

KS3 and KS4 Safe!Stories Exploitation / Child Drug Exploitation: Teacher Notes

Safe Stories lesson plans and resources* are designed to be in-line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The lessons to support Rob and Tyrone's story link to the following aspects from the RSE and Health Education statutory guidance:¹

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
- The characteristics of positive and healthy friendships, in all contexts including online, such as trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How young people can talk about their emotions accurately and sensitively, using appropriate vocabulary.
- How young people can critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- The law relating to violence and exploitation by criminal gangs (for example, through gang involvement or 'county lines' drugs operations).
- The law relating to the supply and possession of illegal substances.

As such, Rob and Tyrone's story would fit well in any sequence of lessons covering these issues, it also complements the other Safe Stories lessons.

Rob and Tyrone's story is an example of Child Drug Exploitation and Child Criminal Exploitation. Children as young as 11² have been the victims of these forms of exploitation. In order to keep young people as informed and safe as possible these KS3 lessons contain more mature themes and content than might be typical at this Key Stage. This is in-line with advice from the PSHE Association³. As such, the lessons are designed to be age-appropriate with additional KS4 learning opportunities that deal even more directly with CDE/CCE. In some school settings and depending on need, it may be appropriate to make use of both sets of resources across the course of a school year, or to spend longer on some activities than others.

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

² <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file>

³ <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf> [H23-29 KS3]

Further Resources:

Safe Stories website: www.safestories.org.uk

SAFE! <https://www.safeproject.org.uk>

Step Out @Donnington Doorstep: <http://www.donnington-doorstep.org.uk/step-out/about-step-out#>

Oxfordshire Safeguarding Children Board: <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Multi-Agency Safeguarding Hub (MASH) guidance: <https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub>

Childline: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

National Crime Agency: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>



*These resources have been produced by Safe! in conjunction with The Cherwell School (L. Dorn and R. Hancock) 2020.

Essential Teacher Notes

It is important to be mindful that there may be students in the class who have direct or indirect experience of crime and/or exploitation. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore you may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in your setting. The lesson does not include specific details of drug use as vulnerable students may copy or be adversely affected by the behaviours they learn about in class.

Do use non-emotive language, try to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Throughout the lesson you will see that teacher explanations have been clearly specified for each activity. These should be read directly to your class to ensure that students experience consistency. We hope this will also give you confidence in your own delivery.

A list of key words and definitions are provided. Familiarise yourself with these because students need to be provided with clear, accurate and consistent explanations. It is important that your own knowledge is secure in this area. You might want to print these out for students and encourage them to use and refer to them throughout the lesson. This is important for improving a student's ability to communicate effectively about exploitation.

Disclosures: Be aware that students may make disclosures to you or their peers at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. you overhear it while they are chatting to peers) you must follow your school's safeguarding procedure and report this to the relevant staff as directed in your school policy. In these lessons do be vigilant, take notice and report any concern, however small, as it could be part of a bigger picture. Do speak to your safeguarding lead ahead of the lesson should you want clarification and advice on the process, including how you deal with the student.

Lesson Overview Grids

Lesson One			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Go through learning aim, health warning and signposting	PPT slides 1-3
5 minutes	Activity One	Key word lists Power dynamics and what makes us vulnerable	PPT slides 4-5 Key Word List Appendix 1.
10 minutes	Activity Two	Qualities and resources that aid power	PPT slide 6
5 minutes (video 3.31)	Activity Three	Watching video: Rob and Tyrone	PPT slide 7 Video Link
10 minutes	Activity Four	Identifying who makes use of which quality/resource	PPT slide 8 Appendix 2.
10 minutes	Activity Five	Spotting manipulative behaviours	PPT slides 9-11 Appendix 3.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 12

Lesson Two			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Reminder of learning aim, health warning and signposting	PPT slides 1-3
10 minutes (video 3.31)	Activity One	Recap: spotting signs of manipulation and re-watching video.	PPT slide 4 Appendix 3. Video Link
10 minutes	Activity Two	Slippery Slope as a result of the escalation of manipulation	PPT slides 5-6 Appendix 4.
15 minutes	Activity Three	Making positive and negative decisions	PPT slide 7
10 minutes	Activity Four	Understanding signs of exploitation and knowing whether to report them	PPT slides 8-9 Appendix 5.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 12

Lesson Three

Timing	Activity		Resource
5 minutes	Teacher Led Task	Reminder of learning aim, health warning and signposting	PPT slides 1-3
10 minutes	Activity One	Raising concerns and having difficult conversations	PPT slides 4-6
5 minutes	Activity Two	Practicing difficult conversations	PPT slide 7
25 minutes	Activity Three	Quiz: Crime and Exploitation	PPT slides 8-28 Appendix 6.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 12

Useful Key Words

Coercion	Using force, the threat of force or intimidation to get someone to do what you want them to. Coercion often removes or limits a person's choices or leaves them with only a course of action that is dangerous or harmful.
Informed Consent	Informed consent is important in all areas of our lives, not just relationships. Informed consent means you have all the information needed to make a choice and you give your consent (agree). You also have the right to change your mind at any point. Informed Consent is dependent on: choice, capacity, and freedom.
County Lines	The gangs and organised criminal networks involved in selling illegal drugs across the country, using dedicated mobile phone lines or other forms of "deal line". The gangs exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons [Source: NSPCC].
Cuckooing	Someone takes over a vulnerable person's home and uses it as a base for criminal activity and exploitation. It takes the name from cuckoos who take over the nests of other birds.
Exploitation	Using a person or a situation to gain an unfair advantage or benefit for yourself. Child exploitation refers to the use of children for someone else's advantage often resulting in unjust, cruel and harmful treatment of the child. The term 'child exploitation' can refer to manipulation, coercion, abuse, and ill-treatment [Source: Save the Children].
Gang	<p>The word 'gang' means different things in different contexts. It can be helpful to think of three broad groups:</p> <ul style="list-style-type: none"> • Peer group A relatively small social group, made up often of friends or similar age peers which may or may not describe themselves as a gang depending on the context. • Street gang A group of people who see themselves (and are seen by others) as a group for whom crime and violence is a core part of the group's identity. • Organised criminal gangs A large group of individuals that can be spread across a wide area (often meaning that not all members will know each other) and who are involved with criminal activity for personal gain (often but not always for money). Crime is similar to a job for members. <p>It's not illegal for a young person to be in a gang – there are different types of gang and not every gang is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, exploitation, drug dealing and violent crime.</p>
Gaslighting	Manipulating someone so that they come to doubt the truth and reality of their experiences. Gaslighting can involve twisting or misrepresenting information or even giving false information.
Grooming	Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative [Source: NSPCC].

Indebted	Feeling in a position of obligation; that you are required to repay someone either in money or favours.
Manipulation	To control or influence a situation or person, often without their knowledge. A manipulator can control or influence the choices available to a person, so that person feels they are making a free choice but really it is not.
Organised crime and Organised Crime Gangs (OCGs)	Organised Crime is defined as planned and co-ordinated criminal behaviour and conduct by people (the Organised Crime Gang) working together on a continuing basis. Their motivation is often, but not always, financial gain. Organised Crime Gangs often operate over more than one country.
Power dynamic	Describes the levels of power held by participants/individuals in a relationship. The power dynamic of a relationship can be equal or unequal. All our relationships with other people, including friendships, romantic relationships, employment relationships, have a power dynamic.
Safeguarding	Safeguarding is the actions that are taken to promote the welfare of children and all other vulnerable people and protect them from harm.
Vulnerable	A vulnerable person is someone at risk of harm or abuse because they are unable or lack the resources to fully take care of themselves. A person can become vulnerable through no fault of their own, and someone who is not vulnerable in one situation may be vulnerable in another.
Mature Content (suggestion KS4 only)	
Packing	Body packing is the planned and relatively well coordinated ingestion or insertion of drugs for the purpose of smuggling. If one or more of the packets splits the person carrying them is at immediate risk of overdose. A person is often coerced into being packed. Young people are particularly vulnerable because dealers believe they will be overlooked. [Source: NHS]
Stuffing	Body stuffing occurs when people who are about to be caught by law enforcement swallow or insert drugs into the rectum or vagina to avoid detection. Stuffing usually involves smaller amounts of drugs than packing but they can be poorly wrapped so the risk of overdose is much higher. Stuffing is often non-consensual and dealers will use young people because dealers believe they will be overlooked. [Source: NHS]



Support for Young People
Affected by Crime

KS3 and KS4 Safe!Stories Exploitation/CDE – Rob and Tyrone

Lesson One Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“We are going to be focusing on how to recognise exploitation and how to support yourself and others.

When a person is able to recognise the signs of exploitation and the ways exploitation works they are better able to keep themselves and others safe. This knowledge is just as relevant to your future lives as adults as it is to you right now.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to return to these issues and consider them even more deeply.

Part of learning about exploitation is becoming aware that we are all vulnerable to some degree, as such it can be a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Paul, Tyrone, and Rob each have qualities and resources that contribute to the power they hold in their relationships with one another. This is the power dynamic between them. Having power enables us to do things in the world, for example having a high sense of self-esteem can give us confidence, and confidence can be powerful when it comes to making friends. However, it is important to recognise that power sometimes enables us to act in a negative, harmful way, and sometimes enables us to act in a positive way.

Using the cards in Appendix 1, first sort the qualities and resources into two piles, one for Negative Power and another for Positive Power. This activity can be done individually, in pairs, or in groups.

Ask the individuals, pairs, or groups to add at least two qualities and/or resources of their own, one positive and one negative.

Ask the class to feedback the results of their sort and any features they have come up with themselves.

Note: Students may decide that some features could belong in the positive or negative categories depending on the circumstances. This is ok and is a good opportunity to confirm for students that context is really important. For example, being articulate can be positive as it helps you form good quality friendships and make yourself understood. However, students may decide that people could mis-use their power with words to manipulate others. In this case a decision can be made by the whole class or individuals as to whether it belongs in both categories or is more often either positive or negative. Also, if they or someone they know are ever unsure whether aspects of a situation they are in might be exploitative, talking to a trusted adult can be really helpful.

Activity Two

Choose at least two qualities and/or resources and explain why they can give someone positive or negative power. Students should use the model, key word list and the sort cards to support them.

Model Answer [with key words highlighted]: *Having physical strength can give someone power that can be used both positively and negatively. Someone who is strong could use their strength to protect those more vulnerable than them, this would be an example of a positive use of power. However, a negative use of power would be using your physical strength to intimidate or coerce someone.*

Activity Three

Watch the video that shows Rob and Tyrone's experiences. Show the video in its entirety without pause to allow students to make their own initial interpretations of the story.

Activity Four

Student discussion - has your opinion about what qualities/resources may give positive or negative power changed? It may be the case that something students had originally identified as being positive they now

view as negative having watched the video. For example, “has someone to buy them things/give them gifts” is an example of a situation that may initially make someone feel powerful but that in Rob and Tyrone’s case is actually evidence of Paul manipulating them. If students do not comment on this during their feedback, draw their attention to it.

Next, give students handout. They now have to decide who (Rob / Tyrone / Paul) makes use of each powerful quality /resource by completing grid [Appendix 2.]. They will highlight who used that quality/resource. It may be suitable to re-watch and pause the animation at certain points when students identify who is making use of a powerful quality or resource. This activity can then be modelled.

Extension – consider who is gaining the most power as a result of using these qualities/resources? Students should be able to work out that Paul is creating the power imbalance by using these qualities/resources in order to manipulate Rob and Tyrone.

Activity Five

Teacher Explanation:

How does Paul use his ‘powers’ to manipulate? Manipulation is when somebody controls or influences a person or situation cleverly, usually to try and gain some control, power or benefits. There are many different ways that a person or situation can be manipulated and it is important that you understand how to spot the signs of manipulation.

It is important to note that we are often influenced by people including friends and family and this is a normal aspect of many different relationships. For example, Rob and Tyrone might influence each other to take risks, when trying out new skateboarding tricks. However, there is a big difference when someone is manipulated because the manipulator is deliberately creating an imbalance of power and exploiting the ‘victim’ in order to gain something for themselves. So, for example, if Rob influenced Tyrone to be filmed while doing a skateboarding trick, it wouldn’t be manipulative if they were intending to use that video to try and get better at skateboarding. But if Rob threatened to show people the video if Tyrone didn’t do something for him, then it would be manipulative because Rob would be using the video to give him power over Tyrone.

Read through the list of ‘Spotting Manipulation’ together [Appendix 3.]

In this video, Paul demonstrates many manipulative behaviours. You are going to identify examples of Paul’s behaviour and write an explanation for why you think it is a sign of manipulation

Teacher note: there is a list drawn from the video in Appendix 4, this is not an exhaustive list.

Model answer: *Paul manipulates Tyrone by rewarding him with the latest Call of Duty. This is an expensive game that has an 18 certificate. This is manipulative because Tyrone would have initially felt cool to have been rewarded with something grown-up, but he would also have felt obligated to do something for Paul in return, a slippery slope. The ‘gift’ leaves Tyrone feeling indebted to Paul.*

Sign-posting

End the lesson by reminding students of the places they can access support:

Teacher Explanation:

“Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this:]”

Safe: <https://www.safeproject.org.uk>

Childline: <https://www.childline.org.uk/> 0800 1111

Step Out @ Donnington Doorstep: <http://www.donnington-doorstep.org.uk/step-out/about-step-out>

What to do if you suspect someone in your community is a victim of cuckooing/exploitation:

- Call the police on 101 (However, if you or your friends are ever in immediate danger the safest thing to do is call 999)
- Make an anonymous report to Crimestoppers using either **0800 555 111** or the form online at <https://crimestoppers-uk.org/give-information>

Lesson Two Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“We are going to be focusing on how to recognise exploitation and how to support yourself and others.

When a person is able to recognise the signs of exploitation and the ways exploitation works they are better able to keep themselves and others safe. This knowledge is just as relevant to your future lives as adults as it is to you right now.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to return to these issues and consider them even more deeply.

Part of learning about exploitation is becoming aware that we are all vulnerable to some degree, as such it can be a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Students should re-read the manipulative behaviours on Appendix 3. to refresh their memories, and then re-watch the video that shows Rob and Tyrone's experiences.

Activity Two

In this activity we are going to focus on how Paul escalates his manipulation and Rob and Tyrone find themselves on a slippery slope.

Remind students that manipulators often use what is called the foot-in-the-door approach, this is a psychological technique that starts with small, reasonable requests that others agree to, before moving on to more and more unreasonable demands that people feel they cannot say no to because they have already agreed to so many smaller requests (this is also sometimes called a 'slippery slope' because it captures the feeling of the situation being out of your control).

Students should use Appendix 4. cut up and mixed as a card sort, to organise key events of the story in order to demonstrate the slippery slope that Rob and Tyrone find themselves on. There is a blank card for students to add any feature of the story that they feel also contributed to the slippery slope.

This activity can be done individually, in pairs, or in groups. Ask the class to feedback the results of their discussions.

Activity Three

In pairs or groups, direct students to choose three moments in the slippery slope sequence that one or both of the boys could have responded differently. For each moment students need to then explain what could have happened (both possible positive and negative outcomes) had Rob and/or Tyrone done things differently, and possible barriers to them doing so.

Model answer: When Paul gives them ways to 'fit in' with the group of older people, Rob and Tyrone could have responded in a number of ways. They could have told Paul that they didn't want to hang out with older people but this could feel hard to achieve because they might have felt unsure of how Paul would react, especially as he might feel entitled to thanks instead. Rob was less confident so if he told a trusted adult who they were spending time with and what they were doing then this might have a positive outcome because the adults would recognise that there was something unusual about this and be able to help.

Remind students that it is easy to dismiss the actions of others as foolish when we are observing from the safety of the classroom but following a negative course of action by little steps is actually something all humans are vulnerable to. Knowing this however is useful for two reasons. Firstly, it enables us to think deeply about responding to dangerous situations from a position of calm and safety. This practice increases our likelihood of making positive decisions when we are under real pressure. Secondly, when we are honest about how easily one action can lead to another, we can use this to bring positive habits and change into our lives. For example, surrounding ourselves with healthy friendships can start as simply as saying 'hi' to someone new in the corridor one day.

Activity Four

Teacher Explanation:

"We all have a responsibility to look out for one another and to raise a concern if we think somebody might be being exploited. All teachers and adults in a school will be taught what the signs of exploitation

are and they have a responsibility to look out for these signs. It is important that you know what they are too, because it might be you that first notices a change in behaviour from your friend or peer. It might sometimes feel a bit strange to report a concern about someone, especially if you do not know them. You might feel worried about it, you might not be sure if there is a problem or not and it can be difficult to know whether you should say something. You might also lack confidence in knowing who you could talk to.”

Share the ‘signs of exploitation’ list with students [Appendix 5.], remind them that this is not an exhaustive list and that the signs can look different depending on the type of person. Students need to decide if each of the signs individually would be a cause for concern.

Next read the four scenarios [Appendix 5.] and decide in each case whether you should report a concern to a trusted adult. RAG rate each scenario (red - very concerning, amber - somewhat concerning, green - not a concern) and be prepared to explain why you think this. This activity can be done individually, in pairs, or in groups. Ask the class to feedback the results of their discussions.

Explain that if they are not sure if something is green or amber, then best to take it to a trusted adult. One thing in isolation might seem green but lots of greens can add up to red. It’s not your job to know all of these puzzle pieces but there are trusted adults whose job it is to keep an eye out for the bigger picture. Trusted adults are not able to keep the information you tell them confidential if they need to take steps to protect you or the person you are raising concerns about. However, they will only tell the people who need to know to keep you safe, they will not share that information with just anyone, or gossip about what is happening.

Now go back to the ‘signs of exploitation’ grid and review your answers, having thought about possible scenarios are there any signs that you think it would be better to report just in case?

Extension Activity - When to Act

When working with the four scenarios decide whether it is serious enough that you need to alert any trusted adult immediately (there and then) or is serious but can wait until you find a specific adult you trust (for example, your tutor the next morning or your Head of Year at the end of the day).

Note: How to raise concerns is covered at the start of Lesson Three but you may choose to teach the activities Signs of Exploitation and Raising Concerns together.

Sign-posting

End the lesson by reminding students of the places they can access support (see page 11 for sources of support):

Teacher Explanation:

“Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this].”

Lesson Three Plan – 50 minutes

Teacher-led Task

Health Warning

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This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to return to these issues and consider them even more deeply.

Part of learning about exploitation is becoming aware that we are all vulnerable to some degree, as such it can be a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Students to work in pairs to produce a short script for two raising concerns with two different people. They are going to write down exactly what they will say. They can use some of the model phrases to help them. After this they will practice reading through the scripts out loud, in their pairs (all at the same time - this is more inclusive and maximises engagement). It is important that we give students the opportunity to practice being assertive through speech (as well as writing).

Teacher Explanation:

“When we are worried about someone’s safety it is important that we raise our concerns. Rob is very worried about the situation he finds Tyrone and himself in. Having a difficult conversation with a friend can be really challenging because you don’t know how the other person is going to react. Having a difficult conversation with a trusted adult can also be really challenging, especially if you are not sure if raising your concerns will mean there are consequences for someone else.

Let’s remind ourselves who the trusted adults are that we have around us to ask for help (direct students to refresh their memories of the Signposts given at the end of the previous lesson and the start of this one, including any school-specific sources). Remember, these people are here to help keep you safe and even if you are worried that you might get your friend into trouble it is always better to ask a trusted adult for help rather than keep it to yourself. For example, the trusted adult could refer Tyrone to Safe. Safe would then offer Tyrone some 1-2-1 sessions as he is a victim of crime (he has been exploited). These sessions could give practical and emotional support to think through the ways in which he had been harmed by the experience and what he needed to move on such as talking through the impact of the experience, or support in building relationships etc. They can also support him if he is already involved in the criminal justice system (for example if he has been arrested).

When having these difficult conversations it can be really helpful to have a script in your mind, so that you say everything you need to. You can start a difficult conversation like this:

1. I have something to tell you...
2. Here’s what I’m afraid will happen when I tell you...
3. Here’s what I want to have happen..
4. Here’s what I have to tell you...

Work with a partner to script two ‘difficult conversations’. One will practice how Rob could raise his concerns with Tyrone and the other is how Rob could approach a trusted adult for help. If you can practice this it can build up your confidence and improve your communication skills, so that if you find yourself in a situation like this you will know what you might say.”

Activity Two

Teacher Explanation:

Before practicing the speaking: “Now you have written your script you are going to practice saying it out loud. You will do it twice and will switch parts so you both get a chance to be speaker and listener. I will give you a time limit and when I say switch you will change the part you are reading. It is really important that when you are having a difficult conversation that you are as confident as possible. You can do this by

- making eye contact with the person
- keeping your arms unfolded
- standing up straight
- speaking in a calm way
- speaking slowly, and remembering to breathe
- taking a deep breath if you feel anxious
- being firm and sometimes repeating your point, calmly

If you are playing the part of the person who is being spoken to, it is important that you also show you are a good listener by

- also making eye contact
- listening to the points your friend is making without interrupting
- making sure your body language is positive - e.g. facing the person (not away from them)

Take a moment to read through the script in silence and think about how you are going to say it.”

Extension Activity:

Another difficult interaction that Rob and Tyrone face is how they can turn down the gifts that Rob is giving them in order to manipulate them. Students should select a moment in the video where Rob gives a gift to the boys and brainstorm possible responses that could be used to refuse the gift.

This activity can be done individually, in pairs, or in groups. Ask the class to feedback the results of their discussions. Class can select the top three answers that they feel will be the safest (it is crucial to emphasise that it is vital to keep Rob and Tyrone as safe as possible) and the most effective.

Activity Three

The following activity is a quiz designed to give students further contextual information on crime related to exploitation. After each question share the correct answer and additional information. This activity can be done individually, in pairs, or in groups. In addition to using the PowerPoint you may also choose to have students record their answers and the correct ones on the handout [Appendix 6.] so that they can take the information away with them.

1. What is the best definition of cuckooing?

- a. A form of exploitation where people take over a person’s home and use the property to facilitate crime and further exploitation. It takes the name from cuckoos who take over the nests of other birds.
- b. Freely inviting someone to use your property to facilitate crime and exploitation. It takes the name from cuckoos who are invited into the nests of other birds.
- c. A form of exploitation where people take over a vulnerable person’s home and use the property to facilitate crime and further exploitation. It takes the name from cuckoos who take over the nests of other birds.

Answer: C - Cuckooing is a form of exploitation where people take over a vulnerable person’s home and use the property to facilitate crime and further exploitation. It takes the name from cuckoos who take over the nests of other birds. Children and young people exploited by criminal gangs are often forced to move into cuckooed properties, cutting them off from accessing education, healthcare, and even food.

2. Who is most vulnerable to being exploited through cuckooing?

- a. Already vulnerable, often lonely and socially isolated adults and young people.
- b. Individuals who are confident, involved in their communities and with a wide support network.
- c. Anyone.

Answer: A - Already vulnerable, often lonely and socially isolated adults and young people. Those who are already vulnerable are most at risk of being exploited through cuckooing and other methods. However, it is important to remember that we are all vulnerable to some degree and so depending on the changing circumstances of our lives, exploitation is something we should all be aware of and alert to. Being

confident, involved in your community and having a wide support network are all ways you can protect yourself against exploitation.

3. Exploiters use many techniques to gain access to a vulnerable person's home. Which of the following is not typically one of their methods?
- a. Offers of help with shopping or household tasks.
 - b. Using credit/debit cards on the person's behalf to pay for expenses like shopping or utility bills.
 - c. Signing a legal contract (tenancy agreement) to live in the property and paying their fair share of rent.

Answer: C - Signing a legal contract (tenancy agreement) to live in the property and paying their fair share of rent is not a typical technique used by exploiters. Exploiters will establish a relationship with the resident of the property and this is unlikely to be done by legal means. Instead they often use foot-in-the-door techniques such as offers of help, financial support, or drugs and/or alcohol (this is particularly effective if the resident is already dependent on these substances).

4. Which of the following are signs that a property may be being used for criminal use and that the resident may be a victim of cuckooing?
- a. Frequent visitors at unsociable hours
 - b. An increase in the number of new, unfamiliar visitors
 - c. Changes in your neighbour's daily routine
 - d. Unusual smells coming from a property
 - e. Suspicious or unfamiliar vehicles outside an address

Answer: All of the above are signs of possible cuckooing. If you suspect someone in your community is a victim of cuckooing you should:

Call the police on 101 (add note about 999 for immediate danger)

Make an anonymous report to Crimestoppers using either **0800 555 111** or the form online at <https://crimestoppers-uk.org/give-information>

Share your concerns with a trusted adult at school

Do not take any action that may put you at risk of harm.

5. Which of the following is the best definition of county lines?
- a. The gangs and organised criminal networks involved in selling illegal drugs across the country, using dedicated mobile phone lines or other forms of "deal line". The gangs exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
 - b. The dedicated mobile phone lines or other forms of "deal line" used to sell drugs. The gangs exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
 - c. The gangs and organised criminal networks involved in selling illegal drugs across the country, using dedicated mobile phone lines or other forms of "deal line". The gangs often use coercion, intimidation, violence (including sexual violence) and weapons.

Answer: A - The gangs and organised criminal networks involved in selling illegal drugs across the country, using dedicated mobile phone lines or other forms of "deal line". The gangs exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

6. True or False? County lines are just an inner-city problem.

Answer: False - County line operations move drugs not just between cities but from cities to rural areas as well. The networks are spread across the UK and not just limited to cities. The National Crime Agency reports an increase in the exploitation and recruitment of children and young people in the importing towns, rather than the exporting city areas.

7. What role/s does social media play in county lines?

- a. Mass marketing texts to advertise drugs
- b. Exploiting and recruiting children and young people to move drugs across the country
- c. Intimidate rival suppliers

Answer: All of the above.

8. What is the age range of people typically exploited by criminal gangs to be used in county lines?

- a. 15-25 years old
- b. 11-56 years old
- c. 11-30 years old

Answer: B - According to the National Crime Agency the age range of those typically exploited by criminal gangs is 11-56 years old. Like Paul did, often exploiters make contact and begin to build a relationship with individuals before they begin exploiting them. This means that some children may already be at risk before they are 11 years old.

9. True or False? Exploiters often target children and young people who have not previously been involved with crime.

Answer: True - Children and young people who have not previously come to the attention of the police are often recruited in an attempt to minimise attention from law enforcement and other authorities.

10. True or False? If you are under 18 you will be less likely to be arrested for carrying a knife in public.

Answer: False - At the age of 10 you have reached the age of criminal responsibility. The laws about carrying a knife are very clear. The Prevention of Crime Act 1953 makes it illegal to possess a weapon in a public place. There are also offences under The Criminal Justice Act 1988 that cover possession of a knife or bladed article in public and a sub section concerned with having such an item on schools' premises specifically.

Sign-posting

End the lesson by reminding students of the places they can access support (see page 11 for sources of support):

Teacher Explanation:

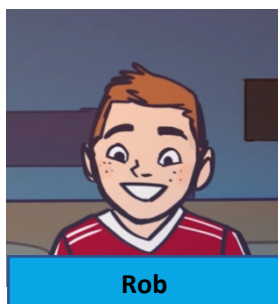
“Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this:]”

Appendix 1.

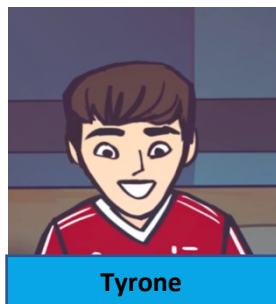
Card Sort – Qualities / Resources Enabling Positive and Negative Power

Has plenty of money	Well-dressed	Confident
Has a wide circle of friends/social connections	Cool	Independent
Has plenty of possessions	Has someone to buy them things/give them gifts	Carrying a weapon
Age	Articulate (able to speak and communicate clearly in a way that people can understand)	Can travel widely
Life experience	Friendly	Kind
Intelligence	Well-educated	Has a home of their own
Physical strength	Is respected	Gender

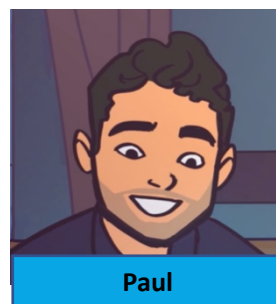
Who uses Powerful Qualities and Resources?



Rob



Tyrone

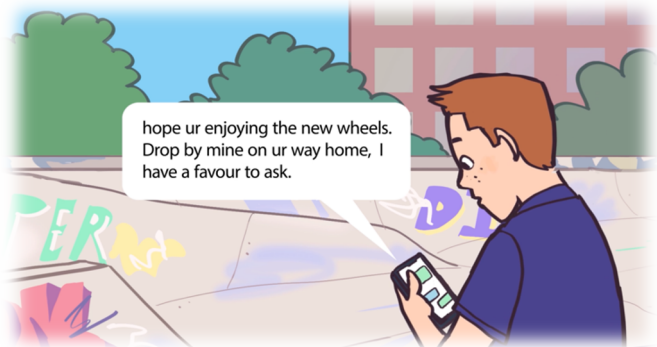


Paul

Powerful Quality or Resource:	Who makes use of this powerful quality or resource? Highlight all that apply.		
Has plenty of money	Rob	Tyrone	Paul
Has a wide circle of friends/social connections	Rob	Tyrone	Paul
Has plenty of possessions	Rob	Tyrone	Paul
Age	Rob	Tyrone	Paul
Life experience	Rob	Tyrone	Paul
Intelligence	Rob	Tyrone	Paul
Physical strength	Rob	Tyrone	Paul
Well-dressed	Rob	Tyrone	Paul
Cool	Rob	Tyrone	Paul
Has someone to buy them things/give them gifts	Rob	Tyrone	Paul
Articulate	Rob	Tyrone	Paul
Friendly	Rob	Tyrone	Paul
Well-educated	Rob	Tyrone	Paul
Is respected	Rob	Tyrone	Paul
Confident	Rob	Tyrone	Paul
Independent	Rob	Tyrone	Paul
Carrying a weapon	Rob	Tyrone	Paul
Can travel widely	Rob	Tyrone	Paul
Kind	Rob	Tyrone	Paul
Has a home of their own	Rob	Tyrone	Paul
Gender	Rob	Tyrone	Paul

Spotting Signs of Manipulation

1. A manipulator may use obvious **forms of aggression to threaten**. This could be raising their voice, aggressive body language, threatening violence, or actual violence.
2. A manipulator might **play the victim** to make others feel guilty and responsible for helping them.
3. Manipulators **blame** others, they **don't take responsibility** for their actions.
4. A manipulator might use a technique called **gaslighting** which leaves others questioning themselves.
5. Our society teaches us that doing something in return (e.g. "one good turn deserves another") is the right and polite thing to do. Manipulators **take advantage** of this to **make others feel guilty and obligated**.
6. A manipulator might make you **feel like you have done something wrong** when you're not sure you have.
7. Manipulators often insist others **meet** or spend time with them in **places where they feel powerful**, for example their own home, or away from others who could intervene or stand up to them.
8. A manipulator might do or offer something that initially seems like a gift but later comes with 'strings attached' that leave others feeling **indebted**.
9. A manipulator might **put pressure on others** to make decisions quickly and before they are ready or can ask others for advice.



10. Manipulators often use what is called the **foot-in-the-door approach**, this is a psychological technique that starts with small, reasonable requests that others agree to, before moving on to more and more unreasonable demands that people feel they cannot say no to because they have already agreed to so many smaller requests (this is also sometimes called a 'slippery slope' because it captures the feeling of the situation being out of your control).

- 11.** A manipulator might use what is called the '**door-in-the-face**' approach, this is a psychological technique where the manipulator starts with an outrageously unreasonable request that it is easy to say no to. Once the other person has said no, the manipulator follows with the real request and the other person is left feeling obligated to say yes, to balance out their previous 'no'.

Appendix 4.

Card Sort – Key events in the story that lead to the slippery slope

Pretends/or uses knowledge of family member to seem more genuine	Paul texts “Drop by mine on ur way home, I have a favour to ask.”
Providing relaxing/fun activities	Paul’s tone changes when he presents the bag for the first time; he is standing before them and showing more obvious physical control
Acting like they are mates (so much so that they don’t care he doesn’t have the thing for Tyrone’s brother)	Rob says “he told us we’d get there really fast on our skateboards. We did owe him one I guess, after everything he’s done for us.”
Gives them ways to ‘fit in’ with the older group of people	Tyrone’s drug runs become further afield
Lets Rob and Tyrone win in the Fifa tournament	“He told me he messed up in London and lost the ruck-sack. Paul got so angry and said Tyrone needed to pay for what he had lost”
Uses their Fifa win as an excuse to ‘reward’ with a new skateboard	<i>Space for your own idea:</i>
<i>Space for your own idea:</i>	<i>Space for your own idea:</i>

Signs of Exploitation

Is this sign of possible exploitation a cause for concern?	
Frequently going missing from school or home	Yes / No
Being found in areas where they don't seem to know anyone	Yes / No
Frequently going missing from school or home	Yes / No
Staying out late for unexplained reasons	Yes / No
Travelling for unexplained reasons	Yes / No
Unexplained money, new clothes or electronic devices	Yes / No
Receiving high numbers of texts or phone calls, being secretive about who they're speaking to	Yes / No
Decline in school or work performance	Yes / No
Significant changes in emotional or physical well-being	Yes / No
Changes in their relationships with others (e.g. adults, peers, teachers)	Yes / No
Becoming isolated or withdrawn	Yes / No
Unexplained injuries and/or refusing to seek medical help	Yes / No
Carrying a weapon	Yes / No

Scenarios

<p>1. At the weekend you were at a birthday party for someone in your tutor group; they aren't a close friend of yours. They come into school on Monday and have a brand new coat on, and at break they are showing off on their new phone.</p> <p>My RAG rating:</p>	<p>2. When changing for PE you notice that your best friend has some cuts and bruises on their body, you are pretty sure they are recent. When you ask them about it, they avoid your questions and seem really uncomfortable.</p> <p>My RAG rating:</p>
<p>3. A few weeks ago you and your friend got pretty low marks in a maths test. Since then your friend has seemed less and less interested in all their subjects and all of their marks are dropping.</p> <p>My RAG rating:</p>	<p>4. Someone in your tutor group has started coming into school in designer clothes. They seem to have two mobile phones, when someone asks them about why they have two they snap and say "it's none of your business!". They never used to be rude to people but now all they seem to care about are their phones. You notice that they even check it at lunchtime even though it is against the school rules.</p> <p>My RAG rating:</p>

Quiz: Crime and Exploitation

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10. True or False? If you are under 18 you will be less likely to be arrested for carrying a knife in public.

Where to get support?

There are organisations outside of school that you can go to:

- SAFE! <https://www.safeproject.org.uk>
- Childline: <https://www.childline.org.uk/> 0800 1111
- Step Out @ Donnington Doorstep: <http://www.donnington-doorstep.org.uk/step-out/about-step-out>

What to do if you suspect someone in your community is a victim of cuckooing/exploitation:

- Call the police on 101 (However, if you or your friends are ever in immediate danger the safest thing to do is call 999)
- Make an anonymous report to Crimestoppers using either 0800 555 111 or the form online at <https://crimestoppers-uk.org/give-information>

Write down any places you can go to for support inside of school

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