



3 KS2 COUNTY LINES LESSON 3: PROTECTING OURSELVES AND OTHERS

LEARNING OBJECTIVE:

For children to understand what to do if they feel uncomfortable with something they see or hear. For children to build confidence in the decisions they make especially with regards to witnessing anti-social or criminal behaviour.

RESOURCES NEEDED:

1. Breaking County Lines PowerPoint Session 3

PREPARATION FOR TEACHER:

- Work through PowerPoint and lesson plan to understand each activity.
- Check suitability for individuals within your class.
- This session works best in a large space or hall, where pupils can move around. .

ACTIVITY 1: EVERYONE'S DIFFERENT

10 mins

Gather everyone in a circle. Stand in the middle. You can choose to do this on chairs or sat on the floor. If using chairs, use 1 chair fewer than there are people (including you).

- Explain we are going to speak statements about skills/ beliefs/ characteristics pupils might have. If students agree with the statement, they have to get up and change places with someone else in the circle (for example: supports a football team, wears a watch, plays a sport, likes to read, has long hair).
- Explain that you are going to say the first statement and you will also be trying to find a seat so someone will get left in the middle. The pupil who doesn't get a place comes into the centre to be the caller instead of you. They shout out a statement (you might need to prompt at first) and they can then try and take a seat as everyone moves so there is a new caller.
- Encourage students to pick up the speed and get faster and faster so it's harder to get that last place!

Follow this up with a brief discussion about how everyone is different, but we respect every all the same. Encourage children to understand that they shouldn't need to expect everyone to act the same way or respond in the same way, but that whatever we do, believe, or feel- if we're uncomfortable about anything, we can speak to a trusted adult. We're only responsible for our own actions.

ACTIVITY 2: ACT - IGNORE

15 mins

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.

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

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. Practise with the first 4 'quick fire' scenarios. Ensure you assign no judgement and pass no comments on their decisions. Try to limit any discussion for these scenarios.
5. Move on to the 3 County Lines scenarios- following up with the questions on the PowerPoint afterwards.

The final 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 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?



ACTIVITY 3: FREEZE FRAMING

25 mins

This activity is drama based. Try to have a clear, large space like your school hall to use for it. There are minimal slides, so children can express and explore the topic at their own pace.

Practicing Freeze Frames

Put pupils into groups of 3 or 4, spread the groups out around the space. They are going to make freeze frames of some situations you call out. They only have 40 seconds to create each one, so they need to work quickly.

To improve their freeze frames, they can include:

- Stillness
- Good facial expressions.
- Dynamic gestures.
- Different levels (high, medium and low)
- Facing the audience

It's important that freeze frames are of good quality as it will lead to better discussion. You may choose to practise creating some 'fun' freeze frames first, for example:

- The best classroom ever.
- The worst classroom ever.
- The queen visits your school

Topic Freeze Frames

Once they have the hang of it, you can have a discussion about how someone may approach them. Cases studies have shown that children are often recruited by friends of friends. This may be at a park, online, at local take-aways, even youth centres and other safe spaces. Essentially anywhere that groups of young people hang out. They are going to create a freeze frame of that place.

- Ask the pupils to consider who might be in the freeze frame- perhaps someone their age, perhaps someone older, maybe an adult who works in the location or is passing by. These are all characters they should include in their freeze frame.
- After this discussion, ask each group to create a freeze frame of a group of which represents a picture of their discussion. You may like to give them a minute or two.
- Allow them to see a few of the freeze frames the groups have created and talk through what's happening in each scenario.

Introduce County Lines

Discuss with the pupils how, in a group, they may see or hear things they're uncomfortable with. Once they have the hang of it, you can have a discussion about how someone may approach them too. What should they do?

- Reaffirm that if it was them in the freeze frame, they should walk away if possible. If they can't do that, they should speak to an adult they trust at the earliest opportunity. They could always call ChildLine.
- Ask the children to create a new freeze frame, where one of the children sees something they're uncomfortable with. Perhaps we don't even see what's happening, we just see the child's reaction to it. What are other people's reactions? Do they even notice?
- Allow the pupils to see a couple of the changes that happen in the freeze frame.
- Discuss how it might make that child feel. Perhaps they feel nervous or anxious. Perhaps they feel scared. Perhaps they feel excited doing something they know they shouldn't.

Finally, discuss how easy or difficult it is to speak out or do something in that situation. What pressures and feelings might the children have about saying or doing something?

Reaffirm that they can't control how other people behave, but they can control their actions- and the best action is to speak to an adult they trust.

Final Freeze Frame

Finally, ask they group to show a freeze frame that offers a solution to the scene. It may be in the same location or away from it- in school or at home.

What can they do? Some options include:

- Speaking to their parents/carers.
- Speaking to a teacher or member of school staff.
- Reporting anonymously to Fearless.
- Speaking with ChildLine.

Points to consider:

- Each student is in a unique position. No-one else may have noticed what they have noticed. We are all single pieces in a larger puzzle.
- Taking action doesn't need to solve the whole problem. We may not be able to make everything right, but a small action can make a big difference.
- How would students feel if they had problems or faced challenges and were ignored, or didn't have people to turn to?
- County Lines drugs gangs present themselves as 'friends' to students and young people. Who has the best interests of students and young people at heart?

ACTIVITY 4: ACROSTICS

10-15 mins

Using the slides 12-13, summarise all that you have discussed in the session.

Together, decide on a word that sums up the work you have done on County Lines. Some of the words you could choose include:

- Action
- Talking
- Confidence
- Friends
- Trust
- Care
- Stand Up

Children should write a piece of acrostic writing about what they're learnt over the last 3 sessions. Use slide 14 to support them. To extend them, you could ask them to include a piece of advice to others or ask them to perform it in front of the class.

Use slide 15 to give them a clear message to remember.

