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 1 – Understanding exploitation
Year 8/9

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This is the first of three lessons for key stage 3 focusing on child criminal exploitation and the drug trade. This lesson will allow you to gain a clear picture of students' current understanding of child criminal exploitation, when a friendship may be exploitative, and exit strategies someone might use.

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. It can be helpful to ensure that students are aware of this during the first lesson. If, for any reason, the police officer is unable to deliver the second lesson, a version intended for delivery by teachers is also available.

Learning objectives

To learn about what exploitation means, and how to identify when someone might be being exploited.

Learning outcomes

Students will be able to:

- explain what is meant by exploitation
- identify warning signs that a friendship may be exploitative, and possible exit strategies
- describe the effects of being manipulated to carry out risky or criminal behaviours

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.

Resources required

- Box or envelope for questions
- Resource 1: *Understanding manipulation* [1 per student]
- Resource 2: *Identifying child criminal exploitation* [1 per pair]
- Resource 2a: *Identifying child criminal exploitation – alternative* [optional support, as required]
- Resource 3: *An exploitative friendship* [1 per small group]
- Resource 3a: *An exploitative friendship – alternative* [optional support, as required]
- Resource 4: *Signs of manipulation* [optional support, as required]

Key words

manipulation, coercion, exploitation

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Lesson summary

Activity	Description	Timing (Total: 60mins)
1. Baseline assessment	Negotiate or revisit ground rules. Students demonstrate their understanding by responding to four key questions about friendship and manipulation.	10 mins
2. Introduction	Introduce the learning objective and outcomes.	5 mins
3. Defining and identifying exploitation	Students define 'exploitation' and identify scenarios which show child criminal exploitation taking place.	10 mins
4. An exploitative friendship	Students read Freddy's story and identify where manipulative techniques are used to draw a young person into an exploitative friendship, and explore potential risks.	15 mins
5. Thoughts, feelings and actions	Students describe the effects of manipulation on a young person, analysing their thoughts, feelings and actions.	10 mins
6. Reflection and endpoint assessment	Students write advice to Freddy, before reflecting on a question they would like to ask in preparation for the next lesson.	5 mins
7. Signpost support	Remind students how to access further advice, guidance and support related to exploitation and unhealthy friendships.	5 mins

Baseline assessment

Baseline assessment activity	**10 mins**

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

Working on their own, ask students to respond to the four questions in Resource 1: *Understanding manipulation*.

As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed.

Invite some initial feedback from the class. *Students might identify:*

> *Signs of a genuine friendship may include: people enjoy spending time together; mutual trust; generosity; caring about each other's thoughts and feelings; confiding in one another; a mutual feeling of being appreciated and accepted; both people seeking resolution after conflict.*

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> *Signs that a friendship is not genuine may include: inconsistent contact/ communication; lack of mutual trust; lack of mutual care for each other's thoughts or feelings.*
>
> *Signs of a manipulative or controlling relationship, in addition to the signs above, may include: if someone is being used for personal gain (e.g. seeking status; only contacting the friend when they needed to do or provide something); if someone is being belittled or made to feel insecure by the other person; if someone is asked or made to do things that they don't want to do.*
>
> *A person who has been manipulated, or in a controlling relationship, might feel less confident in themselves. They might not always recognise that their thoughts, feelings or actions have been manipulated by someone else, but they might feel unhappy with the relationship, or experience feelings such as uncertainty or anxiousness. They may feel angry or sad if they feel their actions are being controlled by someone else.*

Use the insights from this activity to gauge students' current understanding to adapt teaching throughout this series of lessons.

Introduction	**5 mins**

Introduce the learning objective and outcomes and explain that today's lesson will explore the nature of manipulative and controlling friendships, particularly relating to where someone is being encouraged to carry out risky or criminal behaviour.

Make students aware of the question box, which will be available throughout the lesson. Explain that if they have worries or questions during or after the lesson that they do not want to raise in front of the class, they can write their question on a piece of paper and put it in the question box. They can do this anonymously or with their name, which will not be shared with their peers in a way that is identifiable. Plan in time to review these questions, deciding which need answering straight away and which would be best left for the police visitor.

Core activities

Defining and identifying exploitation	**10 mins**

In pairs, ask students to discuss what they think the term 'exploitation' means. Ask them to share their ideas, before sharing three definitions of the term on slide 4. Explain that exploitation can take on a range of forms depending on its context, and that the third definition on the slide is known as child criminal exploitation.

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Ask students to read the mini-scenarios in Resource 2: *Identifying child criminal exploitation*, and discuss, in their pairs, which of the scenarios show someone being exploited and why they think this is a form of exploitation. Once they have discussed this, ask them to note down which of the scenarios may be describing child criminal exploitation.

Take feedback, drawing out the key learning:

- *All of the scenarios describe a person, or group of people, attempting to exploit another person or relationship for their own gain or advantage.*
- *Yarah is trying to exploit her friendship for her own advantage by asking her friend to buy her an expensive gift.*
- *Lex, Kyle and Tammi are attempting to isolate the student, making them more reliant on the group for friendship. They are being deceitful about their intentions for making friends with the student and are trying to use the student for their own advantage. Lex, Kyle and Tammi are creating a power imbalance through their actions.*
- *Ivan's 'friend', who is an adult, is influencing his actions by attempting to manipulate his emotions, presenting him with an ultimatum (either Ivan does as they say, or their friendship will end). If Ivan is being asked to hold onto items which he doesn't know the nature of, or which are illegal to have, this may be an incident of child criminal exploitation. Ivan's 'friend' is creating a power imbalance through their actions.*
- *Ola is being taken advantage of by the older girls, who are attempting to manipulate her behaviour to their advantage. If she is uncomfortable with some of the things they are asking her to do, but does them to keep the girls happy, this is a sign that she is being coerced. The girls have more power than Ola in this scenario. If the older girls, some of whom may be adults, are asking Ola to carry out illegal actions on their behalf, this is child criminal exploitation.*
- *Ethan is using lots of flattery to manipulate the actions of his classmate, persuading them to give him money with no intention of returning this, exploiting the friendship for his advantage.*
- *Vanessa is using her resources to manipulate the actions of the people around her, using them to carry out illegal actions for her. If they are under the age of 18, this is a form of child criminal exploitation.*

Support: Give students Resource 2a: *Identifying child criminal exploitation – alternative* if they need additional reading support.

Challenge: Ask students to discuss: which of the scenarios show a power imbalance between the person being exploited, and the person or people exploiting them?

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An exploitative friendship — 15 mins

Share the definition of manipulation with students using slide 6 and explain to students that they will be looking at the story of a young person named Freddy. Ask students to read through Resource 3: *An exploitative friendship* in small groups, and annotate the story where they see a sign that a young person is being manipulated. They should highlight or underline where they can see that Freddy is being manipulated, and note down what techniques are being used to influence his thoughts, feelings or actions.

Students should identify:

> *Nate is using lots of flattery to draw Freddy in, complimenting his popularity with his friends and making him feel special.*
>
> *The older man at the address refers to the young people as his 'friends' and promises to look after them by giving rewards in return for their work.*
>
> *The friends are given a gift in the form of a phone, making them feel more trusted by the older man.*
>
> *Freddy's success with his first task (bringing one of his friends to the address) is presented to him as a sign that he's already in with the group, making him want to earn more rewards by continuing to follow the instructions he is given.*
>
> *At the end of the story, Freddy is singled out, isolating him from his friendship group.*

Develop the learning further with the following questions:

1. What might be motivating Freddy's actions throughout the story?
2. Why might this friendship with Nate be unsafe for Freddy?
3. What might be in the package that Nate is asking Freddy to hold?
4. How might Freddy exit the situation at different points in the story?

Take feedback, drawing out key learning:

1. *Freddy might like the feeling of being recognised by the older people who hold social status in the area. He is also drawn in by the idea of gaining the expensive items and financial rewards that the group show off on their social media accounts.*
2. *Freddy is younger than the people in the group, and is slowly singled out as being different from his friends. It is unclear who the older man is that Nate asks Freddy to visit, and Nate leaves him in a potentially dangerous situation.*

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The man is promising rewards to Freddy in exchange for carrying out risky, or potentially criminal, activities and seems to be encouraging Freddy to use his friends to do the same.

3. *Allow students to lead responses here – they may be aware that Nate is manipulating Freddy into doing something illegal. Freddy may be being recruited to hide or deliver weapons, drugs, or money involved in the supply of these, for other members of the group.*
4. *When Nate first approaches Freddy, Freddy could say that he appreciates Nate talking to him, but he won't be able to come to the address, or that he doesn't need the money; he could listen to his friends' concerns about the situation, and decide not to go to the address; he could tell a trusted adult that he's been given an address to visit; if he visits the address, he could tell a trusted adult what happened.*

NB: It is important to highlight that Nate is also a young person, aged 15-16, who has also experienced child criminal exploitation. His actions may have been influenced by other older people in the group, and also by the unnamed man in the story. Explain to students that they will be exploring Nate's story in the following lesson to learn more about the consequences of his actions. Freddy's story will be revisited in the third lesson in the series, where students will decide how he might respond to the text message he receives. If students have any questions, they can write these down so that they can be addressed by the police officer in the next lesson.

Support: Give students Resource 3a: *An exploitative friendship – alternative* if they require additional reading support, and Resource 4: *Signs of manipulation*, to help students identify where a young person is being manipulated in the story.

Challenge: Ask students to identify any warning signs that Nate may be at risk as a result of his friendships.

Thoughts, feelings and actions — 10 mins

Share the end of the story with the students using slide 7 of the PowerPoint. Ask students to write down their responses to the questions below, before discussing their answers with a partner.

1. What effect might Freddy's experiences with Nate and the older man have on the way he thinks about himself and his friendships?
2. What emotions might Freddy be feeling after receiving the message?
3. What should Freddy do next?

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Take feedback, drawing out key learning:

1. *Freddy's experiences might cause conflicting thoughts. At first, he might think that Nate is being a good friend as he seems to be promising him things that make him feel good, such as nice presents and a good social status. Freddy might think that he is helping his friends, by sharing this with them. His encounter with the older man might make him think more about the potential risks of hanging out with the new group. He might question whether Nate is being a real friend to him.*
2. *Freddy might be feeling confused about whether or not he should trust Nate and the group of older people; this might make him feel anxious, or worried about what will happen if he decides to reply to Nate's message, or not reply to his message. He might be feeling worried about his safety; he might also feel disappointed that the reality of the situation does not match with his expectations of what Nate told him would happen.*
3. *Freddy could tell his friends about the message he received from Nate, recognising that this is an unsafe situation. Emphasise that although this may be a difficult situation for Freddy, it is important that he knows he can talk to a trusted adult, such as a teacher or a parent, about what has happened. They will be able to offer him support and guidance. This might help him to choose a response to Nate's message that keeps him safe and provides him with a way to exit a risky and manipulative friendship. As this is a safeguarding issue, a teacher will need to report this to relevant people who have the power to intervene and help Freddy, which may include the police if Freddy is considered to be at risk of immediate harm.*

Plenary / Assessment for and of learning

Reflection and endpoint assessment	**5 mins**

Remind students of the three learning outcomes from the lesson.

Ask students to write a short piece of advice to Freddy, from the perspective of one of his friends, explaining to him why they think he may be at risk of being exploited, and who he could talk to for help.

Ask students to reflect on one question they have about child criminal exploitation that they might like to ask a police officer. If they don't have a question, they might reflect on one thing that this lesson has prompted them to think more about, so that all students are writing. Ask them to write these down on a card that they can put into a question box, to be addressed in the next lesson

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Signposting support **5 mins**

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or other trusted member of staff) 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 script a conversation between Freddy and his friends, explaining to Freddy what he might do to build a positive reputation for himself in a way that is safe.

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