



LEARNING OBJECTIVE:

To inform children of what county lines is, the scale and impact on children, families and communities and to inform children of where to go and who to speak to if they have any concerns.

RESOURCES NEEDED:

1. Breaking County Lines PowerPoint Session 1.
2. Whiteboard and marker pens
3. Transcript of 'County Lines' by PC1942 for each pupil

PREPARATION FOR TEACHER:

- Work through PowerPoint and lesson plan to understand each activity.
- Check suitability for individuals within your class – especially the video. Ensure video plays.
- Print off copies of the transcript of 'County Lines' by PC 1942

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KS3 COUNTY LINES LESSON 1 (1 HOUR VERSION): KEY FACTS AND IMPACT

ACTIVITY 1: WHAT IS COUNTY LINES?

15 minutes

Show slides 1-3 of the PowerPoint.

1. Explain this session is one hour long to raise awareness of county lines. Point out safeguarding issues and provide a space for pupils to go if they find any of the material upsetting. Explain the objectives of the session (slide 2) (5 mins)
2. Ask the class what they know about County Lines (slide 3). They can talk to their neighbour for 2 mins. Then ask individuals to share and write comments on the whiteboard. (5 mins)
3. Go through the input on slides 4-9 of the PowerPoint including the definition of County lines and the nature of the criminal exploitation.

Finish the slides by saying criminals are able to exploit children by betraying their trust which leads into activity 2; Trapped.

ACTIVITY 2: 'TRAPPED'

25 minutes

Police and Education Hub material

1. Show the [YouTube video 'Trapped'](#) (8 mins) (slide 10) Trapped – County Lines – Vimeo. This film shows how 3 people, a young lad called Jake, his girlfriend Katelin and his mother Julie are all drawn into county lines.
2. Divide the class into groups of 4 or 5 to discuss how the three people were drawn in and what were the consequences for them (slide 11) Give each group one person to discuss (7 mins)
3. Take feedback from the groups on each of the three individuals and write comments on the whiteboard. (5 mins).
4. Finish with some general comments about the film if these comments haven't already arisen in the feedback, for example: (4 mins)

- The loss of innocence – Jake and Katelin are playing piggyback in the park at the start of the film and there is a sense of joy – by the end of the film that has gone.
- Jake was drawn into county lines in a place that should have been safe – a sports club.
- The role of poverty (Jake and Julie) and neglect (Katelin) in this particular case.

ACTIVITY 3: KEY FACTS AND THE STAGES OF RECRUITMENT

5 minutes

1. Talk through PPT slides 12-17
2. Ask if they have any questions

ACTIVITY 4: ACT - IGNORE

15 minutes

1. Assign one side of the classroom as the 'act' side. Moving to this side of the room means you would take action – it doesn't matter what that action is at this stage.
2. Assign the other side of the classroom as the 'ignore' side. This means you would ignore the scenario.
3. Before revealing any of the scenarios, tell the students that they should start each time in the middle of your space, between the two sides. After revealing the scenario, you will give them 10 seconds of silent thinking time. When the 10 seconds are up, they must move towards either side – without talking to anyone else.
4. Show 1 of the 3 County Lines scenarios- following up with the questions on the PowerPoint afterwards. Then rinse and repeat.
5. Ensure students see the Slide 25 – where to go if you have concerns.

The 3 scenarios are based on real life experiences from teenagers who have some link to County Lines drugs gangs. The students take the place of their friend or peer. These are real decisions that students just like them make made in schools around the country.

After each scenario, ask students to discuss the questions given to them on the PowerPoint and then share their views. At this stage, you may want to question or challenge some of the views presented by the students. If you're able - it's often more powerful to have students from the opposing viewpoint challenge them instead.

Helpful questions to consider:

- What is your responsibility towards the friend/victim?
- How would you feel if something went wrong?
- How might the friend/victim feel?
- If you were in a different position (teacher, parent, police), what would you do?
- What could happen as a result of your action/inaction

Alternative for smaller spaces: – Stand up for 'ignore', sit down for 'act'.