



prevent

Tackling violent extremism and controversial issues through art



Foreword

By Chief Constable
Stephen Otter QPM

As Chief Constable of Devon and Cornwall Police it gives me great pleasure to be invited to write the foreword for this inspirational piece of work.

Terrorism is nothing new. For years it has existed throughout the world in many different forms. Sadly, the threat of terrorism is something that we, in the southwest of England, are not immune to. The events of May 2008 and the attempted suicide bombing of the Giraffe Restaurant in Exeter are a stark reminder of this.

I believe terrorism and violent extremism can be prevented and defeated. Those who perpetrate terrorist acts or attempt to draw others into such activity through radicalisation are in turn seeking to undermine our most fundamental freedoms and rights. I strongly believe that ultimately, it is communities who will defeat terrorism and violent extremism by working together with and being supported by multiagency partners.

This document is entitled 'Prevent'^{***}. This is the name given to the strand of the national Counter Terrorism strategy which has the specific aim of stopping people from becoming terrorists or violent extremists. This aim is achieved by communities and partners working together to tackle ideologies and grievances that can fuel violent extremist behaviour. It also explores the reasons or factors why some individuals may choose to become terrorists. By understanding these, we can then work together to provide such individuals with support so they are able to consciously resist or reject radicalising influences.

I applaud the work undertaken by Cornwall Council in working collaboratively with the Police to bring this project through to fruition. I am proud that this Force has been able to contribute in some way towards such an important and valuable project.

I also pay particular regard to those schools who gave their support to this project and participated in an initiative that brought the challenging subjects of terrorism and violent extremism, as well as discrimination and prejudice, to the fore. These are not easy subjects to tackle but it is important that we do so, in order to provide our young people with safe spaces to explore and debate such issues and form their own opinions and personal values as they make their journey through life.

Finally, I express my utmost gratitude to all the young people who worked hard to produce such inspirational and thought provoking pieces of art. I am enormously impressed by the creativity demonstrated as well as the openness, understanding and depth of feeling they have shown in exploring and tackling such a challenging and sensitive subject matter.

Stephen Otter

Chief Constable
Devon and Cornwall Police

****At the time of writing, the national 'Prevent' strategy is currently undergoing a ministerial review with the results expected to be published in June 2011.*

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Introduction

David Hampshire

Cornwall Council

There is a tendency to think that schools can solve the problems of society. In truth only adult society can solve the problems of society but schools have a role to play too. Understanding the role the school has in forming the next generation is a significant educational enterprise, especially how to do that well.

One aspect of being an adult is being able to deal with controversial subjects in a mature and measured way. By introducing pupils increasingly to controversial issues we can give them the skills to deal with them beyond the school. This resource looks at the controversial issue of violent extremism and does it through the medium of art.

In 2010 Inspector Robin Hogg, Sergeant David Aynsley MA (Ed) and myself discussed the possibility of producing a resource that would enable secondary school pupils to engage with the issue of preventing violent extremism, especially in light of the attempted bombing of the Giraffe Restaurant in Exeter. We felt the best way to do this would be by engaging young people studying Art at GCSE in Year 10 to help us produce a resource that schools could use as a starting point for discussions and responses. We were fortunate that two schools wanted to eagerly embrace this project, Saltash Community School and Poltair School, St Austell. We brought the two groups of Year 10s together at the Eden Project with John Chambers, a professional artist, to look at how to translate ideas into art. After the day the pupils and their staff went back to school and worked on the project, what we have in this book is the result of their hard work.

The reason for using Art as a starting point was the feeling that Art often communicates more whilst saying less. Art is open to interpretation and re-interpretation and it can become an inspiration for other works of Art in the future. Hence, Art is both a dynamic and fluid medium through which to work and helps us look creatively at issues through a creative medium.

There is no set way to use this book but a number of approaches can be suggested:

- Getting pupils to look at the pictures, to read the explanation given by the artists and then to work thorough questions starting with: What are the key messages?
- Getting pupils simply to look at the pictures and to discuss what they see and what they feel the artist wanted to communicate without going through the process above.
- Using the pieces of art as a springboard for pupils to look at the preventing violent extremism agenda with a view to them developing their own art.
- The artwork, artists notes and worksheet are available online at the Devon and Cornwall Police yrspace website: www.yrspace.info/downloads.html and on the SWGFL Merlin site at: <http://police.swgfl.org.uk/prevent>

Notice that in the resource not all the art work is 2D some of it is 3D and teachers might want to think of what is the best medium for pupils to express their ideas

and messages. Such work might lead to a display in school.

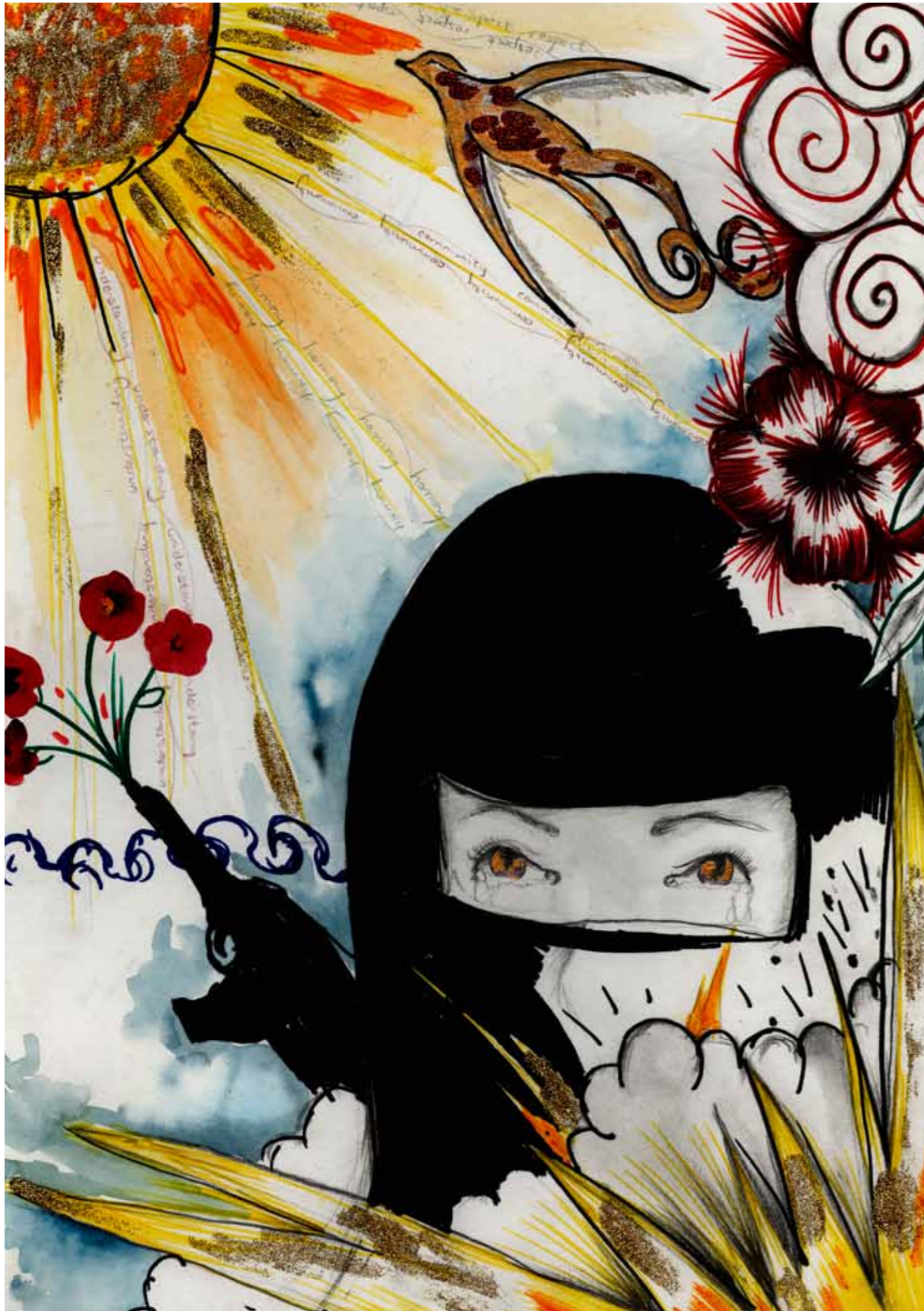
At the root of all this, though, is getting pupils to think about a number of key things:

1. What sort of society do we want to live in?
2. Why are some people angry about the society we live in?
3. What are the best ways to channel that anger through the political processes we have in a democratic society?

It leaves me to thank all the artists whose work is presented here but more especially thanks are due to two inspirational and dedicated teachers, Sally Griffiths of Saltash and Eileen Pearson of Poltair, without whom this project would never have got off the ground. Mention also needs to be made of Robert Charlton of Saltash, whose sound advice made this possible and Alexandra Spencer who worked at Poltair during the project and helped with organising the work of the artists. Thanks too need to be given to the Devon and Cornwall Police Reprographics Unit who designed this book and the Devon and Cornwall Police Photographic department who produced such high quality images.

David Hampshire

Cornwall Learning



My Piece

Our day at Eden inspired me to show a contrast between all the natural beauty in the world, and fear and destruction. I have used a stereotypical image of a Muslim woman; she has beautiful eyes and is surrounded by flowers, but because she is dressed traditionally we might think that she is a threat. I have given the gun a blast of flowers to give hope that terror can be turned around. The blast at the front crashes into a peaceful and innocent surrounding. A dove emerges behind the blast again to represent peace and hope.

Can terror be turned around and transformed by the beauty and peace around and within us?

A Blast of Beauty

Leanne Gould
Saltash.net Community School



My Piece

These shoes represent the strains and pain that people have to suffer when emotions are opposite and conflicting.

I used the word Conflict as a starting point. I wanted to create a 3D piece so that the viewer can become part of the art work.

For every yin there is a yang.

Trapped Peace

Michael Childs

Poltair School



My Piece

The day we spent at the Eden project inspired me to think about seeds and growth. I have used the idea of a seed as 'planting the seed of evil' leading to terrorism and destruction. I have used the contrasting images of natural surroundings and a bomb blast which I think shows a harsh message, that of manmade violence ripping through natural beauty and peace. I have used geometric lines and hot colours to represent *harsh* and soft lines and colder colours to represent *natural and beautiful*. The blast almost grows out of the ground like the plants but in a very different way and with a very different effect.

Do we have control over how our seeds develop?

Seeds of Destruction

Keeley Seymour

Saltash.net Community School



My Piece

For our project on extremism I decided to use the conflicting ideas of:

Culture and time;

Rich and poor;

Past and present;

Hardship and luxury; and

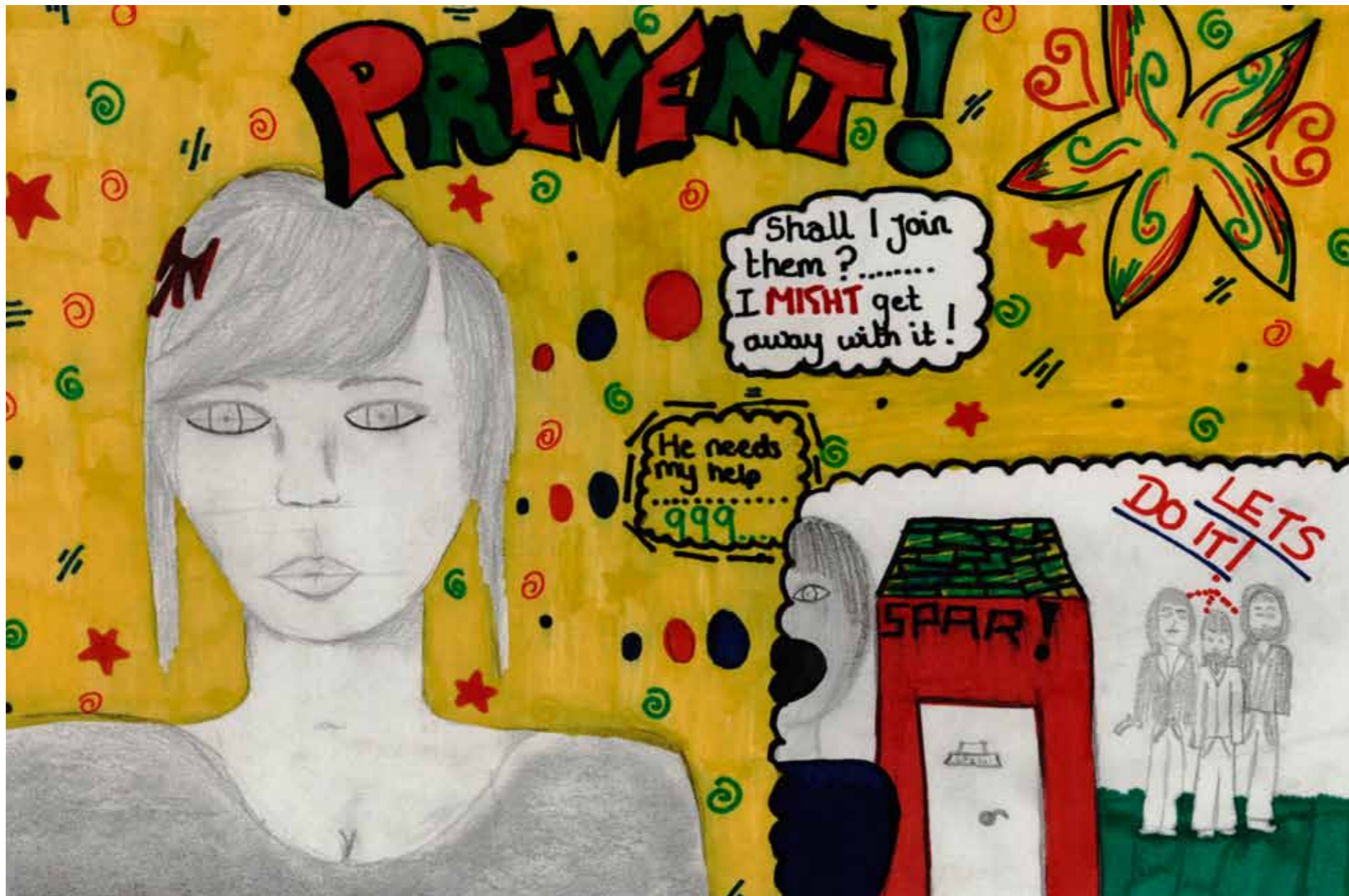
Pain and suffering

The Egyptian side represents an easy glamorous life long ago and the gas mask represents modern suffering.

Beyond the Grave

Andrew Hodgkiss

Poltair School



My Piece

I have shown a situation at a local shop where the figures are thinking of stealing and terrorising the owner for FUN. I wanted to show that terrorism is not always a Muslim issue, it can take many shapes and forms. The main girl has a conscience, she could join in because a lot of the time people do join in just because their friends are doing something. However, she has been taught to think however before she acts. Someone has helped her to see different sides of things and she is independent, she does not have to do something because others do.

Do you need to follow the crowd?

Dilemma

Lisa Tucker

Saltash.net Community School



My Piece

This hat represents conflict through emotions.

The spikes represent sharp actions, the base is smooth to represent slow motion and the netting represents hidden identity. I got the idea from wedding veils and hidden identity, turning that into war style.

Conflicting Emotions

Naomi Underwood

Poltair School



My Piece

I tried to show, through similar drawings shaded differently, that no matter what the colour of our skin or subtle differences in features and body, we are all the same - human beings.

As a human being we deserve the same respect and rights to live on this planet as the person next to us. Differences should enrich our lives not pose a threat. I have used the word RACISM across the background in a disguised way because racism can be disguised and subtle, it does not have to be a bomb or a violent crime.

We are all different yet we are all equal.

Common Humanity

Lucy Matthews

Saltash.net Community School



My Piece

I looked at how colours can represent culture and religion. I used two neutral colours to look at how they complement or oppose each other.

Colours of Conflict

Michael Childs

Poltair School

My Piece

Shapes and colour. Can you see pain and conflict?

I used abstract shapes so that you can make your own images in your mind.



Mixed Race

Dom Bishop

Poltair School



My Piece

I have tried to show an every day environment with symbols that relate to the youth of today e.g. going to the corner shop and graffiti. The idea behind painting the graffiti 'DON'T DO IT' in an explosive way is to use an art form associated with being bad to portray a very valuable message. The girl is drawn and painted softly to show that she has feelings and a conscience and she is a contrast to the background which is bold. The bubbles of writing show how we think and work things out asking questions in our heads before we act, thinking about right and wrong or the best way forward.

Stop, think, ask yourself those questions before you act.

Decisions

Millie Stapleton

Saltash.net Community School

My Piece

I looked at nature and how opposites exist:
Fire and water, earth and sky.

I wanted to create a 3D piece that would evoke the
weird so the viewer can become part of the experience.



Burning Desire

Laura-Nicole Andrews

Poltair School



My Piece

My ideas came from the discussion we had at the Eden project about how terrorism is not always obvious and can be around us when and where we least expect it... We should not stereotype.

I have tried to portray how terrorism can creep into our lives by showing a multicoloured face to represent any ethnic origin. The policeman is your local bobby trying to make you aware of small as well as larger threats, out in the community doing his work aiming to keep the peace and educate the community about issues and ways to live in harmony. The colours around the bomb represent how huge and startling a bomb can be breaking through everyday life with clashing colours and loud noises followed by the aftermath which again is raw and undisguised.

BANG... welcome to a place and people you thought you knew, a safe environment that you no longer recognise.

Stop!

Kelsey O'Brien

Saltash.net Community School

My Piece

The hat represents a conflict between two colours.



Contrasting Conflict

Naomi Underwood

Poltair School



My Piece

The man represents a lone soldier at war. I chose a soldier to show how they put their lives on the line to protect others. They suffer consequences until the leaders of their countries decide to create peace.

Lone Soldier

Polly Hore
Poltair School

My Piece

Men, fighting, conflict, violent, suffering, disabled.



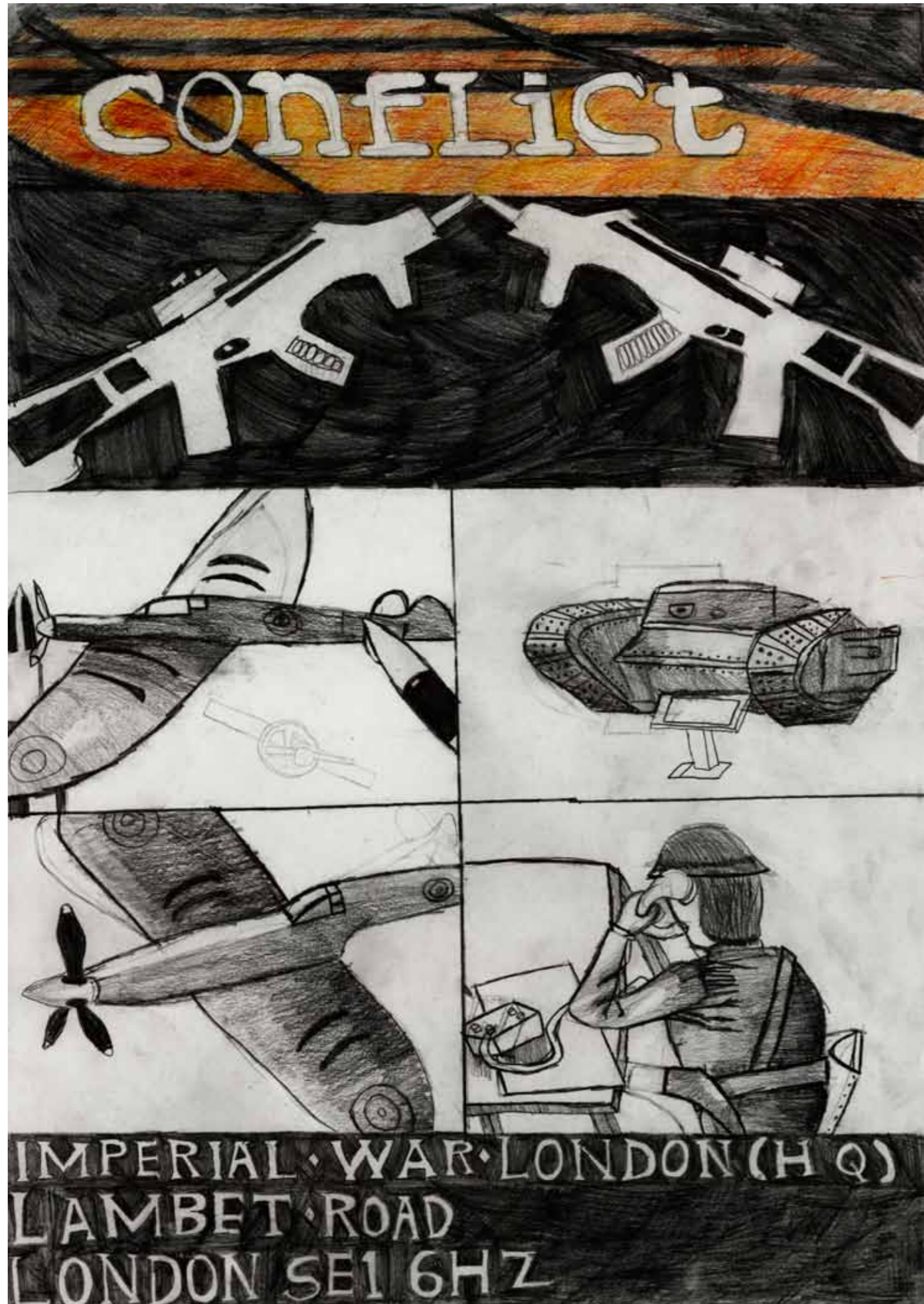
Soldiers

Luke Stephens

Poltair School

My Piece

This is a poster to look at the machinery of violence.



Conflict
Leigh Bowman
Poltair School

My Piece

The hands represent peace in place of conflict and violent extremism. There is still peace in the world.



Handship

Annalisar Reeves

Poltair School



My Piece

Peace and war are part of life. I have represented these two sides of life with the tree of life, which illustrates our day at Eden. I have used symbols that represent harmony and love on one side of the tree, and on the other side I have used images that represent trauma and destruction.

If these seeds drop from the tree will they grow into another good or bad tree?

Do we need to feed the seed with good or bad things to help it grow?

Can we feed a bad seed with good things and change its course?

Beginnings (the seed) are new and fresh with no disease, so nurture, protect and heal them.

Night and Day
Hebe Stewart
Saltash.net Community School

My Piece

This is about teamwork and co-operation.

We need to work together for a better future.



Worksheet

Use this worksheet to help you think about violent extremism and controversial issues.

How does the art I am looking at make me feel?

What are the key messages?

How could I develop this idea?

What can I do?

What techniques have been used by the artists?

Further reading and resources

The artwork, artists notes and worksheet are available online at the Devon and Cornwall yrspace website:

<http://www.yrspace.info/downloads.html>

and on the SWGFL Merlin site at: <http://police.swgfl.org.uk/prevent>

Government Guidance for schools

http://www.dcsf.gov.uk/violentextremism/downloads/DCSF-Learning%20Together_bkmk.pdf

<http://www.dcsf.gov.uk/violentextremism/toolkitforschools/>

<http://www.teachernet.gov.uk/wholeschool/violentextremism/>

Home Office Counter Terrorism

<http://www.homeoffice.gov.uk/counter-terrorism/>

Association of Chief Police Officers: Prevent, Police and Schools

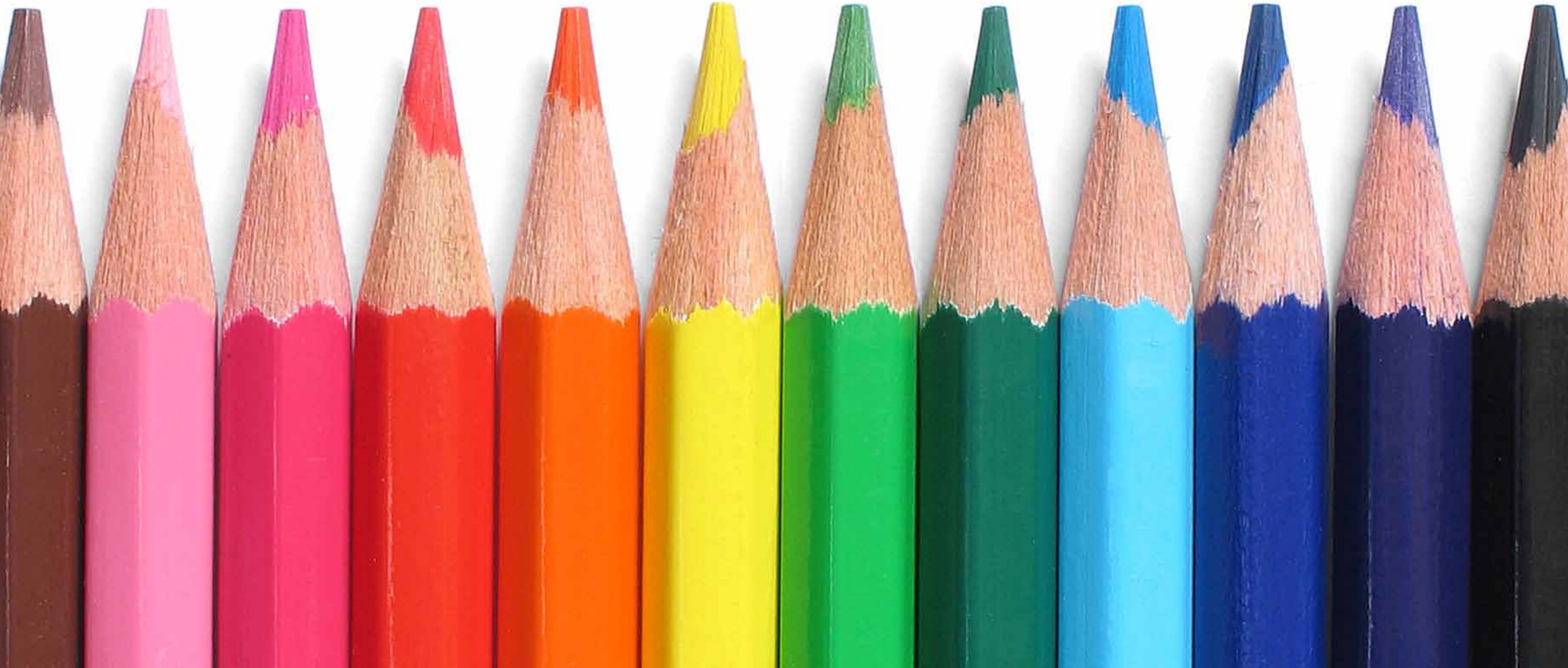
<http://www.acpo.police.uk/documents/TAM/2010/201007TAMPVE01.pdf>

Strategies for working with creativity and Prevent

<http://www.creativitycultureeducation.org/our-programmes/prevent/preventresources/>

For a review of some existing resources

http://www.dcsf.gov.uk/violentextremism/toolkitforschools/downloads/GOSE_Prevent_Resources_Guide_FINAL_.pdf



Devon & Cornwall Police
Building safer communities together