



LEARNING OBJECTIVE:

To inform children of what county lines is, the 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. Print off copies of the Hopes and Dreams resource for every child.

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 Hopes and Dreams activity.

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KS3 COUNTY LINES LESSON 1: WHAT CHILDREN NEED TO KNOW

ACTIVITY 1: HOPES AND DREAMS

10 minutes

Give each pupil a 'Hopes and Dreams' print out. Ask them to fold it in half. Ask the class to write some of their hopes for the future on the side of paper with the clouds on. It could be something in the next few weeks or in the long-term future. The wall on the other side represents the barriers to achieving those goals. Ask the class to write in the bricks of the wall some of the things that could get in the way of realising those hopes for the future.

ACTIVITY 2: WHAT IS COUNTY LINES?

15 minutes

Discuss the learning objectives for the next 3 County Lines sessions.

1. Explain that there is a crime that is happening all over the country that is affecting children and possibly preventing them from leading healthy lives and enjoying a bright future and this crime is called County Lines. As it is affecting children their age it is important to raise awareness, so they know what it is and make sure it doesn't happen to them.
2. Explain that this session is one of three 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 3 sessions (slide 2).
3. Using the PowerPoint ask the class what they think of when they hear the following words. show the four words, gangs, illegal drugs, slavery, exploitation, one at a time (slide 3). Allow time for comments – write them on the whiteboard. (slide 3) Then do the same for the following slide. (Slide 4) These are more positive words – belonging, friendship, family, free gifts.

4. Afterwards explain that county lines gangs make children think they are offering the positive rewards when in fact they are being drawn into the negative words (slide 5). Finish by saying they are now going to see a short film which explains what county lines is and why it is happening all over the country.

ACTIVITY 3: WHY IS COUNTY LINES SO SUCCESSFUL?

15 minutes

Play the video 'Emma's Story' (4 mins). Remind the class they can talk to you afterwards if they would like to.

After the animation, ask for any reactions the class have had to the film.

- How does it make them feel?
- Ask the class if they think this is something that could happen to them or anyone they know.

Then reinforce the learning from the film by going through slides 7-14 of the PowerPoint.

End the slides with the Victim's Quote which clearly reveals that the reason why so many children get drawn is because the county lines gang members make out they can be trusted when in fact they can't. This leads into the next activity, 'Who do you trust?'

ACTIVITY 4: WHO DO YOU TRUST?

10 minutes

Ask the children to write down two people they trust and why. What are the characteristics of these people?

Take feedback from a selection of pupils and write down the characteristics on the whiteboard.

Show slide 16 of the PowerPoint on the characteristics of trustworthy people. Compare with whiteboard list and affirm children for their contributions.

Then make the point that if they come across people who offer them gifts or rewards, they should ask themselves – does this person know me and care about me? Does he/she have my best interests at heart?

5. Show PowerPoint slide 17 which tells the children where they can go if they have any concerns.

ACTIVITY 5: HOPES AND DREAMS

10 minutes

1. Divide the class into pairs. Ask them to look back at their hopes and dreams handout and choose one of their hopes for the future.

2. Then ask them to discuss this hope with their partner, and referring to the barriers on the back of the paper, to talk about what they need to do to make this hope become a reality.

This will help to end the session on a positive note.