

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

<p>Push Factors – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc</p>	<p>Key Ingredients</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> - Willingness to admit you don't know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don't know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives 	<p>Pull Factors – factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
---	--	---

<p>Below the line: factors that are out of scope of this study</p>	<ul style="list-style-type: none"> - Using multiple resources/ methods - Embedding or sustaining dialogue following specialist interventions - Enabling pupils to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity 	
<p>Disaffection with wider societal issues Disruptive home life</p>	<p>Other factors Support from senior leaders Pupil support processes</p>	<p>Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life</p>