Thames Valley Violence Reduction Unit

TACKLING VIOLENCE IN OUR COMMUNITIES

THAMES VALLEY POLICE

NPCC National Police Chiefs' Council

THAMES VALLEY POLICE: UNDERSTANDING CHILD CRIMINAL EXPLOITATION

Lesson 2 – Consequences of the drug trade
Year 8/9

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This is the second of three lessons for key stage 3 focusing on child criminal exploitation and the drug trade. This lesson will explore the impact of the drug trade on young people and their communities, and the role of the police in helping young people who have been exploited through 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.

The second lesson in this series is intended to be delivered by a police officer. This version for teachers is intended for use if, for any reason, the police officer is unable to deliver the lesson.

Learning objectives

To learn:

- about the social and legal consequences of the global drug trade
- about the ways in which the law is designed to protect people who have been exploited through the global drug trade

Learning outcomes

Students will be able to:

- challenge misconceptions about the supply of illegal drugs
- explain how the global drug trade creates a chain of consequences for those involved
- describe how the global drug trade can impact the peers, families, and communities of those involved
- explain the role of the police in supporting young people who have been impacted by the drug trade

Resources required

- Box or envelope for questions
- Flipchart paper and pens
- Resource 1: *Nate's story* [1 per small group]
- Resource 1a: *Nate's story – facilitator notes*
- Resource 2: *Wider consequences* [posters for classroom use]
- Resource 3: *Talking heads* [1 per pair]
- Resource 4: *Advice to Nate* [additional support, as required]

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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Key words
possession, intent to supply, drug trade, legal consequences, social consequences

Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Baseline assessment	Revisit ground rules. Students respond to an opinion, indicating how far they agree or disagree and explaining why.	5 mins
2. Introduction	Introduce the learning objective and outcomes.	3 mins
3. Nate's story	Students follow a storyboard exploring the legal consequences for a young person involved in the drugs trade.	15 mins
4. Examining the impact	In small groups, students complete a graffiti wall activity, considering the impact of the drugs trade on the family, friends and communities around those involved.	15 mins
5. Talking heads	Students read descriptions of how police were able to intervene where young people were involved in risky situations, and write advice to Nate.	10 mins
6. Reflection and endpoint assessment	Students return to the opinion shared during the baseline assessment and consider how the drugs trade can impact the decisions of connected individuals, before reflecting on their learning from the lesson.	10 mins
7. Signpost support	Remind students how to access further advice, guidance and support, including how to contact the police and report a crime.	2 mins

Baseline assessment

Baseline assessment activity	5 mins

Revisit ground rules for the lesson and remind students of the importance of not sharing any personal stories.

Show the opinion on slide 2. Working on their own, ask students to write in their books how far they agree or disagree with the opinion, and explain why.

This baseline assessment should be used to find out what students already know, think or believe about the topic. Try not to give too many hints, ideas or to answer any questions from students before this activity is completed.

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When finished, ask students to share some of their first ideas about the opinion, to help you find out what they already know or any misconceptions they have. You may want to write some of these on the board to refer back to later in the lesson.

Advise students to keep their answers safe as they'll come back to these at the end of the lesson.

Introduction — 3 mins

Introduce the learning objective and outcomes and explain that today's lesson will explore the consequences of the drug trade, including its impact on relationships, and how the law is designed to protect young people who have been exploited through the drug trade.

Remind students of the question box, which will be available throughout the lesson. Explain that they will return to any questions they asked in the previous lesson during today's lesson.

Core activities

Nate's story — 15 mins

Working in small groups, give students Resource 1: *Nate's story*. Explain that they will be thinking about the legal consequences of the drug trade for those involved. You can also use slides 4-11 to present the story to the class. Ask students to respond to the questions by annotating each stage of the storyboard.

Take feedback from students. Use Resource 1a: *Nate's story – facilitator notes* to help lead the discussion.

Challenge: If a person is found guilty of exploiting a child for criminal purposes, they may face prosecution under the Modern Slavery Act 2015. Why do you think some people campaign for child criminal exploitation to be outlawed using a more specific law?

Examining the impact — 15 mins

Explain to students that the selling, transporting, and buying of drugs also has a significant impact on those connected to the young people who are exploited through the drug trade. Place three pieces of flipchart paper around the room (you might like to duplicate these for larger groups of students), with the following questions – these

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are also provided on Resource 2: *Wider consequences.*

a) What might the effects of the drug trade be on the friends of a young person who has become involved?

b) What might the effects of the drug trade be on the family of a young person who has become involved?

c) What might the effects of the drug trade be on the wider community where drugs are made or sold?

Ask students to circulate the room in their small groups, responding to the questions on the flipchart paper. Once students have responded to all three questions, the teacher should share some responses with the class. Use this opportunity to address any misconceptions with the students, and share the key learning:

a) *The young person's friends might feel sad or let down if their friend has turned away from them; they might feel worried about their safety; they might feel unsafe if their friend becomes involved with people who present a dangerous risk, and if this has an impact on their lives; they might be exposed to the risks of the drug trade if they become involved too; they might feel that their own reputations are at stake, and want to distance themselves from the friend who has become involved in the drug trade.*

b) *The young person's family might feel worried about the young person's safety; they might feel disappointed if the young person faces a conviction for being involved in the drug trade; they might feel frustrated if the young person didn't ask for help and look for a way out.*

c) *The wider community might face heightened levels of anti-social or violent behaviour; they might feel unsafe in their local area; they might feel that they don't have unity among the community if there are lots of people engaging in criminal behaviour; they might feel angry that there are adults making the community dangerous for young people to grow up in*

Talking heads — 10 mins

In pairs, give students Resource 3: *Talking heads*, and ask them to read each speech bubble.

Then, using this information, ask the students to return to Nate's story and write a short piece of advice explaining what the police might do to help Nate if at any point he decided to seek help.

If there is time, you may want to ask students to share what they have written with the class. Otherwise, circulate the classroom while students complete the activity, checking their progress.

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Draw out the key learning:

- *The priority of the police would be to make sure that Nate, or any other young person who may be involved, is kept safe and removed from any danger. The police will ask questions that help them to find out how best to help Nate and what support he is likely to need in the long-term.*
- *They will also be concerned about the supply of drugs, and want to ensure that it is stopped, and that no one involved is in a situation that presents immediate danger. To keep Nate and the community safe, they will need to ensure Nate has no other illegal drugs or weapons in his possession.*
- *The police would be able to work with other sources of support where appropriate and necessary to ensure that Nate is safe. This could help Nate to plan for a safer, more positive future.*
- *Emphasise to the class that the sooner a young person recognises the danger they are in, the easier it will be to get help.*

Support: Give Resource 4: *Advice to Nate* to any students who need additional support.

Challenge: If a police officer were informed of Nate's situation when he first became involved with the people using him to transport drugs, how might Nate's circumstances be different? How might this have impacted his family and friends?

Plenary / Assessment for and of learning

Reflection and endpoint assessment	**10 mins**

Ask students to return to their response to the opinion shared at the beginning of the lesson. Remind them of the learning outcomes for the lesson, before asking them to write down whether their view has changed or stayed the same, and explain why. Then, ask them to respond to the question: "If the teenagers who wanted to buy Class B drugs knew what was happening to Nate, do you think they would make, or consider making, a different decision? Explain your answer."

On an exit card, ask students to respond to one of two questions:

- What have I learnt in this lesson that I didn't know before?
- What is something that has challenged my perspective in this lesson?

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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 students to create an illustrated presentation for young people aged 12-15, showing how a police officer can support a young person who is at risk of becoming involved with the drug trade.

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