THAMES VALLEY POLICE

NPCC National Police Chiefs' Council

Thames Valley Violence Reduction Unit

TACKLING VIOLENCE IN OUR COMMUNITIES

THAMES VALLEY POLICE: UNDERSTANDING CHILD CRIMINAL EXPLOITATION

Lesson 3 – Knowing how to seek support
Year 8/9

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This is the last of three lessons for key stage 3 focusing on child criminal exploitation and the drug trade. This lesson will explore strategies for leaving exploitative friendships, and the importance of seeking support for concerns related to the drug trade.

Neither this, nor any of the other lessons, are designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Learning objectives

To learn strategies to exit risky situations related to exploitative friendships or the drug trade, and the importance of seeking help.

Learning outcomes

Students will be able to:

- evaluate strategies a young person can use to resist pressure from those who may be exploiting them
- identify when a situation has become unsafe and needs support from an adult
- describe the benefits and challenges a young person may face in seeking help from different sources of support
- explain how a young person can effectively make use of a range of exit strategies and sources of support

Resources required

- Box or envelope for questions
- Flipchart paper and pens
- Resource 1: *Overheard conversation* [1 per student]
- Resource 2: *Choosing a response* [1 per student]
- Resource 2a: *Choosing a response – advantages and disadvantages* [optional support, as required]
- Resources 2b: *Choosing a response – teacher notes*
- Resource 3: *Sources of support* [1 source per small group]
- Resource 3a: *Sources of support – teacher notes*

Key words

exploitation, drug trade

Climate for learning

Make sure you have read the accompanying ***Facilitation Guide***, before delivering this lesson, for guidance on creating a safe learning environment, including establishing ground rules, using depersonalised language safely to distance learning, and handling questions effectively.

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Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, and revisit ground rules.	2 mins
2. Baseline assessment	Students respond to an overheard conversation and consider the benefits of a young person leaving an exploitative friendship.	10 mins
3. Choosing a response	Students return to Freddy's story and evaluate a range of responses he could use.	15 mins
4. Finding a way out	Remind students of Nate's story and evaluate a range of sources of support he could turn to for help.	20 mins
5. Reflection and endpoint assessment	Students return to the questions from the baseline assessment and add new learning, before completing the overheard conversation.	10 mins
6. Signpost support	Remind students how to access further advice, guidance and support related to exploitative friendships, including how to contact the police and report a crime.	3 mins

Baseline assessment

Introduction — 2 mins

Introduce the learning objective and outcomes and explain that today's lesson will explore strategies someone might use to leave a risky situation involving exploitative friendships or the drug trade, and sources of support a young person can access.

Revisit ground rules for the lesson, and remind students of the importance of not sharing any personal stories. Remind students of the question box, which will be available throughout the lesson.

Baseline assessment — 10 mins

Ask students to read the conversation between two friends on Resource 1: *Overheard conversation*, and respond to the questions below.

As this is a baseline assessment, try not to give too many hints, ideas, or to answer any questions from students before this activity is completed. This will allow you to assess what students have learnt and are able to recall from the previous lessons, and what they think and believe about the topic.

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Take some feedback from students, however, make clear that students should not add anything to their answers during discussion as they will be returning to them later.

Core activities

Choosing a response	**15 mins**

Remind students of Freddy's story from the first lesson using slides 4-5. Explain that Freddy has decided not to meet up with Nate, and now has a choice to make – how to respond to Nate's message.

Working in pairs, ask students to mind-map ways that Freddy might respond to Nate's message. Take feedback and create a class list of ideas.

Students might suggest: Freddy might get rid of the phone, as his friend did; he might reply and tell Nate he doesn't want to do it anymore; he might ignore the message; he might show the message to an adult; he might block or delete Nate's number; he might reply to Nate and try to diffuse the situation.

Then, give students Resource 2: *Choosing a response*, and ask them to read the three examples of possible responses to Nate's message. They should write any potential difficulties or disadvantages, and any benefits or advantages Freddy may face in relation to each. Finally, ask students to select which response they think is best for Freddy to choose, and why.

Take feedback, using Resource 2b: *Choosing a response – teacher notes* to guide discussion.

Explain that the safest option for Freddy in his current situation would be to inform a trusted adult of Nate's message before he responds to him, and to make them aware that he has been given a phone to use so that they are able to minimise any future risk to Freddy. Although the safest thing Freddy could have done was to decline Nate's original request to visit the address he was given, now that Freddy recognises he was being manipulated and in an exploitative friendship, he can still ask for help at any time.

Support: Give students Resource 2a: *Choosing a response – advantages and disadvantages*, and ask them to choose at least one advantage and one disadvantage for each of the responses on Resource 2: *Choosing a response*. They can use the same advantage or disadvantage for more than one response.

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Finding a way out **20 mins**

Use slide 7 to remind students of Nate's story from the previous lesson, and share the next part of Nate's story using slide 8.

In groups of four, give students a source of support from Resource 3: *Sources of support*. On flipchart paper, ask two students in each group to write down potential challenges that Nate might face in turning to them for support. The remaining two students should write down what a contrasting benefit to seeking that support would be. Once students have finished writing their ideas down in their groups, ask them to move around the classroom and read what each group has written on their flipchart paper. If they identify any challenges or benefits that haven't been written down yet, ask them to add these to the paper. Circulate the classroom with the students to check their understanding.

Take feedback, asking students to share any challenges and benefits that their group identified, or that stood out to them from another group's paper. Use Resource 3a: *Sources of support – teacher notes* to guide discussion.

Then, ask students to decide who they think would be best for Nate to speak to and why, indicating their choice by moving to the flipchart paper which shows this source of support.

Emphasise that a young person, such as Nate, who has experienced exploitation and become involved in the drug trade will likely need a variety of sources of support to safely exit these circumstances, but it is important they seek help by speaking to someone they trust. If they choose to speak to a friend, either they or the friend should seek support from an adult who can help them to exit the dangerous situation.

Some students may express concerns about Nate telling, or 'snitching' on the group he has become involved with. It is important to reiterate that though Nate might find this challenging, it is crucial that he seeks support to prevent him being held responsible for any further criminal actions, or coming to any physical harm. The police will work with other agencies to support Nate and ensure he can create a safer, positive future for himself.

Plenary / Assessment for and of learning

Reflection and endpoint assessment **10 mins**

Remind students of the learning outcomes for the lesson and ask them to add any new learning to their answers from the beginning of the lesson using a different colour

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pen. Then, ask them to select one of the sources of support from the previous activity and write the final lines to the overheard conversation, where Person B explains what Person A can do to seek support, and why this is important for them to do.

Signposting support **2 mins**

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or other trusted adult) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

- Childline – www.childline.org.uk Phone: 0800 1111
- Fearless – www.fearless.org – to anonymously report a crime
- To call the police in an emergency – dial 999
- To report a non-urgent crime – dial 101

Extension activity

Ask the students to create storyboard scenes to show how Nate's friends, family and teachers might respond positively to Nate asking them for help.

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