. Is the way the media reports something important to how we see it?
6. Can the media change minds?
7. Is it the media's job to limit who speaks for a community?
8. Doing good isn't newsworthy, why does bad news sell?

Community Cohesion

9. Are communities 'under pressure' in the UK? How? Why?
10. Do you think Britain is 'broken'?
11. If an area within a community is labelled as 'rough' or 'bad', does that mean all people within it are also rough or bad?
12. If we tell people that they are 'bad', are they?
13. Can bad things happen in good places?
14. Is an offensive statement always an offensive statement?
15. Do people within society respect each other? Why?
16. What issues could occur when different groups of people (eg colour, culture, religion etc) live alongside one another?
17. What is a community?
18. How can schools have a positive impact on a community?
19. What are the positive reasons for being part of a wider community?
20. How does community make us feel safe/vulnerable?
21. Who can young people turn to for help and guidance within your community? Who would you turn to?
22. What is the attraction of being anti-social for some young people?
23. Do people always have to 'take sides'?
24. Does extremism exist in your community? Where and how?
25. Is education the passport to success?
26. How dangerous is it to only know one side of the story?
27. What can the government/communities/schools do to improve the lives of teenagers?
28. Is it important to understand the people around us? Why?
29. What does 'indigenous community' actually mean?
30. What do you think Charlie means when he says 'indigenous'?
31. How can we combat hatred within our communities? Should we?
32. Do we censor free speech by limiting who we choose to speak for a community?
33. How can people raise awareness of issues without breaking the law?
34. What might cause significant racial tension in communities?
35. What causes racism? How can racism be eradicated?

36. Are human beings more similar than they are different, as Reginald says?
37. Do you think Drew was right? Is it better to live with hope rather than hate? Why?
38. What benefits did the reopening of the dance hall bring to the community?
39. What things do you think could happen within your own community that would bring lasting benefits?
40. What might cause division within communities and how might it show itself?
41. What are the possible dangers of allowing division within communities to exist unchecked?
42. What impact might division within communities have upon the young people who live there?

Personal response

43. What are your aspirations for the future and how will you go about achieving them?
44. How do we decide what career is right for us?
45. If the average age for someone to leave home is rising towards 30 years of age, how do you think you would feel about that and what could you do if you wanted to avoid it?
46. Is education important? Why?
47. What world issues do you feel passionately about and why?
48. What obstacles do you face in achieving what you want from life and how will you overcome them?
49. What is the attraction of being anti-social for some young people?
50. What makes students bunk off school? What do you think would make them want to go?
51. How do we react to compliments/criticism? What effect can either have on us?
52. Can compliments/criticism make us vulnerable?
53. Who or what do you blame when things go wrong? Why?
54. Are first impressions always right?
55. What impression of yourself do you leave with people when they first meet you?
56. What obstacles do you face in your own life? How do you work to overcome them?
57. Can too much care be as dangerous as too little? (Samir's parents versus Drew's mum)
58. How much of a role does technology play in your life? What forms of technology would you find it hard to live without? Why?
59. Are teenagers entitled to complete privacy? Why? What risks are involved in giving it to them?
60. Why do you think people might allow themselves to fall into debt?
61. What problems can being in debt cause and how can people start to cope with debt problems?
62. What is a debt spiral?
63. What can teenagers do to improve their own lives?
64. Is education the passport to success?
65. What can the government/communities/schools do to improve the lives of teenagers?
66. Are children responsible for the actions of their parents?
67. "Let's do something", "What?", "Don't know" - does lack of ambition/focus/ideas/goals make us vulnerable?
68. What issues do you think it is important to speak out about?
69. How do the people around you influence your life? Should they?

70. Are the people who influence you reliable?
71. What makes us put our trust in the views/beliefs/ideas of someone else?
72. Do you make judgements without facts? Why? How?
73. Who are role models within your community?
74. Who would you recommend to others as positive role models?
75. Can role models be negative rather than positive?
76. Why would a negative role model be attractive to some young people?
77. Does talking change things?
78. Is the internet dangerous?
79. How can a goal in life provide you with a defence against vulnerability?
80. What do you disagree with others about? How does it make you feel?
81. What would help people to better understand those around them?
82. Is it important to understand the people around us? Why?
83. Is knowledge power?
84. How dangerous is it to only know one side of the story?
85. Do you have a focus in life? What is it or how will you go about finding it?
86. Can we learn from the experiences of others?
87. What makes you angry and how do you act when you feel that way?
88. What are you afraid of and does that fear make you hate?
89. Do you believe everything you're told? Why? Does it make a difference who is doing the telling?
90. Is the way to change the world "to get an education"?
91. What impact can mentors have on individuals?
92. Is the truth important?
93. Why do we not always want to hear the truth? Can you give specific examples?
94. How do we show love? Is it important that we show love?
95. How does the death of a loved one make us feel?
96. How can crime be dealt with more effectively? By who?
97. How do we show respect? Is it important? What is disrespect?
98. How severely do you think people should be punished for their crimes? Do you believe in the philosophy of "an eye for an eye"? Why?
99. We often talk about British idea of 'fair play'. What does this mean?
100. Does the colour of someone's skin really matter? What about their religious beliefs?
101. How well do you think a parent can really know their child? Why?
102. Is violence ever the answer?
103. Is hope important for all human beings? Why? What do you hope for?
104. What makes a 'good cause'?
105. Who do you trust and why?
106. Which character within 'Watch Over Me' do you admire? Why?
107. Why is it so important to face up to problems in our lives and find solutions to them?
108. What would it take to make you want to make a difference?
109. Does peer pressure become easier to deal with the older you become? Have you ever succumbed to peer pressure and how did it make you feel?
110. Despite knowing the risks, why are young people attracted to using or experimenting with drugs? What are the risks involved?

- 111 At what age do you think young people are completely responsible for their actions? Why? Are they also responsible for the views and beliefs that they hold?
- 112 Is boredom a good enough reason to cause problems for other people?
- 113 At what point should we say something about our concerns?
- 114 Why is identity so important to people?
- 115 How do we identify who/what we are?
- 116 Ignorance causes fear, causes hate. Discuss.
- 117 Are we always responsible for our actions, no matter what the circumstances?
- 118 Should people always own up when they do something wrong? What might help them to do so and what might prevent them?
- 119 Why is it easier to blame people who appear to be different from ourselves when things go wrong?
- 120 What do you think makes a good relationship? What makes a bad one?
- 121 How do we ensure that other people treat us with respect?
- 122 Should young people feel pressured into having sex? Why? Do you think sex is important in a relationship? Why?
- 123 Why are some people always determined to cause difficulties/disruption for others?
- 124 Is it ever right to cover for a friend/family member when we know they have done something wrong? Why?
- 125 Where do stereotypes start and how are they reinforced?
- 126 What can we learn from the older generation?
- 127 How does Craig begin to offer hope to the young people he meets? What difference does he make to their lives?
- 128 Can celebrities help young people to change their lives and their aspirations? How?
- 129 What makes a country 'belong' to a particular group? What makes someone 'belong' to a particular country?
- 130 Do you believe an individual can change the course of their lives at any given point?
- 131 Are human beings more similar than they are different, as Reginald says?
- 132 Do you think Drew was right? Is it better to live with hope rather than hate? Why?
- 133 Can young people really make a difference?
- 134 What things do you think could happen within your own community that would bring lasting benefits?
- 135 If you were faced with the choice between doing what was right or doing what was easy, which would you choose? Why?
- 136 What key messages do you think are contained in the 'Watch Over Me IV' series?

Debt/Poverty

- 137 What social problems could poverty create and how could these be dealt with?
- 138 Why do you think people might allow themselves to fall into debt?
- 139 What problems can being in debt cause and how could people start to cope with debt problems?
- 140 What is a debt spiral?
- 138 How might a person get into debt?
- 141 How easy is it for someone living in the UK to get into debt?

- 142 What impact could debt have upon a family in the UK?
- 143 What do you think are the main causes of poverty within the UK? Why?
- 144 What are the ways in which a person living in poverty might escape from it?
- 145 What impact could living in poverty have on a young person within the UK?

Extreme views and radicalisation

- 146 Does social deprivation create circumstances where radicalisation can occur?
- 147 What do you think creates extremist views and makes people act in extremist ways?
- 148 Is violence ever the answer?
- 149 How can we combat hatred within our communities? Should we?
- 150 Is it important to stop the spread of extremism in all its forms?
- 151 Why do you think extremists target certain individuals or groups of people to 'convert' to their cause? What do you think they are they looking for in their converts?
- 152 What causes racism? How can racism be eradicated?
- 153 What have you learnt about extremism as a result of these lessons?

Vulnerability

- 154 Define vulnerability (old, out of work, medical etc).
- 155 How does community make us feel safe/vulnerable?
- 156 Can compliments/criticism make us vulnerable?
- 157 Why does being different make people vulnerable?
- 158 Are children responsible for the actions of their parents?
- 159 "Let's do something", "What?", "Don't know" - does lack of ambition/focus/ideas/goals make us vulnerable?
- 160 Does social deprivation equal vulnerability or is it not that simple?
- 161 Does extremism exist in your community? Where and how?
- 162 If we are vulnerable are we more open to suggestion? How do we stop this happening?
- 163 Are really intelligent people just as vulnerable to radicalisation as everyone else? Are they more vulnerable?
- 164 How does the death of a loved one make us feel?
- 165 Can dealing with bereavement make us vulnerable?
- 166 How well do you think a parent can really know their child? Why?
- 167 Can we be driven to vulnerability?
- 168 Can vulnerability make us stronger?

Religious beliefs and practices

- 169 Is religion important?
- 170 Does religion cause conflict?
- 171 How can religion help and support people through difficult times?
- 172 Does the colour of someone's skin really matter? What about their religious beliefs?
- 173 Should religious believers be free to express their beliefs? (eg clothes/jewellery they wear, food they eat, forms of worship etc)

174 Does religion do more to divide people than to unite them?

General Questions for Group/Class Discussion

Children/Young Adults

1. Do you think children should be sheltered/protected from unhappiness? Why?
2. Do you treat people in the way you want to be treated?
3. Are the people who influence you reliable?

Safety

4. What are the main dangers facing young people within your own community?
5. Can young people avoid all risks/danger in their local communities?
6. How can young people take greater responsibility for keeping themselves safe?

Bullying

7. Are some people more likely than others to be the victims of bullying?
8. Is bullying something that only happens to young people?
9. Once a bully, always a bully. Is this true?

Drugs and Alcohol

10. Do you think the legal age for drinking alcohol has an impact on the binge drinking problem in the UK?
11. Why might young people choose to take drugs?
12. How could young people be encouraged to avoid the risks involved with drugs and alcohol?

Young People and the Law

13. Is the law respected within your local community and how is this demonstrated?
14. What protection does the law offer to young people within the UK?
15. Is it ever right to break the law?

Free Speech

16. Should people be able to say whatever they think?
17. Is the law right to prevent people from saying things that will encourage violence or hatred?

The Role of Politics

18. Is it important that everyone takes their role as a citizen of the UK seriously? Why? How?

Multicultural Society

19. Is a multi-ethnic, multicultural society the best way forward?
20. Does a multicultural/multi-religious society always cause problems?
21. What do you think the term community cohesion means?
22. What does it mean to be English?

Racism

23. Why does difference generate dislike and/or hatred?
24. Can you explain a number of ways in which religions could work together to promote racial harmony?

Islamophobia

25. Why do you think Islamophobia is on the increase within the UK?
26. Should people be treated differently just because of their religious beliefs? Why?

Science and Ethics

27. In what ways does science benefit society? In what ways does science have a negative influence on society?
28. Do you think science and religion need to be in conflict?
29. Is it really possible for humans not to alter the natural world around them?
30. Do animals and humans have equal rights?
31. What, if any, are acceptable experiments for humans to perform on animals? Why?

Extremism

32. Where does extremism exist within your community?
33. Which forms of extremism are we most likely to hear about in the media? Why?
34. In what ways could communities work together to eradicate extreme attitudes and practices?