



All Wales School Liaison Core Programme

LESSON PLAN: **Tricked and Trapped**

STRAND: Safety/Safeguarding TOPIC: COUNTY LINES KEY STAGE: 3

The United Nations Convention on the Rights of the Child enshrines children and young people's rights to be protected from abuse and exploitation. All children and young people are potentially at risk of being sexually abused. Schools have a central role to play in reducing this risk. By exploring the features of safe and healthy relationships, officers can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.

Ensure that the lesson is appropriate for the needs of learners in terms of their age, maturity, language/images used, and understanding required. Furthermore this lesson is only to be delivered if a teacher is present in the classroom at all times.

Police Officers should ensure that they have discussed the content of the lesson with the class teacher and be mindful of any children who might be vulnerable to the content of the lesson.

Links with PSE- Key Stage 3 learning outcomes:

Skills → Developing Thinking

– Learners should be given opportunities to: use some prior knowledge to explain links between cause and effect and use a range of techniques for personal reflection

Skills → Developing Communication

– Learners should be given opportunities to: communicate confidently personal feelings and views through a range of appropriate methods

Skills → Working with Others

– Learners should be given the opportunities to: Work both independently and cooperatively
– Empathise with others experiences, feeling and actions
– Access an appropriate range of sources for help, support and advice

Range → Active Citizenship

– Learners should be given opportunities to: develop respect for themselves and others
– To understand topical local and global issues

Range → Health and Emotional Wellbeing

– Develop positive attitudes towards themselves and others

Range → Moral and Spiritual Development

Learners should be given opportunities to:
– develop an insight into their values
– understand what they believe to be right and wrong, actions and the moral dilemmas in life situations

Range → Preparing for lifelong learning

Learners should be given opportunities to:
– understand their aptitudes and interests in order to make informed choices about learning and future studies

<p>Links with Literacy and Numeracy KS3</p> <p>Year 7 Oracy across the curriculum → Developing and presenting information and ideas → Listening – respond thoughtfully to others' ideas, asking pertinent questions</p> <p>→ → Collaboration and Discussion – make a range of contributions to discussions, e.g. leading, encouraging and supporting others</p> <p>Year 9 Oracy across the curriculum → Developing and presenting information and ideas → Listening – Consider the relevance and significance of information and ideas presented to them</p>	<p>Links with the Digital Competence Framework</p> <p>Year 8 Citizenship → Health and Wellbeing – Demonstrate healthy online behaviours (physical and psychological) and identify unacceptable behaviour, e.g. in relation to cyber stalking, harassment, abuse of trust and radicalisation.</p> <p>Year 8 Citizenship → Online Behaviour and Cyberbullying – Identify high risk situations and active strategies to avoid them, e.g. critically evaluate behaviour to limit exposure to high risk situations. – Critically evaluate the behaviours of other online and identify how they could be beneficial or damaging.</p>
<p>Links with United Nations Convention on the Rights of the Child (UNCRC)</p> <p>Article 13 - The right to information Article 16 - The right to privacy Article 19 - You should not be harmed and should be looked after and kept safe Article 29 - The right to the development of the child's personality, talents and mental and physical abilities to their fullest potential. Article 33 – I should be protected from dangerous drugs Article 34 - The Government should protect children from sexual abuse Article 35 – You should not be abducted, sold or trafficked Article 36 - You should be protected from things that harm you Article 39 – You have the right to help if I have been hurt, neglected or badly treated.</p>	<p>This resource supports schools to develop their approaches to Wellbeing and to Care, Support and Guidance as required by the ESTYN Common Inspection Framework 2017.</p>
<p>The Law</p> <p>The Children Act 1989</p> <p>The United Nations Convention on the Rights of the Child 1989 (UN, 1989) was ratified by the UK on 16 December 1991.</p>	<p><i>Safeguarding children: working together under the Children Act 2004</i> (Welsh Assembly Government, 2006)</p>

Learning Outcomes	<ul style="list-style-type: none"> • To know what child exploitation is • To help you recognise the signs of criminal exploitation • Know about the impact on the child and others • To know the Law protects children and that no child can consent to exploitation. It's never their fault • To help understanding and to resist child exploitation • Know where to get help and support
Success Criteria	<p>By the end of the lesson, you will have <i>learned</i>:</p> <ul style="list-style-type: none"> • How to recognise the signs of criminal exploitation • What is meant by child exploitation • About the impact of criminal exploitation on children and young people and others around them • That the Law protects children and that no child can consent to exploitation. It's never their fault • An understanding of how to resist child exploitation • Know where to get help and support
Resources	<ol style="list-style-type: none"> 1. PowerPoint 2. Key Words display cards 3. Definition of Criminal Exploitation 4. 'I am you?' Short film 5. Spot the Signs activity worksheet 6. 'My Rights' information cards (a Children's Commissioner resource) 7. Pause and Rewind activity sheets 8. Learner Pledge post cards
Key words	exploitation grooming drug dealing violence county lines
Definition	<p>'Criminal exploitation is when a child or young person is befriended and abused, taken advantage of, groomed and controlled for a criminal purpose'</p>

Lesson Outline	Activity	Description	Timing
The lesson is designed to be 50 minutes long.	Introduction and Assessing knowledge and learning	<ul style="list-style-type: none"> • Introduce ground rules and discuss confidentiality issues • Refer to previous lessons delivered by School Community Police Officers (SCPO). Discuss the 'Friend or Foe' and 'Griff's Story' lessons in particular and ask learners to tell you what they learnt. • Outline the learning outcomes and success criteria for this lesson. • Introduce the key words Define Criminal Exploitation of Children. 	8 mins
	Film: 'I am you'	Film: Case study based on true events.	8 mins
	Activity 1	Spot the Signs Activity	6 mins
	The Law Activity 2	The Law - No child can consent to exploitation and it's never their fault. The Rights of the Child.	6 mins
	Activity 3	Pause and Rewind Carousel activity Building resilience and empowerment.	10 mins
	Help, support and further information	Where to get help.	5 mins
	Activity 4 and Plenary	Finding my Voice activity (Children's Rights – My Pledge).	5mins
	Review and assessment of learning and Reflection	Revisit learning outcomes, check understanding of key words. Reflect on learning.	2 mins

Lesson Plan	Introduction	
Introduction and paired activity	<ul style="list-style-type: none"> • Show the PowerPoint to support the lesson delivery throughout. • Introduce yourself. Introduce ground rules and discuss confidentiality issues. Remind learners of the importance of respecting each other's' ideas and opinions • Discuss relevant lessons previously delivered to the learners by the SCPO (these include 'Friend or Foe', 'Griff's Story and 'Look Who's Talking') and, and ask them to tell you what they remember learning. Make a link between these inputs and this lesson's topic which is Criminal Exploitation of Children – sometimes known as County Lines. NOTE: DO NOT EXPLAIN WHAT CRIMINAL EXPLOITATION IS AT THIS POINT 	4 mins

	<ul style="list-style-type: none"> • Introduce and explain the key words briefly and display in the classroom. Explain that they will become clearer later in the lesson. (Note – do not explain the key words at length here) • Outline the learning outcomes and share the success criteria with the group. • Ask the learners to discuss in pairs what they think Criminal Exploitation of Children (or County Lines) means? Establish what the learners already know. (This should only take 1 minute in total). Accept feedback, and clarify any salient points. • Then, display the definition of the Criminal Exploitation of Children: ‘Criminal Exploitation is when a child or young person is befriended and abused, taken advantage of, groomed and controlled for a criminal purpose’ 	4 mins
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Short Film ‘I am you’	<ul style="list-style-type: none"> • Tell the class they are going to watch a short film about Criminal Exploitation of Children. Explain that it is based on a true story. Although still a fairly rare occurrence, this has happened to a girl in Wales. Names have been changed to protect the identity of the victim. Using her own words, she re visits what happened. • Reiterate the sensitivity of the content and emphasise issues around confidentiality once again. • Ask the learners to look out for possible signs of the criminal exploitation of children during the film. 	8 mins
	Activity 1	
Spot the Signs of Criminal exploitation	<p>Allow time for the learners to think about what they have seen in the film. Discuss briefly, ensuring the learners understand the revelation that the girl telling the story is looking back at what had happened to her. Please highlight the fact that this can happen to boys as well.</p> <p>With the teacher’s help, divide the class into small groups and distribute a Spot the Signs activity sheet to each group. Explain that the activity will help the learners think about what they saw in the film. Ask each group in turn to discuss and feedback their answers.</p> <p>Answers might include the following:</p>	6 mins (3 + 3)

Possible Answers	Officer information and discussion
1. The girl is on her own on a train.	The girl is on her own on the train – in school uniform, no friends, no parents. Criminal exploitation is often facilitated by using trains/the rail network. Children as young as 11 can be ‘trafficked’ from one area to another. <i>‘Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.’</i>
2. Isolation from peers.	The girl is isolated and lonely. She mentions she had no friends.
3. New friendships with older, controlling people. Being part of a gang.	New, ‘cool’ friends and hanging out with older friends or gang members who are treating her as older than she is and not as a child. This could lead to gang association.
4. Given presents.	The girl states that at first, she was given presents from her new friends.
5. Drug taking – offered free at first then the cost escalates.	Evidence of drug taking. Photo taken against her wishes of taking drugs (Cannabis). The photo could possibly be used as blackmail later. Cannabis is often used as a ‘gateway’ into Criminal Exploitation of Children.
6. Threats	Evidence of messages – threatening /controlling: ‘Can’t pay? - Pay another way!’ Sophie is outside her home.
7. Debt	Drugs being offered for free – quickly escalating into an impossible to pay off debt. Be ‘friendlier’ towards his friends. Pay.
8. Stealing	The girl stole the £20 she owed for the drugs from her dad.

	9. Mobile phones	She is given an old mobile phone – to facilitate the ‘drugs line’ (County Lines) Money has been exchanged.	
	10. Confused / losing control	Her recollection of events is poor, especially as things get worse. She is confused as to what exactly happened and when – it all seems a blur.	
	11. Lies	She lied to her dad. Lots of lies also made her confused.	
	12. Drug packages	Given drugs to deliver around the area.	
	13. Violence / Knife for protection	Given a knife for her own ‘protection’.	
	14. Robbed	She mentions that she was sometimes robbed – the gangs sometimes set up a robbery to escalate the debt so that the young person can see no way out.	
	15. Attacked in the van	She is attacked and possibly raped in the back of the van.	
	16. Left for dead	She is left on the road after being attacked – the dealers - or do way say the criminal gangs here? Don’t care if she is alive or dead.	
	<p>The Officer should also discuss possible additional signs not seen in the film, these include reference to:</p> <ul style="list-style-type: none"> • change of friendship groups • challenging behaviour • going missing for long periods at a time • staying out late • being secretive about they have been or are going to • lack of interest in school, activities and hobbies • disrespect for boundaries set by parents / carers or school. 		

	Activity 3		
PAUSE and REWIND CAROUSEL ACTIVITY Empowerment activity	With the teacher's help, divide the class into small groups and distribute a Pause and Rewind activity card to each group. Carry out the activity in carousel style ensuring learners have plenty of time to discuss each question. <i>(If time is restricted – carry out number 3 only as a whole group / verbal activity).</i> <ol style="list-style-type: none"> 1. How could the exploitation have been avoided? 2. What was the impact on the girl and others around her? 3. What advice would you give to the girl if you were her friend? 		10 mins (5 + 5)
1. How could the exploitation have been avoided?	<ul style="list-style-type: none"> • Father asking about the missing money. • School friends reporting to a trusted adult about the Cannabis smoking online pictures. • School staff looking into any school absences and any changes in behaviour. • School giving an educational session around the risks of County Lines. • Friends reporting to a trusted adult the changes they observed in their friend. • Being aware of organisations that can help if feeling tricked and trapped. 		
2. What was the impact on the girl and others around her?	<ul style="list-style-type: none"> • Very unhappy • Feeling scared and anxious all the time • Confused • Lonely • Unable to trust anybody • Sad • Emotionally scarred • Injured or worse <p>Others</p> <ul style="list-style-type: none"> • Family will be very concerned about her as she might be disappearing for long periods of 		

			<p>time they will be anxious and worried.</p> <ul style="list-style-type: none"> • Family not able to cope with the situation. • Family members scared about what's happening. Family might also be in danger. • School – may see absences increasing and as a result her grades suffering. • Lack of engagement with friends and teachers in school. • Police – disappearing for long periods of time means the Police may have concerns for her welfare. • Other First Responders – Ambulance crew having to deal with injuries. 	
		<p>3. What advice would you give to the girl if you were her friend?</p>	<ul style="list-style-type: none"> • Don't take illegal substances. Cannabis is a gateway drug into County Lines. • Tell an adult as soon as possible if something doesn't feel right. • If a friendship / gang culture seems too good to be true – then it often is. • Be aware of peer pressure and how it can influence your behaviour. • Nothing is ever for free – you will always end up having to pay at some point. • It's <i>never</i> too late to tell a trusted adult what is going on – however hard it is. 	

<p>Activity 4 and Plenary</p> <p>'Finding my voice' activity</p>	<p>Distribute a set of My Pledge post cards to all the learners and ask them to write a pledge, describing how they can be safe and protected from harm.</p> <p>Link to the previously discussed Rights of the Child:</p> <p>Article 19 – I have the right to be protected from being hurt or badly treated</p> <p>Article 33 – I should be protected from dangerous drugs</p> <p>Article 34 – Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad</p> <p>Article 35 – I should not be abducted, sold or trafficked</p> <p>Article 36 – I have the right to be kept safe from things that could harm my development</p> <p>Article 39 – I have the right to help if I have been hurt, neglected or badly treated.</p> <p>Facilitate feedback from a few who are willing to share. This is a private activity, therefore no feedback is needed unless the pupils want to share.</p>	<p>5 mins</p>
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<p>Help and support</p>	<p>Discuss the film ending when we see the main character reaching out for help.</p> <p>Facilitate feedback emphasising that it's never too late to ask for help.</p> <p>Remind the learners who is available to help if they feel uncomfortable or unsafe because of another person's behaviour.</p> <p>At home, talk to a parent or trusted adult.</p> <p>In school, talk to a teacher, the safeguarding teacher (Designated Safeguarding Person (DSP)), the School Community Police Officer, or go online where help is available from MEIC, www.meiccymru.org or ChildLine 0800 11 11 www.childline.org.uk or you can anonymously report troubling or criminal behaviour to - www.fearless.org For advice about Children's Rights visit www.childcomwales.org</p>	<p>5 mins</p>
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	Review and assessment of learning	
Reflection	<p>To close the lesson, ask learners to reflect on what they have learnt. Give them some thinking time.</p> <p>Check the success criteria for the lesson displayed on the PPT have been achieved and that the learners understand the key words.</p> <p>Facilitate feedback from a few learners.</p> <p>Distribute SchoolBeat Helpline cards to all learners.</p>	2 mins

Further follow up material for teachers and others is available on www.SchoolBeat.cymru