

# WILLOW CCE FILMS TEACHING TOOLKIT



Hampshire  
County Council

Hampshire Willow Team & Strong Island Media have produced this pack to support learning around the five films included.

The Willow Team are a multi agency specialist safeguarding team in Hampshire Children's Services supporting and preventing victims of child exploitation. The project itself is a joint collaboration working with the OPCC (Office of Police & Crime Commissioner) and the Hampshire VRU (Violence Reduction Unit) on behalf of the wider strategic child exploitation partnership covering Hampshire, Isle of Wight, Portsmouth and Southampton Councils for them to use as educational videos across all authorities with young people.

These videos can form standalone sessions but for best use should be watched in order and completed fully. There is a range of alternative activities to support the learning.

Each video is approximately 6 mins long and can be used as a stand alone teaching aid but they do all join and tell a full story about the dangers of being groomed and exploited into CCE (Child Criminal Exploitation). The videos and toolkit are designed to enable pupils to develop or enhance their academic and practical skills around the risk using PowerPoint and discussion as key learning themes.

Some of the activities may not be appropriate for all children within a particular cohort and although all care has been taken to ensure the activities are accessible to all year groups, adaptation by someone who knows the individual capabilities of the cohort is advisable. It is also worthwhile considering that some of the children taking part in this may well be already involved in exploitation and so have very real lived experiences and this can cause additional upset and emotional distress.

**If you need any further help or assistance, please do not hesitate to contact a member of the Willow Team. Email: [Willow.team@hants.gov.uk](mailto:Willow.team@hants.gov.uk)**



# GENERIC LEARNING OUTCOMES

## KEY SKILLS/SKILLS FOR LIFE

Analysing information and building upon existing knowledge.

## LEARNING OUTCOMES

By the end of the Toolkit pack pupils will be able to:

- Recognise 'Push & Pull' Factors
- Explain what a Peer Drug Network or County Line is
- Recognise the link between vulnerability and exploitation
- Detail the realities of being caught up in peer drug networks
- Apply the tips to make safer decisions in their own lives
- Dispel common misconceptions about Child Criminal Exploitation
- Distinguish between healthy and unhealthy risks
- Identify situations and strategies to stay safe
- Recognise the role social media and peer pressure plays in glamourisation
- Identify the direction of future aspirations and detail how to achieve them
- Categorise healthy and unhealthy relationships

## LINKS TO OTHER TOPICS/SUBJECTS

All activities can be linked to other subjects including personal development, relationships, education, PHSE, drugs awareness, law and society and citizenship.

## DIFFERENTIATION ACTIVITY IDEAS

- Make a story board using the film. Include accompanying text and write a short alternate ending, either to the whole film set or individual sequences
- Create a poster detailing the signs of grooming and the tips to stay safe for younger children Year Groups 7 and 8
- Design a leaflet on the realities and consequences of County Lines or peer drug networks The leaflet may be used in Youth Clubs
- Write a factsheet for a friend on healthy relationships and safe strangers
- Act out a Drama scene with a positive ending

Each lesson has been designed to be completed in a 40 minute lesson but this may go over dependent on class size and interaction. Teaching staff may wish to really concentrate on one element of the lesson plan, this may really allow pupils to fully learn from the session content.

# GLOSSARY OF TERMS USED

**CSE – Child Sexual Exploitation** – A form of sexual abuse.

**CCE – Child Criminal Exploitation** – grooming and exploitation of children for criminal gain.

**CL – County Lines** – A person or group from an urban area crosses to rural/county areas to set up a base to deal, usually heroin and crack cocaine. Violence is used to establish and secure the drug line and to remove competition. Drug lines are underpinned by exploitation of vulnerable people.

**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.

**Exploitation** – A situation where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive. a child or young person under the age of 18.

**Trafficking** – For children often means the ‘movement’ for the ‘purpose of exploitation’ through threat or coercion for the traffickers gain.

**Missing** – any child who is not where they are meant to be and so at risk from being harmed and exploited.

**Cunch/OT** – Slang words for drug dealing linked to County Lines.

**‘G’** – Slang for a mate/friend close mates.

**Elder** – Older peer of gang member who is in control of others or ‘lowers’.

**‘P’s’** – Money.

**‘Smoke Him’** – to Hurt or kill someone.

Find out more: <https://language-and-innovation.com/2018/04/19/a-drill-dictionary/>



# CAST



**ALFIE**



**ALICE**



**DAVID**



**CALLUM**



**DYLAN**



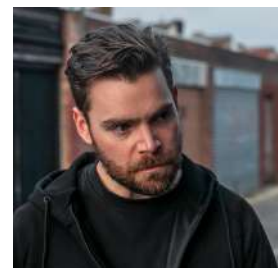
**JAMIE**



**JORDAN**



**MARK**



**MAX**

# FILM 1 - DO I HAVE A CHOICE?

WATCH: <https://youtu.be/zmwQ2i4V2Us>

## SUBJECT:

Child Criminal Exploitation.

## DURATION:

Approx. 40 minutes.

## LEVEL:

Key Stage 3.

## TOPICS COVERED:

**Exploitation,** Glamourisation, Healthy Relationships, Making Safe Choices, Push & Pull Factors.

## LESSON PLAN:

1. Introduce topic
2. Play Video
3. Discuss what is a push and Pull factor
4. Activity 1 (Push/pull factors)
5. Discuss identified risks for each character
6. Activity 2 (statement cards)
7. Discussion around making safe choices
8. Activity 3 (staying safe)

## AIMS OF THE SESSION:

To develop an understanding of the grooming process and how children are recruited into criminal exploitation and associated dangers.

## FURTHER EVIDENCE OF LEARNING:

Pupils could produce an activity pack or take their learning to a wider audience. Be able to freely talk about what is a Push or Pull Factor, and identify a risk factor and feel confident around making safer choices.

Discussion Topics	Aims & Outcomes	Remarks
Push & Pull Factors	<p>Pupils are able to describe that <b>push</b> factors are all of the things happening in a child's world which increase their vulnerability to being recruited into exploitation (When things are hard at home, substance use, isolation, bullying, etc).</p> <p>Pupils are able to describe that <b>pull</b> factors are the things perpetrators will use to entice or draw in children. (gifts, "love"/friendship, protection, places to go or stays, drugs/alcohol, sense of belonging etc).</p> <p>Push and pull factors need to be combined and mixed together so pupils can colour code them, push in one colour, pull in another.</p>	
Risk and Dangers	Identify the risks for each character, David, Alfie and Callum.	
Extended Activity Discussion Points	Use the questions to ask the students to think about and explore the ideas of risk, recruitment and hierarchy for David, Alfie and Callum.	
How do you stay safe? (Thought Bubble Activity)	What choices could David have made to have been safer.	

## ALTERNATIVE ENDING:

What have I learned from this session?

## FILM 1 ACTIVITY SHEETS:

1. Push & Pull Factors/Statement Cards
2. Risk/Dangers Statement Continuum
3. How to Stay Safe Activity/Bubble

# FILM 2 - WHAT DO I REALLY WANT?

WATCH: <https://youtu.be/0q97SYyh6pgg>

## SUBJECT:

Exploitation and Healthy Relationships.

## DURATION:

Approx. 40 minutes.

## LEVEL:

Key Stage 3.

## TOPICS COVERED:

Peer Drug networks, Grooming and Exploitation, Healthy Relationships.

## LESSON PLAN:

1. Introduce Topic
2. Reflect on Session 1 – discussing push and pull factors
3. Play Video
4. Brief discussion with children regarding their pre-existing knowledge of grooming
5. Activity 1 (definitions of grooming)
6. Activity 2 (grooming categories)
7. Discuss what makes a relationship healthy/unhealthy
8. Discuss what safe choices Alice could have made

## AIMS OF THE SESSION:

To develop an understanding of healthy and unhealthy relationships and introducing Grooming.

## FURTHER EVIDENCE OF LEARNING:

Pupils could produce an activity pack or take their learning to a wider audience.

Discussion Topics	Aims & Outcomes	Remarks
Push & Pull Factors	Pupils are able to build on the previous session and identify Alice's Push and Pull factors.	5 min Group Discussion
Grooming	How would you recognise that you or a friend were being groomed?  <b>Activity 1</b> – Identify from the sheets the 4 stages and definitions  <b>Activity 2</b> – Add the Grooming line statements	
Unhealthy and Healthy Relationships	What makes a relationship healthy or unhealthy? Discuss.	<b>Extended Activity</b>
How Do You Stay Safe?	What safe choices could Alice have made to have been safer?	

## ALTERNATIVE ENDING:

What have I learned from this session?

## FILM 2 ACTIVITY SHEETS:

1. Push & Pull Factors 5 min reflection on past session.
2. Activity 1 – Identify from the sheets the 4 stages and definitions of Grooming.  
Activity 2 – Add the Grooming line statements.
3. Extended Activity – Healthy Relationship Statement Cards.
4. How to Stay Safe Activity/Bubble.

# FILM 3 - WHERE DO I GO NEXT?

WATCH: <https://youtu.be/o7UUZ5KsAyg>

## SUBJECT:

County Lines.

## DURATION:

Approx. 40 minutes.

## LEVEL:

Key Stage 3.

## TOPICS COVERED:

Peer Drug Networks, County Lines, Grooming, Exploitation, Youth Violence, Drug Awareness.

## LESSON PLAN:

1. Introduce Topic
2. Group Discussion reflecting on 4 stages of grooming studied in Session 2
3. Play Video
4. Explain to children the difference between peer drug network and county lines
5. Activity 1 (targeting and grooming)
6. Activity 2 (county lines and peer drug networks)
7. Activity 3 (true or false)
8. Closing discussion

## AIMS OF THE SESSION:

To develop an understanding of the realities and consequences of drug networks.

## FURTHER EVIDENCE OF LEARNING:

Pupils could produce an activity pack or take their learning to a wider audience.

Discussion Topics	Aims & Outcomes	Remarks
Recap – Stages of Recruitment	Group discussion – 4 stages of grooming, name them and match to the description.	
Drug Networks	Explain the difference between Peer Drug Networks and County Lines.	
Realities & Consequences	True or false – Pupils will be able to recognise the realities of County Lines and start to think about consequences.	
How Do You Stay Safe?	What safe choices could Dylan have made to have been safer? What may have happened if the police went through the train searching for criminal activity?	

## ALTERNATIVE ENDING:

What have I learned from this session?

## FILM 3 ACTIVITY SHEETS:

1. Matching activity – Matching the stages of recruitment to the 4 stages and definitions of Grooming.
2. Difference table between Peer & County Lines.
3. True and False Realities of County Lines.
4. How to Stay Safe Activity/Bubble.



# FILM 4 - WHAT IS GOING TO HAPPEN TO ME?

WATCH: <https://youtu.be/yoKXklCdnsE>

## SUBJECT:

Criminal Exploitation, power and control and 'Elder' chains (Hierarchies).

## DURATION:

Approx. 40 minutes.

## LEVEL:

Key Stage 3.

## TOPICS COVERED:

Peer Drug Networks, County Lines, Grooming, Exploitation, Youth Violence.

## LESSON PLAN:

1. Introduce Topic
2. Group Discussion to discuss differences between county lines and peer drug networks – recap
3. Play Video
4. Activity 1 (power and control)
5. Activity 2 (power wheel)
6. Activity 3 (safe & respectful relationship wheel)
7. Discussion on safe adults – who can help

## AIMS OF THE SESSION:

To develop an understanding of the realities and consequences of County Lines and youth violence.

## FURTHER EVIDENCE OF LEARNING:

Pupils could produce an activity pack or take their learning to a wider audience.

Discussion Topics	Aims & Outcomes	Remarks
Recap – County Lines, Truth & Lies	Group discussion – Discuss and recap the difference between a local and county line drug network.	
Power & Control	Pupils will explore and match the actors from the video to visualise who has power and control and how they get it over others.	
How Do You Stay Safe?	Explore which safe adults could all of the characters have spoken too in this video. 3 safe adults for each character.	

## ALTERNATIVE ENDING:

What have I learned from this session?

## FILM 4 ACTIVITY SHEETS:

1. Character Picture sheet.
2. Power and Control/Equality Models.

# FILM 5 - WHAT'S NEXT?

WATCH: <https://youtu.be/I6zAiTakVyc>

## SUBJECT:

What positive support can be found.

## DURATION:

Approx. 40 minutes.

## LEVEL:

Key Stage 3.

## TOPICS COVERED:

Peer Drug Networks, County Lines, positive decision making.

## LESSON PLAN:

1. Recap on all previous sessions including push and pull factors, grooming timeline, healthy/unhealthy relationships and power and control.
2. Play video
3. Activity 1 (alternative endings)
4. Discuss what advice you would give to a friend if you were concerned
5. Discuss what you will take away from the 5 sessions (what have you learnt)

## AIMS OF THE SESSION:

To consider outcomes, consequences and alternative endings for the characters.

## FURTHER EVIDENCE OF LEARNING:

Pupils could produce an activity pack or take their learning to a wider audience.

Discussion Topics	Aims & Outcomes	Remarks
Alternative endings	Use the worksheet to discuss what options David, Alice, Dylan and Callum have and the potential impacts/ consequences.	Think back to the risks and dangerous outcomes from session 1.
How do you stay safe?	What options did Callum & Alfie have, what advice might the support worker have given and what advice would you as a student give to a friend in this situation – Final Discussion.	

## ALTERNATIVE ENDING:

What have I learned from this session?

## FILM 5 ACTIVITY SHEETS:

1. Worksheet – Alternative endings for David, Alice, Dylan and Callum.

# FOLLOW ON WORK

- Any concerns can be raised to the Willow team ([willow.team@hants.gov.uk](mailto:willow.team@hants.gov.uk))
- Any intelligence can be shared using the CPI Form (Community Partnership Information Form) at: <https://www.safe4me.co.uk/portfolio/sharing-information/>
- A short list of additional resources:

The Children Society resource packs and toolkits for professionals:

<https://www.childrenssociety.org.uk/what-we-do/our-work/tackling-criminal-exploitation-and-county-lines/county-lines-resources>

CEOP has lots of useful videos and resource packs to download:

<https://www.thinkuknow.co.uk/professionals/resources/>

Knife Crime advice and resources Report crime anonymously:

<https://www.fearless.org/>

Bwise2 Sexual Exploitation:

<https://www.barnardos.org.uk/what-we-do/protecting-children/cse>

Resource guide for parents on Social Media use:

<https://www.parentsprotect.co.uk/if-your-child-get-into-trouble-online.htm>

# RESOURCE PACK

## FILM 1 ACTIVITY SHEETS - DO I HAVE A CHOICE?

In the early stages of the grooming process, we often refer to the various “push and pull” factors that a child might experience which impacts on their vulnerability to exploitation.

**Push** factors are what might push you away from making safe choices – things you might want to escape from. These vulnerabilities can be used by others to exploit you.

**Pull** factors are influences/things that can pull a young person into a dangerous/exploitative situation.

## ACTIVITY 1- PUSH FACTORS

The below factors can be cut into statement cards and young people encouraged to identify different push/pull factors by colour coding them.

<b>Neglect: Not Feeling/Being Cared For</b>	<b>Arguing With Family At Home</b>	<b>Unhappy With Care Placement</b>	<b>Aims Unsuitable Home Environment</b>	<b>Substance Misuse Within The Home</b>
<b>Issues At School</b>	<b>Mental Health Parents Or Own</b>	<b>Being Bullied</b>	<b>Getting Into Trouble</b>	<b>Feeling Lonely</b>
<b>No One Checking How You Are Or Checking Where You Are</b>	<b>Parents/Carers Fighting</b>	<b>Needs Of Siblings Taking Over</b>	<b>Experiencing A Lot Of Moves Or Placements</b>	<b>Lots Of Unknown Visitors Coming In And Out Of The Home</b>
<b>Not Feeling Loved</b>	<b>Parents Nagging</b>	<b>Sibling Conflict</b>	<b>No Space/Privacy</b>	<b>Feeling Unsafe</b>
<b>Family Disagreements</b>	<b>Experiencing Abuse</b>	<b>Unhappy With Rules</b>	<b>Not Enough Food</b>	



# ACTIVITY 1- PULL FACTORS

The below factors can be cut into statement cards and young people encouraged to identify different push/pull factors by colour coding them.

	Money	Parties	Excitement/Risk	Threats/ Intimidation
Wanting To Fit In	Gifts/New Trainers/Clothes Visiting Family	Online Use/Sites	Having Fun	Adrenalin
Sense Of Belonging	Visiting People Others Deem Unsuitable	Access To Drugs/ Alcohol	Exploring New Things	New Relationships
	A Place To Stay			
Feeling Important/ Powerful		Independence - What Seems Like An Exciting Opportunity Without Any Rules Or Boundaries		

## ACTIVITY 1- EXTENDED ACTIVITY

Group discussion following on from activity 1 ask the students to think about what push/pull factors they can identify for David? – Some examples for teachers below.

Push	Pull
<p>Family conflict Had a row with mum. Felt she was nagging.</p> <p>Embarrassed when friend mocks family concern.</p> <p>Trouble at school. Not wanting to attend.</p>	<p>Alf texting him saying he needs to speak to him. They have been friends a long time - loyalty.</p> <p>Sense of belonging (Callum saying he looks after his boys).</p> <p>Offers of gifts/ money - Alf bragging he doesn't have to go to school – onto "bigger things" wears new trainers and makes lots of money.</p> <p>Intimidation/ wanting to please.</p>

## ACTIVITY 2- STATEMENT CARDS

Look at these statement cards around the risks and dangers of exploitation. Ask the students to think which behaviours may be indicators of exploitation, which are healthy/safe behaviours, and which could potentially be both?

Use these statement cards to have discussion around safe/unsafe choices.

<b>Missing School</b>	<b>Drinking Alcohol With People You Have Just Met Or Don't Know Personally</b>	<b>Doing Your Friend A Favour</b>	<b>Someone Paying For Your Food/ Buying You Nice Things</b>	<b>Injuries Without A Plausible Explanation</b>
<b>Walking Around Late At Night Alone</b>	<b>Drinking Alcohol At A Friends House</b>	<b>Walking Around During The Day Alone</b>	<b>Getting On A Train</b>	<b>Hanging Out With Friends</b>
<b>Going Somewhere New</b>	<b>Staying Out Late With Friends</b>	<b>Giving Someone You Have Just Met Your Number, Instagram Or Snapchat</b>	<b>Going To A House Party Hosted By Someone You Don't Know</b>	<b>Accepting A Lift Home From Someone You Don't Know</b>
<b>Meeting Up With Someone You Know</b>	<b>Meeting Up With Someone You Don't Know</b>	<b>Being Arrested Or Going To Prison</b>		

## ACTIVITY 2 - EXTENDED ACTIVITY

Discussion points – encourage students to think about the characters in the video and answer the questions below.

### **Is Alfie being exploited by Callum?**

*Teacher's note:* Think about how Callum behaves towards Alfie and who has power/control in the situation. Does Alfie look comfortable or like he is making free choices?

### **Who is targeting David? Alfie or Callum?**

*Teacher Note:* Alfie was being exploited by Callum who then uses Alfie to target David- this is called recruitment. Example when Callum asked Alfie for David's phone number. At this stage as a viewer, we view Callum as the "boss", he is intimidating towards Alfie and holds a perceived position of power. However...could Callum be trapped as well?

### **Who do you think is at greatest risk Callum, David or Alfie? Are there any similarities in the risks?**

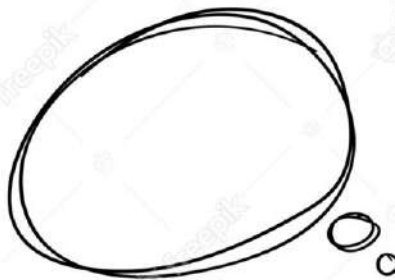
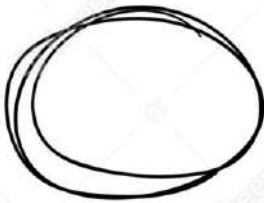
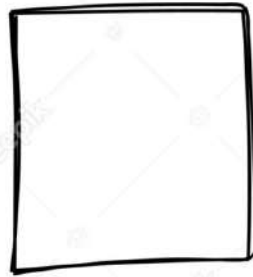
*Teacher's note:* What we see in this video is that there are risks for all 3 characters', but they are at different points in the exploitation recruitment process and this alters the level of risk for each. The further a person is drawn into exploitation the greater the potential risks may be.

The video highlights the recruitment process to introduce the idea of grooming in criminal exploitation. It also explores the hierarchy within exploitation and how there is often a chain of command with each member potentially 'trapped' or at risk.

## ACTIVITY 3 - STAY SAFE ACTIVITY

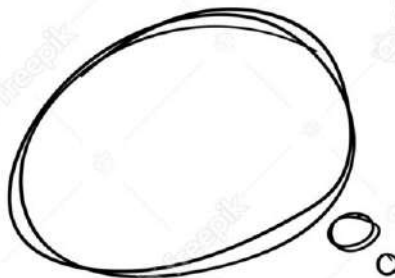
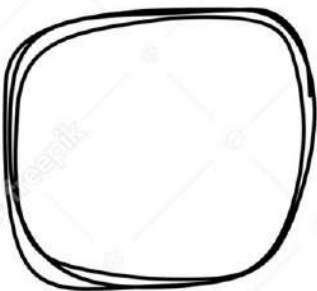
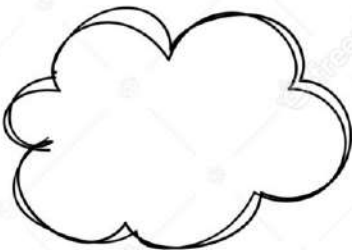
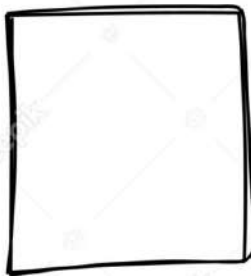
Think about the 2 points in video below and use the speech/thought bubbles to think about what David could have said or done in this situation to stay safe.

When Callum asked if David would you like to earn some money.





When David is asked to get into the car by Callum.



## FILM 2 ACTIVITY SHEETS - WHAT DO I REALLY WANT?

How would you recognise that you or a friend were being groomed?

### ACTIVITY 1 - DEFINITIONS OF GROOMING

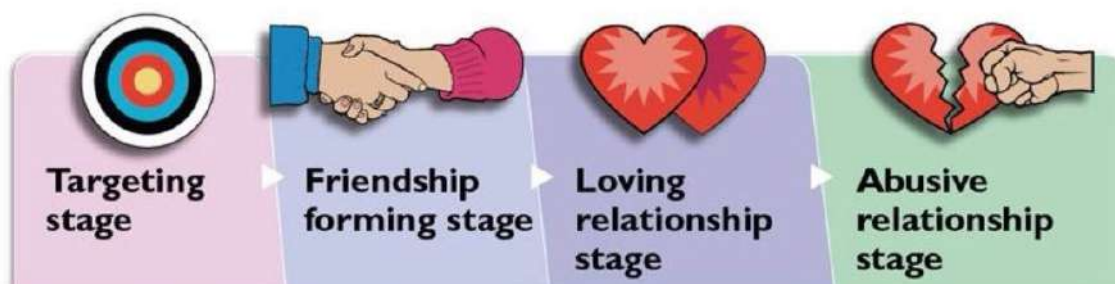
Identify from the sheets the 4 stages and definitions – Cut out the stages and definitions and get students to draw lines to definitions under which stage they feel matches.

Targeting Stage	Friendship Forming Stage	Trusted Relationship Stage	Abusive Relationship Stage
The person will become a more established individual in the child's life where it feels like this is a loving relationship but in reality, they are offering the young person new harmful experiences. For example, through lowering their sexual inhibitions or introducing alcohol and or substances.	When a child is chosen specifically due to their vulnerabilities to meet someone else's needs. A person may do this through befriending and/or being complimentary and caring to the young person.	The child will begin to feel wanted, included, protected, and respected by the person. They may do this by being making them feel special, spending time with them or giving them gifts.	The child may feel dependent on the person and feel there is no easy way out, or easy way to tell a safe adult the worries they now have because they are isolated from family and friends and may feel guilt, shame, or fear. The child may be victim to physical, sexual abuse or criminal exploitation.

Answers:

<p><b>Targeting Stage:</b></p> <p>When a child is chosen specifically due to their vulnerabilities to meet someone else's needs. A person may do this through befriending and/or being complimentary and caring to the young person.</p>	<p><b>Friendship Forming Stage:</b></p> <p>The child will begin to feel wanted, included, protected and respected by the person. They may do this by being making them feel special, spending time with them or giving them gifts.</p>
<p><b>Trusted Relationship Stage:</b></p> <p>The person will become a more established individual in the child's life where it feels like this is a loving relationship but in reality, they are offering the young person new harmful experiences. For example, through lowering their sexual inhibitions or introducing alcohol and or substances.</p>	<p><b>Abusive Relationship Stage:</b></p> <p>The child may feel dependent on the person and feel there is no easy way out, or easy way to tell a safe adult the worries they now have because they are isolated from family and friends and may feel guilt, shame or fear. The child may be victim to physical or sexual abuse.</p>

## The Grooming Line



Exploitative relationships are complex and parallel experiences of victims of domestic abuse

## ACTIVITY 2 - GROOMING LINE STATEMENTS

Cut out the titles and space them out, cut out all the statements and then jumble them up. Ask the pupils to sort the statements under the category they feel this meets whilst considering Alice from the video. The titles and statements may alternatively be written out on sheets of paper, or matched by drawing lines between statements and titles. Children can also add their own statements if they think of any.

TARGETING		
Take an interest in you and gives you compliments	They ask you Personal questions about your life	Shows off their lifestyle to try and impress you
Makes you out to be someone they are impressed with	Looks out for people they can take advantage of	Looks for vulnerabilities to use against you
Uses friends of yours to get to know you		

FRIENDSHIP		
Being made to feel special and safe	Offers you help; like a place to stay, money or food	Gives you praise
Use things they've learned about you to seem familiar	Makes you feel listened to and supported	Shares experiences similar to yours
Spends time with you and gives attention	Makes you feel safe and untouchable because of being with them	

TRUSTED		
Makes you feel like the most important person in their life	Makes promises but lets you down	Encourages new experiences you may not feel comfortable with
Relationship could become sexual	Tries to lower your inhibitions	Wants you to spend time with only them
Buys more expensive gifts		



ABUSIVE		
Feeling confused and doubting what you thought felt like friendship and love earlier	Experiencing threatening behaviour, especially when you feel like you want to say NO or to leave	Feeling fearful of repercussions if you say NO
Feeling like you owe them something they want in return for everything they have done for/given you	Threats to family	Physical Harm
Shouting and Swearing	Threats with Weapons	Them threatening to harm themselves

## FILM 3 ACTIVITY SHEETS - WHERE DO I GO NEXT?

### ACTIVITY 1 - TARGETING AND GROOMING ACTIVITY

Cut out the different boxes and ask the students to match the stages of the grooming line from last session to the stages of recruitment of child criminal exploitation (CCE).

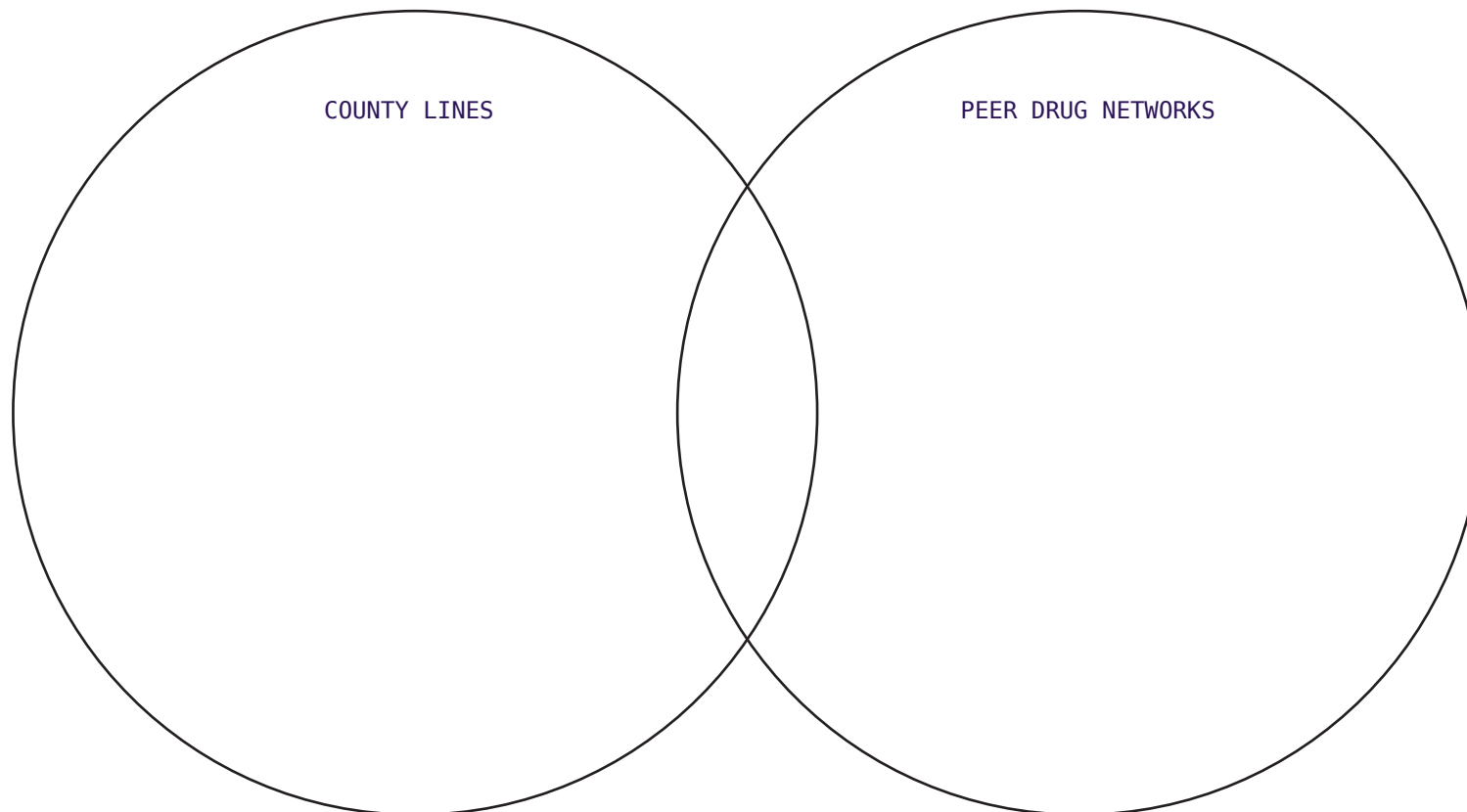
<b>Targeting Stage</b>  When a child is chosen specifically due to their vulnerabilities to meet someone else's needs. A person may do this through befriending and/or being complimentary and caring to the young person.	<b>Friendship Forming Stage</b>  The child will begin to feel wanted, included, protected and respected by the person. They may do this by being making them feel special, spending time with them or giving them gifts.	<b>Loving Relationship Stage</b>  The person will become a more established individual in the child's life where it feels like this is a loving relationship but in reality, they are offering the young person new harmful experiences. For example, through lowering their sexual inhibitions or introducing alcohol and or substances.	<b>Abusive Stage</b>  The child may feel dependent on the person and feel there is no easy way out, or easy way to tell a safe adult the worries they now have because they are isolated from family and friends and may feel guilt, shame or fear. The child may be victim to physical or sexual abuse.
<b>Targeting Stage</b>  This is when someone targets a child specifically to do something risky/illegal reducing their own chances of getting caught. Exploiters may pick their targets based on vulnerabilities like age, status, isolation or situation.	<b>Experience Stage</b>  This is where a person will give a child an insight into a lifestyle where they may feel wanted, included, protected and respected by that person/people.	<b>Hooked Stage</b>  WThis is the stage where the child may feel proud to be included into the gang and starts to base their lifestyle & identity around the person and/or the gang that are exploiting them.	<b>Trapped Stage</b>  Now a child feels like there is no easy way out, or easy way to tell a safe adult the worries they have about the person and/or gang. Their relationship with them may start to become unpleasant, as their true intents are revealed.

## ACTIVITY 2 - COUNTY LINES/PEER DRUG NETWORKS

**County Lines:** A person or group from an urban area crosses to rural/county areas to set up a base to deal, usually heroin and crack cocaine. Violence is used to establish and secure the drug line and to remove competition. Drug lines are underpinned by exploitation of vulnerable people.

**Peer Drug Networks:** Criminal exploitation 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (eg food, accommodation, drugs, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature'. Examples are bike thefts - shop lifting - ASB - threats to harm others - money laundering - drug dealing

*Looking at these definitions, place the cards below in to the relevant circles. If you feel they are relevant to both, place in the middle section. Use the blank squares to come up with some of your own ideas.*



<b>Phone Lines Between Cities And Rural Areas</b>	<b>Elders Based In Big Cities</b>	<b>Crack/Heroin</b>	<b>Trap Houses</b>	<b>Train Lines</b>
<b>Burglaries/ Thefts</b>	<b>Cannabis Dealing</b>	<b>Stealing Bikes To Sell For Profit</b>	<b>Weapons</b>	<b>Going Ot</b>
<b>Shop Lifting</b>	<b>Organised Fights</b>	<b>Burner Phones</b>	<b>Violence</b>	<b>Money</b>
<b>Status</b>	<b>Missing Episodes</b>	<b>Peer On Peer Violence</b>	<b>Missing School</b>	<b>New Clothes</b>
<b>Anti-Social Behaviour (Asb)</b>	<b>Drug Debts</b>			

## ACTIVITY 2 - REALITIES OF COUNTY LINES

County Lines is when someone moves drugs to rural areas outside of big cities like London or Birmingham.

TRUE OR FALSE

There is no risk in “Going Country” if you are smart about it.

TRUE OR FALSE

You can make loads of money from dealing Class A’s like crack cocaine and heroin.

TRUE OR FALSE

‘Trap houses’ are places where you can chill or party without parents nagging you.

TRUE OR FALSE

If police seize money or drugs the elders will understand.

TRUE OR FALSE

It is ok to carry a knife if it is only used for self-defence.

TRUE OR FALSE

County Lines always involves trains.

TRUE OR FALSE



## FILM 4 ACTIVITY SHEETS - WHAT IS GOING TO HAPPEN TO ME?

### ACTIVITY 1 - CHARACTER PICTURE SHEET

- 1) Arrange the pictures to show who has power and control over who.
- 2) Draw lines or arrows to show the relationships.
- 3) Next to the picture describe:
  - Why they have power?
  - How they keep the power?
- 4) Focus on the less powerful people and add notes about:
  - Why they can't challenge.
  - How they may be feeling.
- 5) Share group ideas and why people think differently.



**ALFIE**



**ALICE**



**DAVID**



**CALLUM**



**DYLAN**



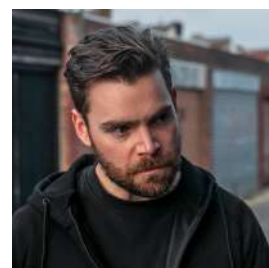
**JAMIE**



**JORDAN**



**MARK**



**MAX**



**ALFIE**



**ALICE**



**DAVID**



**CALLUM**



**DYLAN**



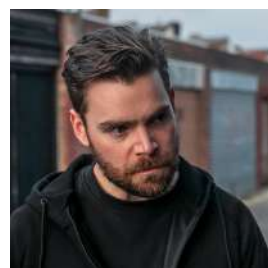
**JAMIE**



**JORDAN**

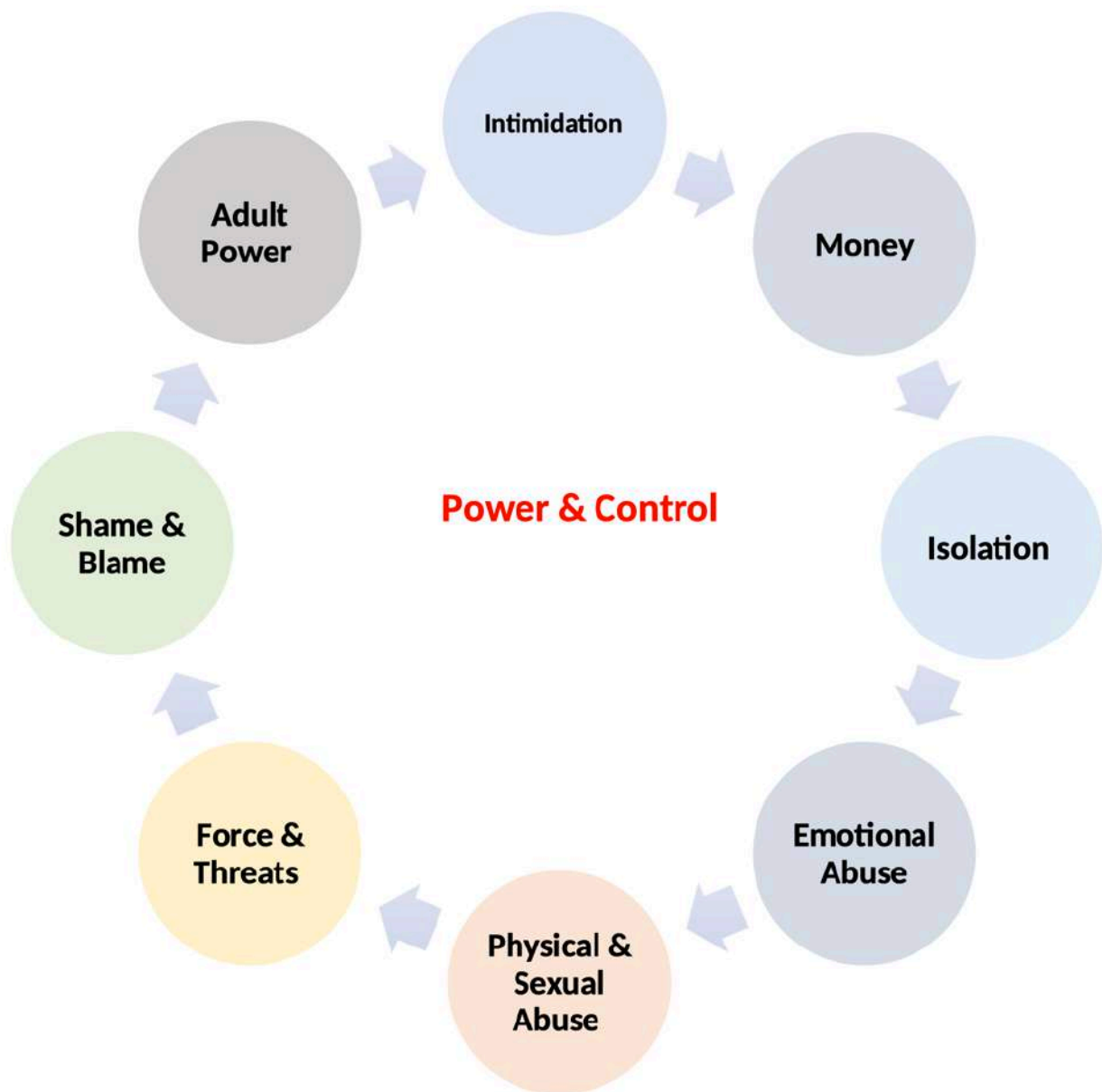


**MARK**



**MAX**

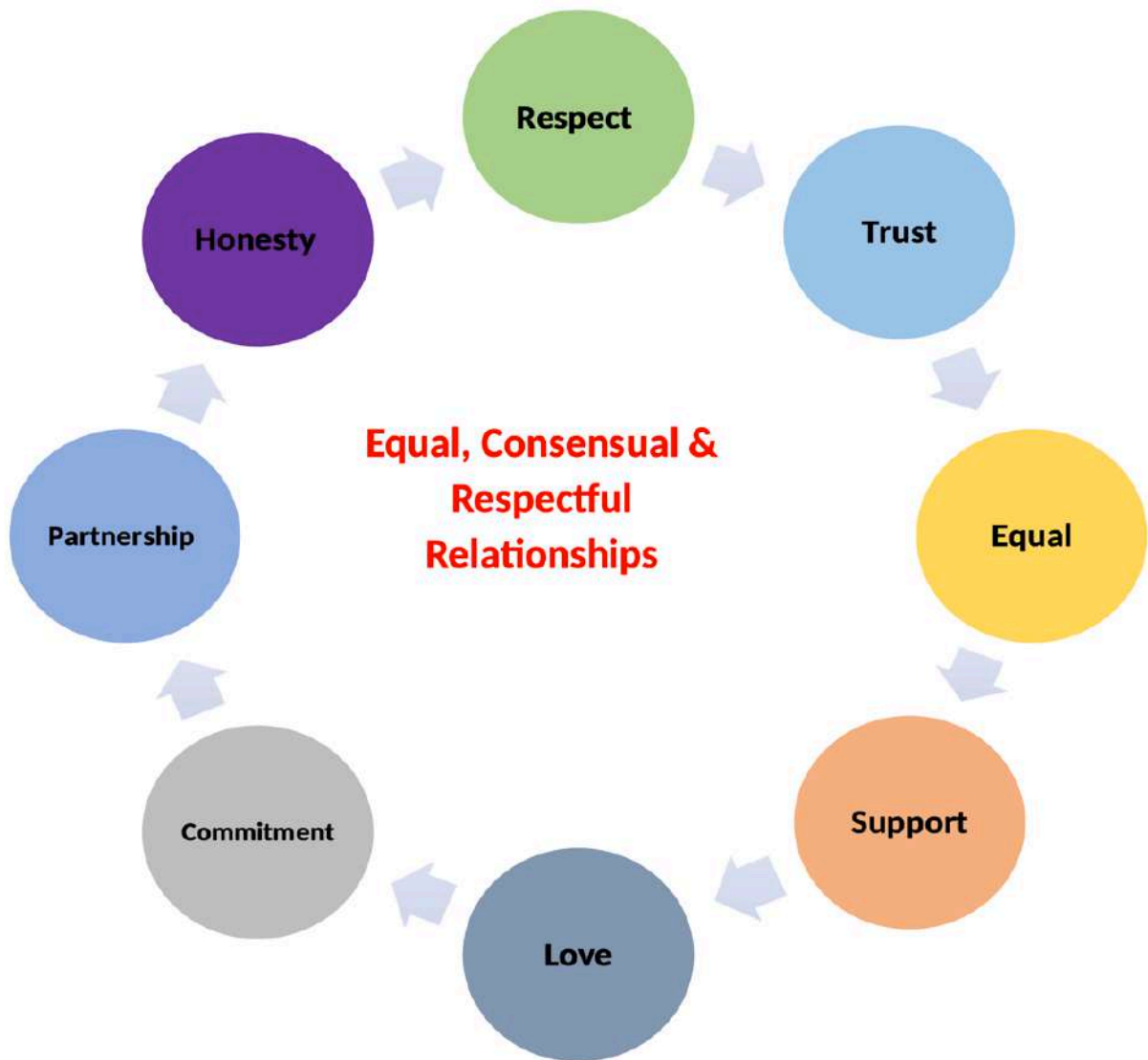
## ACTIVITY 2 - WHEEL OF POWER AND CONTROL



<b>Adult Power</b>	<ul style="list-style-type: none"> <li>• Makes all the decisions</li> <li>• Acts like the Boss</li> <li>• Says who does what</li> <li>• Takes advantage</li> <li>• Denies your rights</li> </ul>	<b>Emotional Abuse</b>	<ul style="list-style-type: none"> <li>• Puts you down</li> <li>• Makes you feel bad</li> <li>• Calls you names</li> <li>• Pretends they care</li> <li>• Shouts, swears &amp; makes you upset</li> </ul>
<b>Intimidation</b>	<ul style="list-style-type: none"> <li>• Makes you scared</li> <li>• Destroys things you love</li> <li>• Uses Weapons</li> <li>• Is unpredictable</li> </ul>	<b>Physical &amp; Sexual Abuse</b>	<ul style="list-style-type: none"> <li>• Slaps, Kicks, Burns</li> <li>• Cuts, Punches, Chokes</li> <li>• Forces sex</li> </ul>
<b>Money</b>	<ul style="list-style-type: none"> <li>• Stops you getting a job</li> <li>• Makes you beg for money</li> <li>• Makes you in debt</li> </ul>	<b>Force &amp; Threats</b>	<ul style="list-style-type: none"> <li>• Makes you commit crime</li> <li>• Threatens to hurt you</li> <li>• Threatens to harm themselves</li> <li>• Stops you having fun</li> </ul>
<b>Isolation</b>	<ul style="list-style-type: none"> <li>• Is jealous &amp; Possessive</li> <li>• Controls what you do</li> <li>• Controls who you talk to</li> <li>• Controls what you wear</li> </ul>	<b>Shame &amp; Blame</b>	<ul style="list-style-type: none"> <li>• Lies to you</li> <li>• Says its your fault</li> <li>• Makes you feel guilty</li> <li>• Tell you all you do is rubbish</li> </ul>

The activity for the Power and Control wheel is to explore which abusive behaviours pupils can come up with to explain the mechanisms for an unhealthy and abusive relationship.

### ACTIVITY 3 - WHEEL OF EQUAL CONSENSUAL AND RESPECTFUL RELATIONSHIPS



<b>Respect</b>	<ul style="list-style-type: none"> <li>• Values what you say</li> <li>• Proud of you</li> <li>• Understands you</li> <li>• Listens to your feelings</li> <li>• Not judging you</li> </ul>	<b>Trust</b>	<ul style="list-style-type: none"> <li>• Is there for you</li> <li>• Does what they say they will</li> <li>• Makes you feel safe &amp; secure</li> <li>• Shares their thoughts &amp; Feelings</li> </ul>
<b>Equal</b>	<ul style="list-style-type: none"> <li>• Is fair</li> <li>• Knows your power</li> <li>• Respects your friends</li> <li>• Makes the relationship a 'Win - Win'</li> </ul>	<b>Commitment</b>	<ul style="list-style-type: none"> <li>• Negotiates fairly</li> <li>• Makes joint plans and agreements</li> <li>• Makes promises and keeps to them</li> <li>• Tries to make it work when it is not easy</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Encourages you</li> <li>• Gives you advice</li> <li>• Supports your goals</li> <li>• Establishes good boundaries</li> </ul>	<b>Partnership</b>	<ul style="list-style-type: none"> <li>• Accepts responsibility</li> <li>• Discusses options &amp; Choices</li> <li>• Compromises</li> <li>• Respects your rights</li> </ul>
<b>Love</b>	<ul style="list-style-type: none"> <li>• Shows affection</li> <li>• Gives comfort</li> <li>• No pressure</li> <li>• Considers your likes &amp; dislikes</li> </ul>	<b>Honesty</b>	<ul style="list-style-type: none"> <li>• Talks openly &amp; Trustfully</li> <li>• Tells you how they feel</li> <li>• Admits when they get it wrong</li> <li>• Shares their views</li> <li>• Is honest</li> </ul>

The activity for the Equality Wheel is to explore which behaviours pupils can come up with to understand the mechanism for a positive and healthy relationship.

## FILM 5 ACTIVITY SHEETS - WHAT'S NEXT?

### ACTIVITY 1 - ALTERNATIVE ENDINGS - DAVID



Should David get in the car?

**YES**

What might happen next?

**NO**

What might happen next?



## ACTIVITY 1 - ALTERNATIVE ENDINGS - ALICE



Should Alice look after the bag?

**YES**

What might happen next?

**NO**

What might happen next?

## ACTIVITY 1 - ALTERNATIVE ENDINGS - DYLAN



Should Dylan get on the train?

**YES**

What might happen next?

**NO**

What might happen next?

## ACTIVITY 1 - ALTERNATIVE ENDINGS - CALLUM



Should Callum use the weapon?

**YES**

What might happen next?

**NO**

What might happen next?

## TEACHER ANSWERS TO SCENARIO 1 - DAVID

### Should David get in the car?

#### YES

What might happen next?

David may be recruited into drug running/dealing

David may be missing

David may be forced/coerced into criminal activity which could include violence to others

David may get into drug debt/debt bondage

David may be physically harmed

#### NO

What might happen next?

David could speak to a safe adult about risk/concerns for Alfie

David may not be targeted again by those involved

Realise he should go to school

Potential risks:

David may experience threats from elders

Alfie may be at heightened risk if David does not get into the car

## TEACHER ANSWERS TO SCENARIO 2 - ALICE

### Should Alice look after the bag?

#### YES

What might happen next?

Alice may get in trouble with police

Alice may be set up/robbed and placed  
into drug debt

Alice may be asked to do it again and  
feel trapped

Alice could be physically harmed

Alice may feel she can't return home  
to her family

#### NO

What might happen next?

Alice could leave the flat and  
return home

Alice could speak to a safe adult  
about what she was asked to do/  
alternative safe places to stay etc

Alice could end contact with Jamie

Potential risks:

Jamie may threaten her

Alice may feel she has nowhere else  
to go/stay

## TEACHER ANSWERS TO SCENARIO 3 - DYLAN

### Should Dylan get on the train?

#### YES

What might happen next?

Dylan may be recruited into drug running/dealing and may find himself in drug debt/debt bondage

Dylan may be missing or feel he can't return home

Dylan may be forced to stay in a trap house – risk from opposition dealers, drug users, poor and unsafe conditions, lack of sleep and basic care

Dylan may be arrested and found in possession of drugs/weapons/money-criminal record.

Dylan may be physically harmed or harm others

#### NO

What might happen next?

Dylan could speak to a safe adult (police, teacher, professional) and ask for help

Dylan could return home  
Dylan could speak to his social worker about his experiences

Potential risks:

Dylan may find himself in drug debt if the bag is stolen/lost/handed to police

## TEACHER ANSWERS TO SCENARIO 4 - CALLUM

### Should Callum use the weapon?

#### YES

What might happen next?

Callum may seriously physically harm someone

Callum may be physically harmed

Callum may get arrested, end up with a criminal record and even be sentenced to time in prison/YOI

Retaliation from rival gangs

*Teachers note: Ensure you challenge perceptions that Callum may gain power/status/respect from using the weapon.*

#### NO

What might happen next?

Callum could speak to a safe adult and ask for help

Callum could turn the weapon over to police

Callum could distance himself from the gang

Callum could feel able to make his own choices and feel safe

Callum could be found safe accommodation

Potential risks:

Retaliation from gang



