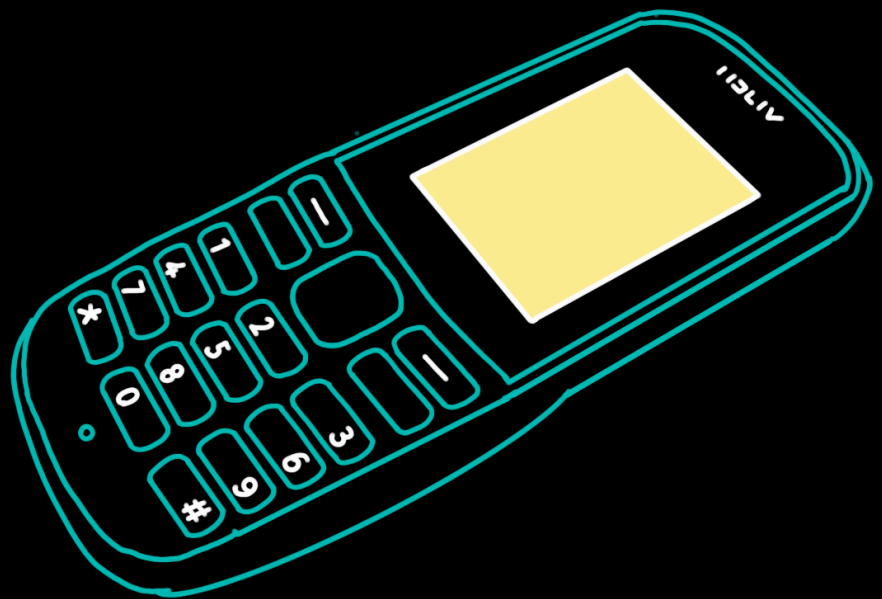


COLD CHIPS AND MONEY

an interactive digital story exploring child criminal exploitation



resource pack for teachers and those working with young people

Resource Introduction

Cold Chips and Money is an interactive digital story exploring child criminal exploitation (CCE), sometimes more commonly known as 'county lines'. Child criminal exploitation is where "children and young people are manipulated and coerced into committing crimes" (NSPCC, 2020).

In the digital story, the participant is placed in the centre of the action and the story unfolds around them depending on actions they take or do not take. This resource pack supports the digital story and provides questions and reflections for participants engaging in the digital story.

This digital resource has had the input of Active Communities Network, Portsmouth Safeguarding Children Partnership, Portsmouth Youth Offending Team, and Portsmouth Police.

Cold Chips and Money is designed and written to take the participant through a young person's life who is being manipulated and coerced towards criminal activity. The story reflects the variety of ways that might happen such as challenges in school, emotional manipulation, and gradual social isolation.

The digital story is split into three sections with built-in timed breaks between each one for the exercises to take place in. The digital story is designed so that participants will have different experiences but will ultimately all go through the same story points, these differences are marked below underlined.

Section 1, Autumn Term:

- At home: a young person is moving up a year at school and is dealing with their emotions surrounding this, there is a suggestion that the young person is being bullied. The young person lives at home with their Mum.
- At school: the young person goes to school and head to their form room to meet their new form tutor. They have forgotten to turn their phone off, their phone rings. The teacher reacts in various ways depending on whether the student admits it is theirs. The phone is confiscated.
- The incident with the phone has effected the young person. Whilst not concentrating they collide with another student. This collision may escalate. A teacher becomes involved and both students are sent to the Deputy Head to explain their behaviour.
- After meeting the Deputy Head the young person heads to football training, they are frustrated at the day's events. The young person might explain their coach, Mr Dale.
- After school: the young person gets a takeaway. The student from earlier confronts them, the young person may react in a variety of ways. Some older lads intervene.
- After school: The older lads (Leigh, Dylan and Jack) suggest they'll look out for the young person, and sort out the other student. They say they'll keep in touch.

Section 2, Spring Term:

- The park: the young person is invited to skip school to hangout with these new older lads, Leigh, Dylan and Jack, in the park. At the park, the lads are talking with some adults, Ryan and Becca. The young person meets them.
- The lads are bored of hanging out in the park. They spend the day doing various anti social behaviour (nicking a bike, shoplifting, taking drugs and alcohol) or they might have a run in with the police drug squad (DS. Nicky and Millsy). This part is longer than described above, and the young person may or may not be pressured into one of these actions.
- Leigh invites the young person to a gaff (a party) that evening at Ryan's.
- The party: at the party the young person is given a joint and some alcohol. The young person's Mum tries to get in contact with them, they ignore it. The young person has a brilliant night with their new 'mates'.

Section 3, Summer Term:

- Since the party the young person has missed more and more school days to hang out with Leigh, Dylan and Jack. They've dropped out of football training and seeing less of their Mum.
- The young person feels that they are part of something though, someone people know, respect, or fear.
- Ryan contacts the young person and invites them round to his flat, he needs a favour.
- Ryan and Leigh are at the flat. Ryan wants the young person to a bag to someone by bike.
- The young person may ask what is in the bag, refuse to do it, ask Leigh for help or just agree without question.
- Ryan makes sure the young person knows that they owe him now for the drugs and money that they've spent. And they need to do what he says, or they'll be consequences.
- As the young person bikes the bag to the address, they may not go through with it and instead seek help from various figures in the story (DS Nicky and Millsy, their Mum or Mr Dale, their coach), if they do this they are sported through the process of victim support. If they go through with it, they are mugged, and the bag isn taken, they are now further in debt...

Lesson Plan for Key Stage 3

Context

This single lesson focuses on young people understanding, recognising and managing peer influence, and how they can support one another to resist unwanted pressure and influence which may lead to exploitation.

It aims to challenge misconceptions students may have about who may and how people seek to exploit young people. It will therefore enhance work on personal safety and risk management, or lessons which have introduced topics related to forming and maintaining respectful relationships. It responds to PSHE Association Key Stage 3 Core Theme Relationships: Social Influence section R42-47.

Learning Objective

- To raise awareness of how negative social influences may present in a young person's life.
- To help students reflect on their own need for peer approval can generate feelings of pressure and lead to increased risk-taking and make students more vulnerable to exploitation.
- How young people can achieve resilience to unwanted social influence to resist exploitation.

Learning Outcome

- I understand what child criminal exploitation is and who is at risk of it.
- I can explain and challenge the reason why some young people might succumb to the unwanted social pressure and influences which lead to exploitation.
- I can talk about a range of options to manage unwanted social pressure and influence.

Resources Required

- ICT online access
- Tablets/laptops/desktops for students to access online digital story, enough for 1 between 2/3

Lesson Preparation

Teachers are encouraged to play through the game independently in order to understand what the students undertaking.

Lesson Summary

1. Baseline Assessment: Students respond to demonstrate their initial understanding, views and attitudes around exploitation. 10 minutes
2. Digital Story Section 1 with following questions: Students work in pairs/small groups to play through the digital story, and respond to the supporting questions as a class, 10 minutes
3. Digital Story Section 2 with supporting questions: Students work in pairs/small groups to play through the digital story, and respond to the supporting questions as a class, 10 minutes
4. Digital Story Section 3 with supporting questions: Students work in pairs/small groups to play through the digital story, and respond to the supporting questions as a class, 10 minutes
5. Peer advice: Students give advice on how they might support a peer in a similar situation, 5 minutes.
6. Signposting: Ensure that the support networks signposted in the Digital Story are discussed and the legal element of not being arrested and being treated as victim if a reporting is made are clear to the class. 10 minutes
7. Reflection: Have our perspectives changed on people involved in exploitative situations or relationships? 5 minutes

Climate for Learning

Make sure you are familiar with the school's safeguarding policy.

Ensure a trauma informed approach to the session and consider any sensitivities and prior knowledge about specific pupils' circumstances. Prior notice that this issue will be covered may be advisable. Notice should be given to pastoral and other relevant staff .

Local and national support groups or helplines should be signposted

Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as not disclosing personal stories and not making assumptions about others.

Be aware around participants' discussion of 'choices'. Exploitation often involves physical or emotional coercion that may leave young people feeling they have no choices (exit plans are discussed later).

Lesson Activities

1. Baseline Assessment

Ask students to consider what do we mean by **exploitation**? How might we exploit others? What factors or feelings might lead to someone needing a sense of peer approval that may make someone more vulnerable to exploitation?

Child criminal exploitation is where "children and young people are manipulated and coerced into committing crimes" (NSPCC, 2020).

2. Digital Story Section 1:

Students may now play through section 1 of the digital story, encourage them to respond emotionally to the situations presented, there's no 'right' path through the story. Also note that other groups in the class may have different experiences in the story.

At the end of the first section ask students to create a mind map of all the factors that might make a young people more easily influenced or susceptible to social pressures that may make them more vulnerable to being exploited.

Students are likely to suggest:

1. Being isolated from friends or family.
2. Not doing well at school.
3. Being bullied.
4. A lack of self confidence
5. Coming from an unsupportive background.

It is essential that through discussion and feedback, students have an opportunity to hear these reasons being challenged, either by their peers or by you. This could be done by providing follow up questions as reasons are shared, or countering with facts that prove otherwise.

3. Digital Story Section 2:

Students may now continue to play through the Digital Story until the end of section 2.

At the end of the second section ask students in their pairs/groups ask the class - through a show of hands - how many of their characters experienced:

- stealing alcohol
- robbing a bike
- meeting the drugs team

Other groups may not have experienced these encounters so ask the groups who have to briefly explain what happened in their story.

Now ask students to write a list of the emotions and feelings that their character might have felt during the Digital Story under headings Positive and Negative, ask that the students give a specific story example of when they felt this. Remind them that people can feel a whole range of emotions and it's completely fine if one list is longer than the other.

For example:

Positive	Negative
Respected: when Ryan calls them 'big man'	Feel small: when Leigh tells them to 'stop being weird and get in the car'
Excited: when the lads cheer them on for robbing the bike	
Included: being invited to the Gaff	

Ask one group to share their Positive list, and ask other groups whether their characters have shared the same or similar emotion or feeling. Do the same with a different group and the Negative list.

Finally, ask students how experiencing these emotions/feelings might make a young person more at risk of unwanted social influence or pressure. How might exploiters use these emotions to exploit young people

4. Digital Story Section 3

Students should now continue to play through Digital Story Section 3 until the end.

At the end of the third section ask students in their pairs/groups ask the class - through a show of hands - how many of their characters experienced:

- having the drugs stolen
- talking to the football coach
- talking to the mum
- talking to the police

Ask students to imagine they were the writer of **Cold Chips and Money**, and to write a paragraph on what happens next in the story continuing on from where their story left off.

For example:

- what happens after the drugs are taken?
- what happens when the police arrest Ryan and Dan?
- what happens at school after the statement is taken?
- how does the relationship with the Mum change?

5. Peer advice

Explain to students that it can be hard to see the consequences of exploitation until it is too late, and the more involved the person is, the more influence others have over them, or at least that is how it might feel.

Ask students work individually or in pairs, and to role-play how they would begin a conversation with a peer who they believe is being exploited or under negative social influence.

- How do they begin that conversation? where and when, in person, online, who else is there.
- What behaviours or events might they have seen that suggest this person is being exploited? Isolation from peers at school, sudden unexplained access to money, much older peer friends.
- What strategies could they suggest to help this person and how can they help them do that? Talking to them, talking to police, talking to teacher.

Challenge

Encourage students to also reflect on how much 'choice' the character in the story really makes and how much is made for them. Do people actively make these 'choices' or does something about exploitation make these 'choices' not seem like 'choices' at all? What role do our feelings and emotions play in this?

Language to avoid - not a conversation about making choice or decisions.

6. Signposting

Before students reflect upon the learning from this lesson, discuss places where young people can go to access further information and support, explaining how each can support them. This should include their local community (e.g. friends, family, youth groups - ie Activity Communities Network) support available in school (their form tutor, head of year or a school counsellor) and local / national organisations.

School Safeguarding Officer who is it in your school, ensure the participants know this.

Active Communities Network <http://www.activecommunities.org.uk/hampshire>

Safer Portsmouth <https://www.saferportsmouth.org.uk/what-is-child-criminal-exploitation/>

Childline <https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/child-trafficking-exploitation/>

NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

Safe4Me <https://www.safe4me.co.uk/portfolio/child-criminal-exploitation-county-lines/>

It is also essential to discuss the legal/police position of a minor involved in crime and talking to the police:

"A child who reports a crime of this kind, even if they admit to being involved, will be treated as a victim of exploitation rather than a criminal." - Portsmouth Police High Harm Team

7. Reflection

Ask students to revisit the baseline overheard influence and social pressure activity. What we mean by influence? How might we influence others? What factors or feelings might lead to someone needing a sense of peer approval?

Ask them if there is anything about their original ideas that they would like to change or add to as a result of today's lesson. Who might they suggest a student talk to if they find themselves or a friend in a similar situation? What behaviours should they look out for in future and in who?