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## KS3 COUNTY LINES LESSON 2: THE ROLE OF POLICE

### LEARNING OBJECTIVE:

This session will be led by a member of the local police force who will inform children of police activity in addressing county lines in their county both in terms of protecting children and working with vulnerable adults.

### RESOURCES NEEDED:

1. Breaking County Lines PowerPoint Session 2.
2. Whiteboard and marker pens
- McDonalds bag.
- Spectrum lines cards and blu-tac.

### PREPARATION FOR TEACHER:

- Work through PowerPoint and lesson plan to understand each activity.
- Prepare the McDonalds bag
- Print off the spectrum lines cards and laminate them if possible.

### ACTIVITY 1: REVIEW OF LAST SESSION

5 mins

Ask the class what they learnt about county lines in the first session using the following questions one at a time. (Slide 2):

1. Why do some people take drugs?
2. What is county lines?
3. Why do the gangs recruit children?
4. What sort of children get drawn in?
5. What are the risks of being drawn into county lines?
6. What are some of the characteristics of a trustworthy person?
7. Where can you go if you are concerned for yourself or someone else?
8. Refer to the hopes and dreams session last time and ask if anyone wanted to be a police officer?

You could write their answers on the whiteboard or just have a general discussion.

### ACTIVITY 2: SPECTRUM LINES

10 mins

Stick the spectrum lines cards ("Strongly agree" and "Strongly disagree") on opposite walls.

Then explain that you are going to read out a statement and the children need to go and stand on an imaginary line between strongly agree and strongly disagree according to how they feel about the statement. If they don't know how they feel or don't have an opinion, they should stand in the middle. Use slide 3 to ask the questions.

After each question ask a few people why they are standing where they are. Take different views and then ask if anyone wants to move because of what they have heard. The police officer should join in with the discussion to clear up any misconceptions the children may have about the police. Finish this activity by reading out slide 4 on the role of the police officer. Hopefully this activity will deal with any negative views the pupils have about the police.

### **ACTIVITY 3: DRUGS: WHAT IS LEGAL AND WHAT IS ILLEGAL?**

**10 mins**

Remind the class of the film they saw in the last session which talked about the huge demand for illegal drugs and the reasons why people take drugs including some very young people. Explain that there is a big difference between a legal drug and illegal drug, and you are going to do an exercise to find out how much they know about which drugs are legal and which drugs are illegal.

Show the drug pyramid (slide 5) and explain that all these things contain a drug element. Ask the class if they know which ones are legal and which ones are illegal.

Then show slide 6 and explain each item on the pyramid in turn, pointing out that there are several other illegal drugs as well and these are the ones that children are being forced to deliver to the people who want to buy them, many of whom are addicted. Show slide 7 which gives some street names for some of the most commonly used illegal drugs.

Remind the class that children are drawn in because gang members are very clever and know how to deceive children into thinking they are valued and that they are their friend when the opposite is true. This leads into the next activity – the McDonalds Bag

### **ACTIVITY 4: THE MCDONALDS BAG**

**5 mins**

Present the McDonalds bag to the children saying there is Big Mac meal, with 10 Chicken McNuggets, fries, a coke, and a toy inside. Tell the children you will give this McDonalds meal to the person who can tell the best joke or give you the best reason for why they deserve it. Ask for a show of hands. After a few children have given you their reasons, choose a winner and present the McDonalds bag to that child. On opening it the child will find it is empty or as a variation you could fill it with rubbish or unpleasant things – maybe crumpled up bits of paper with 'You owe me' written on them.

Make the point that this is how county lines gangs operate. They deceive children by promising them big rewards which amount to nothing as any gifts given to them are often stolen from them by members of the same gang that they don't know, creating a debt that will never be paid off. The young person is now trapped in a life of crime, subject to threats and violence.

### **ACTIVITY 5: WHAT ARE CHILDREN MADE TO DO?**

**10 minutes**

Ask the class to discuss in pairs the question on slide 9 of the PowerPoint. "What roles do you think criminals could ask you to do if they wanted you to help them carry on being a drug dealer?"

Give them 3 minutes to discuss this and then ask for suggestions.

Write these on the whiteboard.

Then show slide 10 which lists 3 tasks that young children are often asked to do. If you know of other examples of jobs that 9-11 year olds have been asked to do – talk about these as well.

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## **ACTIVITY 6: CHILDREN AND THE LAW**

*10 mins*

Talk through the PowerPoint slides 11-16 to explain the law and young children finishing with the importance of children knowing their rights and if these rights are not being respected a child should always tell a trusted adult.

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## **ACTIVITY 7: COUNTY LINES AND CUCKOOING**

*10 mins*

Explain that drugs gangs do not just exploit children. There is another side of the business that means that vulnerable adults are also drawn into county lines. County lines drug dealers need properties in every town and village to prepare and store drugs before forcing the children to deliver them. So, they move into flats or houses owned or rented by vulnerable adults. This is called Cuckooing (Show slides 17 and 18).

Ask the class what kind of adults might drug dealers find it easy to exploit in this way? After a few suggestions show slide 19 and explain that it is easy to exploit these people because they need drugs, or money or they are very trusting people.

Explain what the police in your area are doing to combat cuckooing.

### **Spotting the signs**

Then ask the questions on slide 20 one by one and explain these are signs that cuckooing might be going on and if they think it is going on they should always tell a trusted adult.

End the session by showing slide 21 which tells them who to go to if they are concerned.

