

Tricked and Trapped

Teacher Support Materials and Activities

The Tricked and Trapped follow-up activities provide learners with opportunities to achieve Key stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales. N.B. The activities presented below are not sequential but rather are a menu for teachers to select from.

Tricked and Trapped Additional Activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
Introductory Activity: Revisiting the Story: Graphic Novel	<ul style="list-style-type: none"> ■ L (O) speaking, (sp) ■ L (O) listening (l) ■ L (O) collaboration and discussion (c & a) ■ L (R) response and analysis 	<ul style="list-style-type: none"> ■ Work both independently and cooperatively ■ Use a range of techniques for personal reflection ■ Express opinions clearly and justify a personal standpoint ■ Empathise with others' experiences, feelings and actions 	<ul style="list-style-type: none"> ■ Understanding the features of safe and potentially abusive relationships.
Exploring Friendship and Peer Pressure	<ul style="list-style-type: none"> ■ L (O) speaking, (sp) ■ L (O) listening (l) ■ L (O) collaboration and discussion (c & a) 	<ul style="list-style-type: none"> ■ Use a range of techniques for personal reflection ■ Express opinions clearly and justify a personal standpoint ■ Take part in debates and vote on issues ■ Empathise with others' experiences, feelings and actions 	<ul style="list-style-type: none"> ■ Develop respect for themselves and others
Cannabis - A Gateway Drug	<ul style="list-style-type: none"> ■ L (O) speaking, (sp) ■ L (O) listening (l) ■ L (O) collaboration and discussion (c & a) ■ L (R) response and analysis 	<ul style="list-style-type: none"> ■ Use prior knowledge to explain links between cause and effect ■ Listen attentively in different situations and respond appropriately ■ Communicate confidently personal feelings and views through a range of 	<ul style="list-style-type: none"> ■ Develop respect for themselves and others ■ Display a responsible attitude for keeping the mind and body safe ■ The effects of and risks from the use of legal and illegal

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		<p>appropriate methods</p> <ul style="list-style-type: none"> Express opinions clearly and justify a personal standpoint 	<p>substances and the laws governing their use</p>
Caught in a Web	<ul style="list-style-type: none"> L (O) speaking, (sp) L (O) listening (l) L (O) collaboration and discussion (c & a) L (R) response and analysis 	<ul style="list-style-type: none"> Express opinions clearly and justify a personal standpoint Be assertive and resist unwanted peer pressure Empathise with others' experiences, feelings and actions 	<ul style="list-style-type: none"> Understanding the features of safe and potentially abusive relationships. Understand the range of emotions they experience and how to develop strategies for coping with negative feelings Display a responsible attitude for keeping the mind and body safe The effects of and risks from the use of legal and illegal substances and the laws governing their use
Criminal Exploitation Peer Assembly	<ul style="list-style-type: none"> L (O) speaking, (sp) L (O) listening (l) L (O) collaboration and discussion (c & a) L (R) response and analysis 	<ul style="list-style-type: none"> Communicate confidently personal feelings and views through a range of appropriate methods. Use prior knowledge to explain links between cause and effect Listen attentively in different situations and respond appropriately Express opinions clearly and justify a personal standpoint 	<ul style="list-style-type: none"> Develop respect for themselves and others Display a responsible attitude for keeping the mind and body safe The effects of and risks from the use of legal and illegal substances and the laws governing their use
Children's Rights	<ul style="list-style-type: none"> L (O) speaking, (sp) L (O) listening (l) L (O) collaboration and discussion (c & a) 	<ul style="list-style-type: none"> Express opinions clearly and justify a personal standpoint Access an appropriate range of sources for help, support and advice. 	<ul style="list-style-type: none"> Display a responsible attitude for keeping the mind and body safe

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Method	Activity	Resources
1. Introductory Activity: Revisiting the Story		
<p>Group Task</p> <p>Class Feedback and Discussion</p>	<p>1 Graphic Novel Activity</p> <p>Divide the class into groups of 3 - 4 learners.</p> <p>To connect and recap on previous learning, download the graphic novel to accompany the 'I am you' film. The learners can either re visit the story individually or take it in turns to read the script as a group. Ask each group to discuss and answer the 12 questions about the story. A nominated scribe should write down the answers.</p> <p>The teacher to facilitate feedback from each group giving either 1 or 2 marks for each answer, depending on detail. Learners then need to add their total out of a potential 24 marks. Highest score wins.</p> <p><u>QUIZ QUESTIONS AND ANSWERS</u></p> <ol style="list-style-type: none"> What was the main reason Sophie was 'different'? A: She was cool, had an older boyfriend, pushed the boundaries, and didn't treat her as a little kid. The first time she smoked Cannabis, a photo was taken which she was reluctant to pose for. Why do you think Dean insisted on taking the photo? A: Evidence of her taking illegal drugs could possibly be used to blackmail later on. Why were the drugs given for free at first? A: To lure her into taking the drugs for the first time - she would be more likely to try drugs if they were offered for free from a friend. How quickly did the debt for the drugs escalate? A: Very quickly, from the beginning the debt would be impossible to pay. Everything would be on the dealers' terms. Why did she steal money from her dad? A: He refused when she asked him for some, and because she was desperate for the money - she stole it anyway. When did things start to change? A: When Sophie and Dean started texting her all the time and she became scared, missed school etc. When Sophie stood outside her house and threatened her that she had to pay another way! How did Dean tell her she would have to pay it all back? A: She would have to deliver drugs, be friendly to his friends. She would be given an old phone and drug 'packages' to deliver... Why was she given a knife? A: For protection or possibly as a threat... 	<p>Resource 1(a) Digital Graphic novel questions Resource 1(b) Quiz Questions Resource 1(c) 'I am you' graphic novel</p>

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	<p>9. What did the criminal exploitation involve at its worst? A: She would meet people in different locations, different towns, villages, day and night to deliver drugs. She never knew where she was anymore, became confused and more into debt. She knew she could never pay the debt off as it was always going up. Dean and his mates were in total control of every aspect of her life. She was robbed and every time this happened things would get worse!</p> <p>10. Who do you think were responsible for the robberies? A: Dean's associates. This is how they get children and young people to be more indebted to them.</p> <p>11. When did things start to change for the better? A: The day she was attacked in the white van. It was the day she got help. When she started telling people the truth about what was really happening to her.</p> <p>12. What does she mean by 'I am you...?' A: She could be any one of us... the girl you've known since primary, the boy good at sports, the class clown, and the quiet one in the corner, the person you never speak to and your best friend...</p>	
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Activity 2: A Good Friend

<p>Good Friends?</p>	<p><i>Download Resource 2 - A good friend.</i></p> <p>Discuss the fact that in the Tricked and Trapped film, we met Sophie, who befriended our girl. At first she was a good friend, but was she possibly too good to be true? <i>'She was different, she had an older boyfriend Dean, his mates used to hang with us, chat to us like we were one of them... not like little kids...'</i></p> <p>Ask the learners the following questions:</p> <ol style="list-style-type: none"> 1. What were the warning signs that Sophie wasn't <i>really</i> her friend? 2. In your opinion, what qualities does a good friend have? <p>As an extension to this activity, learners could explore the importance of positive friendships even further by completing pages 4-7 from our Teenage Survival Guide. Click on the following link: https://schoolbeat.cymru/uploads/media/2808-20_Teenage_Survival_Guide.pdf</p>	<p>Resource 2</p>
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Activity 3: Cannabis a Gateway Drug' to the Criminal Exploitation of Children

Whole class discussion	Using resource 3 discuss the fact that in the Tricked and Trapped film, our main character was offered Cannabis by her new friends Sophie and Dean, who seemed to "...always have some".	Resource 3
Group discussion and task	<p>Discuss the possible reasons why, at first, it seemed that they were giving it away for free?</p> <p>Question the learners why they think 'they' insisted on taking a photograph of the first time she tried it, even though she didn't want her picture taken? (this is because they can use it as evidence of her taking the drugs they can use to 'blackmail' her in the future i.e. they can tell her parents, they can tell the Police etc.)</p> <p>Ask the learners,</p> <ol style="list-style-type: none">1. What do they know about Cannabis? Using the https://schoolbeat.cymru/en website, ask them to find out the following information about Cannabis:<ol style="list-style-type: none">a) Street namesb) It's effectsc) Risksd) The Law around its use2. Ask the learners, why do they think Cannabis is often offered for free to children and young people for the first time? Answers may include:<ul style="list-style-type: none">• The dealers want to gain their trust.• The dealers want them to get addicted to the drug - meaning they will always <i>need</i> them for their supply.• Once the dealers know they are addicted, they charge money for the drugs and the children and young people always remain in-debt. The debt will never be cleared and will always grow.• The dealer can control all aspects of the child's life once they are indebted to them.• The child will always be reminded by the dealer <i>how generous</i> they were at the beginning of the process - giving it for free!3. What advice would you give your friend if you knew they had started taking Cannabis? Explore potential answers such as where to get advice and support. Explore the short and long term dangers of taking Cannabis and how it can become the gateway to other drugs including cocaine and heroin. The advice should be based on what they have learnt in the first part of the activity while carrying out the research.	

Activity 4: Caught in a Web

Group activity

Remind the learners of the definition of Criminal Exploitation:

'Criminal Exploitation is when a child or young person is befriended and abused, taken advantage of, groomed and controlled for a criminal purpose.'

When a child or young person is criminally exploited, things soon spiral out of control.

As explored during the Tricked and Trapped lesson, there were some signs early on that things were not quite what they seemed.

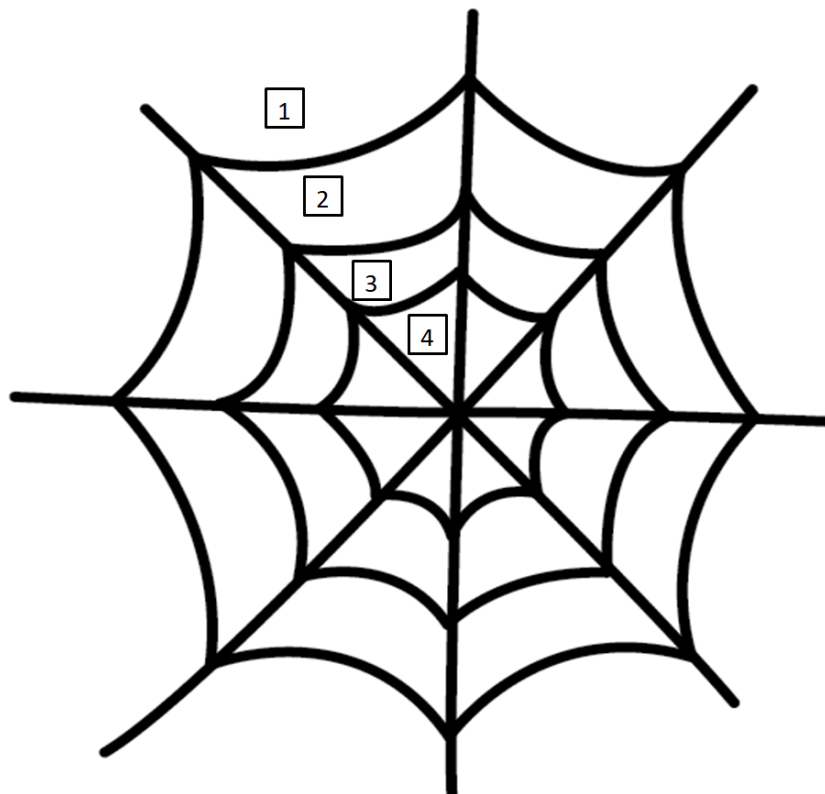
Tell the learners, there are usually 4 stages of recruitment into running county lines for organized criminal gangs for a young person:

Resource 4

<p>1. Targeting stage This is when an exploiter targets a young person who is vulnerable, reducing their chances of getting caught. Exploiters pick their targets based on things like your age, strength or situation.</p>	<p>2. Experience stage This stage is where an exploiter might try to get a young person used to their lifestyle, or train them up in what they're doing.</p>
<p>3. Hooked stage This is the stage where an exploiter will make a young person feel like they're a member of their gang, even though they're just exploiting them.</p>	<p>4. Trapped stage This is when a young person feels dependent on the group, their relationship with their exploiter may start to become unpleasant, as their exploiter's true intentions or character is revealed.</p>

This can be illustrated as a spider's web.

Children and young people can get caught very easily in the web of criminal exploitation, sometimes without even realising.



Group Task

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Divide the learners into groups.
The learners need to read the statements from the worksheet, Resource 4.
They can then either cut the statements out or write them directly on the spider's web according to how entangled or caught up the young person has become into the web.

Truancing from school	Being paid money as a reward for a small favour	Using drugs and or Alcohol
Receiving a top of the range SMART phone	Receiving new branded clothes	Going away from home for a short trip
Helping a friend	Carrying drugs	Carrying a knife
School results going downhill	Making new, older friends	Carrying large amounts of money for other people
Worried family	Feeling anxious and scared	Physical assaults
Self-harm	Don't care about anything anymore	Receiving excessive texts and phone calls
Being arrested by the Police	Being in a new and strange area	No friends

Class feedback

Each group should then compare their web and the similarities or differences between them.

Are most groups in agreement?

Explore any misconceptions.

Discuss how easy or difficult it can be to get out of the web, outlining the potential sources of help. Refer to the help available from the Police or if they want to report anonymously - by reporting to www.Fearless.org

Activity 5: Criminal Exploitation Peer Assembly

Group
Task

Divide the class into groups.
Using our Criminal Exploitation assembly from the SchoolBeat.cymru website as a template <https://schoolbeat.cymru/en/partners/county-lines/> and other resources such as those from Fearless.org, Barnardo's, the NSPCC Missing People, the Runaway Helpline and ChildLine, learners should prepare an assembly presentation about criminal Exploitation of Children which they could present to other year groups or to smaller groups of learners within the school.. They could invite the School Community Police Officer to come along too!

The learners may wish to follow this format:

1. Introduction	Title and image
2. Aim.	Display what you are going to discuss today and what you want the group to learn by the end of the presentation.
3. Definition of Criminal Exploitation of Children – sometimes referred to as County Lines.	What is criminal exploitation of children sometimes known as County Lines?
4. Explain simply what it involves.	Design a simple slide to explain what it is using simple words and images.
5. How do children and young people get involved?	Explain how children and young people are 'groomed' to become gang members. Explain that Cannabis is often used as a gateway drug.
6. Possible signs of Criminal Exploitation that other pupils and teachers can look out for.	Describe the signs to look out for.
7. Where to get help.	Signpost pupils towards agencies such as Meiccymru.org Fearless, Barnardo's, ChildLine and SchoolBeat where they can get help.

Activity 6: Children's Rights

During the SchoolBeat lesson, learners discussed six Children's Rights which are especially relevant to the Criminal Exploitation of Children.

During this activity, they will have an opportunity to explore and explain why they are so relevant and important. In small groups ask learners to discuss and complete the following table, Resource 6:

Resource 6

Article	Why are they so relevant and important?
Article 19 – I have the right to be protected from being hurt or badly treated	
Article 33 – I should be protected from dangerous drugs	
Article 34 – Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad	
Article 35 – I should not be abducted, sold or trafficked	
Article 36 – I have the right to be kept safe from things that could harm my development	
Article 39 – I have the right to help if I have been hurt, neglected or badly treated.	

Using the 42 Articles document from the Children's Commissioner of Wales website <https://www.childcomwales.org.uk/wp-content/uploads/2017/01/42-Articles-A4-cards-ENG.pdf> the learners should identify other articles which might be also be useful to remember.

Lastly, they may wish to consider and raise awareness about these rights in the school.