

PSHE WORKBOOK

COUNTY LINES BE IN THE KNOW

Statutory PSHE
Personal Safety



Name:

Class:

Teacher's Name:

Our learning journey:

Where am I at the start of this workbook? Write down three things you know and three things you'd like to know.



What do I know?

What would I like to know?:

Where am I at the end of this lesson? Write down three new things you know and the answers to the questions if you discovered them.

What do I know now?

What were the answers to my questions?

County Lines Explained:

What is County Lines?

County Lines is a criminal practice that involves gangs sending children from cities into smaller towns and villages in order to sell drugs to the people living in these areas. It's called county lines because these children often travel from a big city to small towns in a different county, and they use dedicated mobile phone 'lines' in order to contact people for buying and selling drugs. The most common drugs involved in County Lines are typically heroin and cocaine, but other drugs (such as MDMA, amphetamines, cannabis and spice) are also sold. The activity of selling drugs in this way is sometimes referred to as 'going country', as it involves going from the city into the countryside.

Gangs recruit young people into doing the work for them because it means that the gang members themselves can manage the operation from a distance and are less likely to be detected by police.

It is estimated that at least 46,000 children in England alone are involved in criminal gang activity. In London alone, there are 4,000 young people who are being exploited to work for gangs in County Lines.



How do gangs recruit young people for County Lines?

There are several approaches that gangs might take in order to lure young people into working for them. One approach is grooming, which is when children and young people are given attention, compliments,

County Lines Explained:

money, food or presents in order to build a relationship with a gang member. The young person being groomed is then made to feel like they owe something to the gang member, and this is how they are recruited into criminal activity. Gangs use social media to target individual young people online, although they do also approach young people in public places such as parks and shopping centres.

How do the gangs use violence and force?

As well as grooming, gangs sometimes use violence in order to threaten young people into working for them. Weapons such as knives, firearms, bats and acid are used by gangs in order to force young people to carry drugs on trains and sell drugs to local drug dealers in smaller towns. Violence is also frequently used towards the young people once they start working for the gangs - for example, if any money or drugs go missing.



As part of their criminal operation, gangs also have a house in the local area which they use as a base for selling (and sometimes making) drugs. This is known as a 'trap house'. Sometimes, gangs will take over the house of a local person and force them into allowing the gang to use their house as a 'trap house', usually with either violence or the promise of free drugs. This is called 'cuckooing', as it involves taking over another person's home, like cuckoos do with other birds. Young people are sometimes expected to stay in trap houses when they are working for the gangs. This makes the young person extremely vulnerable to abuse, such as drug abuse, physical and even sexual abuse.

County Lines Explained:

Who do gangs target for County Lines?

Gangs typically target young people aged between 12 and 17. They usually target young people who are considered to be vulnerable, for example homeless children, children living in care homes, children who have mental health issues, children living in extreme poverty, children with chaotic or broken family lives, or children who have been expelled from mainstream education. They also look for children who may be wanting protection, money, love, excitement, status or a sense of belonging, in order to exploit these feelings for their own criminal purposes.

What are the long-term consequences of County Lines?

County Lines criminal activity has a negative impact on the communities involved. It brings further violence, abuse and drugs into rural communities.

By flooding the market with class A drugs, it increases social problems

associated with drug use, for example anti-social behaviour, criminal damage and theft. As well as harming communities, County Lines activity has a negative impact on the individuals involved: if caught, drug dealers can face prison sentences of around nine years.

Having a criminal record can then impact the individual's ability to gain particular types of Employment in the future.



County Lines Explained:

For the young people involved, as well as the risk of criminal prosecution, there is also the risk of becoming a user of drugs, as well as becoming trapped in gang activity. While some young people see criminal gangs as an escape from their life of poverty and abuse, many find that they are trapped into a life of working for violent gangs which keep them in a cycle of poverty, abuse and intimidation.

How can I tell if someone is involved in County Lines and what can I do if I'm involved?

Some of the indicators that a child may be involved in County Lines activity are: staying out late; going missing for a few days; having drugs on them; having unexplained money, phones, jewellery or other items; becoming aggressive and using sexual, violent, or drug-related words all of a sudden; coming home looking bruised or in a bad state; having keys to unexplained places. If you are worried about you or someone you know being involved in County Lines, call Crimestoppers on 0800 555 111.

If you, or someone you know, are affected by any of the issues raised today, you can contact the following organisations for further help and guidance:

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

<https://www.childline.org.uk/>

<https://crimestoppers-uk.org/about-the-charity/who-we-work-with/trusts-and-foundations/county-lines>

<https://www.fearless.org/en/campaigns/county-lines>

The Crimestoppers hotline is anonymous - **0800 555 111**
Call **999** if you think there is an immediate danger.

Literacy through PSHE

Choose a set of challenge questions to answer on the space provided over the page.

Challenge

1. Who is more likely to be recruited into County Lines - adults or children?
2. What types of drugs are sold in County Lines?
3. How might gangs try to win the trust of a young person?
4. How many children in England are estimated to be involved in criminal gang activity?
5. Name THREE long-term consequences for someone who is involved in County Lines.
6. Name THREE signs that someone might be involved in County Lines.
7. What can you do if you need to get help for someone involved in County Lines?



Literacy through PSHE

Choose a set of challenge questions to answer on the space provided over the page.

More Challenging

1. At what age would a child be most likely to be recruited into County Lines? Explain your answer.
2. Why do you think that gangs use children to transport drugs for them? Think of THREE possible reasons.
3. In what ways does a child involved in County Lines face potential exploitation? Give THREE different examples.
4. What makes a young person vulnerable to being recruited into County Lines? Give the top THREE factors in your opinion and explain why you have chosen these factors as most important.
5. What are the worst consequences of County Lines, in your opinion? Explain why you think this.
6. Do you think it is easy to help someone involved in County Lines? Why or why not? Explain your answer fully.



Literacy through PSHE

Choose a set of challenge questions to answer on the space provided over the page.



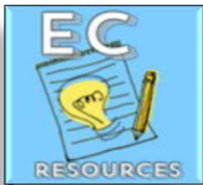
Mega Challenging

1. Is age the most significant factor in determining a person's risk of involvement in County Lines? Explain your answer.
2. In what ways is County Lines exploitative? List as many as you can think of, with full explanations for each one.
3. Recruitment for County Lines happens in person and online. Do you think that the same safety measures are needed in both cases? Why or why not? Explain your answer fully.
4. What problems does County Lines cause in communities? Group the problems into different categories, e.g. social, financial, etc., and explain how County Lines causes each problem.
5. How does gang life perpetuate the cycle of poverty and abuse?
6. Calling Crimestoppers is a *reactive* approach to stopping County Lines. What might some *proactive* approaches be? (in other words, how could we prevent this from happening in the first place?)



PSHE 2020

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PSHE 2020

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Organisation:

Logo:

Essential info and summary:

Top Tips:

Red flags:

The best advice you can give on county lines is...

If we're worried we should...

If you have access to the internet, research advice on the risks of County Lines from one of the signposted organisations and create a new app design for them. No internet? Create your own app for a brand new site.

Key terms match up:

Do you know the slang used by the County Lines gangs?
Could you recognise it, if you overheard it on the street?
Match up the terms then check your answers on the next page.

Taking over a vulnerable person's house to use as base for selling or making drugs.

This is the act of travelling to another place to deliver drugs or money. It's another term for the County Lines activity.

Selling drugs.

A building used as a base from where drugs are sold or made. These can even be the homes of vulnerable people that have been taken over.

The phone a person would have in order to arrange or carry out County Lines activity.

TRAPPING

CUCKOOING

TRAP LINE

GOING COUNTRY

TRAP HOUSE

Key terms match up:

How many did you get right?

GOING COUNTRY

This is the act of travelling to another place to deliver drugs or money. It's another term for the County Lines activity.

TRAPPING

Selling drugs.

TRAP HOUSE

A building used as a base from where drugs are sold or made. These can even be the homes of vulnerable people that have been taken over.

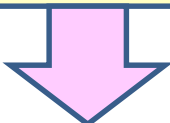
TRAP LINE

The phone a person would have in order to arrange or carry out County Lines activity.

CUCKOOING

Taking over a vulnerable person's house to use as base for selling or making drugs.

Can you translate the overheard conversation? *'Lee's going country. Nah mate, not just trapping, he's always been trapping. Meeting down trap house at 5. I'll call your line. Got new cuckoo job first.'*



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Statement: "Sometimes working class boys feel like getting involved in crime is their only chance of finding fortune, therefore they are most at risk." Do you agree?

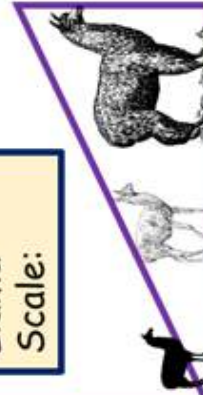
On this sheet you will write your well-informed and carefully considered response to the question. Ensure you consider both sides of the argument.

Give your partners work a rating for each aspect by shading in the scales.



Example:

Llama Scale:



Lord Llama of Llamington
Solid Llama
Llamageddon

Write your response here:

Large lined writing area for the student's response.

Llama Scale



Mega Llama
Keep Llama and Llama on
A-llama-ing

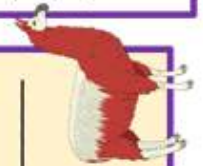
Llama Advice:

"Hi, I'm a llama. In order to improve your response you could:

- 1) _____
- 2) _____

Thanks for listening.

A Llama



Where do today's topics fit in with our wider PSHE learning over this year?

How will our new knowledge help us when we are living in the wider world and as we look after the health and wellbeing of ourselves and those around us for example?



RSE - Relationships and Sex Education:

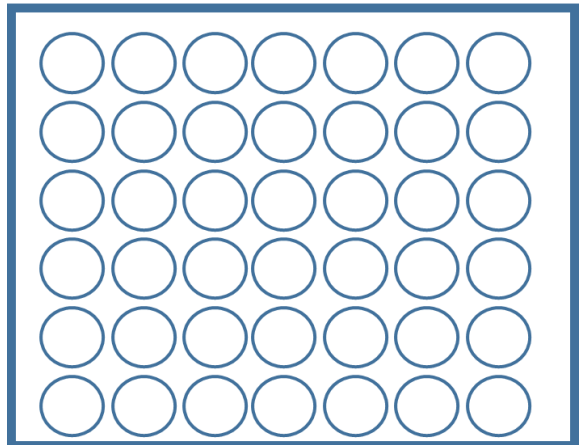
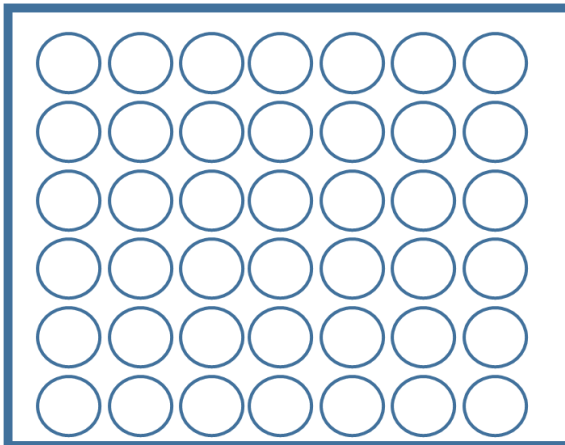
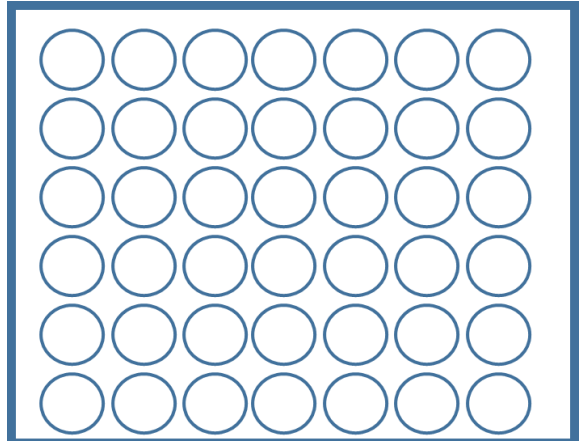
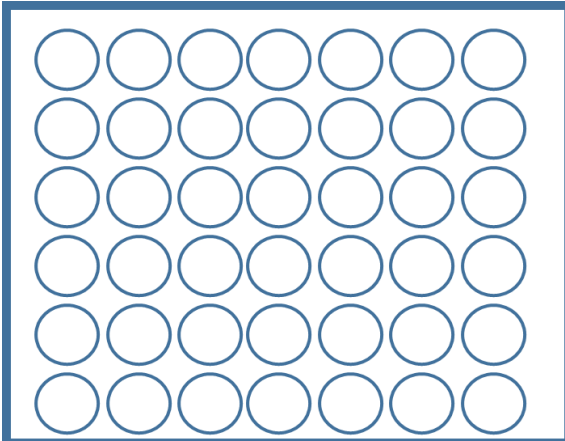
Living in the Wider World

Health and Wellbeing:

Connect the Learning



Using your new understanding and learning from today's lesson, work in pairs to ask each other questions from the lesson. Each correct answer earns a circle on the connect board. You have to get four in a row to win!



Write new term here:

1 10

1 10

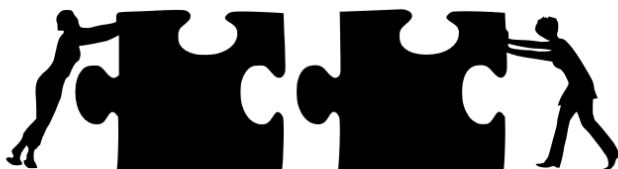
1 10

1 10

1 10

1 10

1 10



Three new concepts I understand :

- _____
- _____
- _____

Three concepts I don't quite understand yet :

- _____
- _____
- _____

New concepts, key terms and ideas I'd like to learn about more:

Write the new terms from today the bar and shade them in depending on how interested you are in finding out more.

This will help your teacher when planning other activities for your lessons.

Most important element learnt

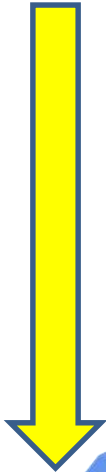
Second most important element learnt

Third most important element learnt

Fourth most important element learnt

Fifth most important element learnt

Fill in your pyramid with the five most important elements you have learnt from the lesson.



Explain your top choice:

Explain your bottom choice:

Many more PSHE, RSE and Health 2020 resources, complete school packages and individual lessons at our website:

<https://ecpublishing.co.uk/>

We also provide comprehensive English, Citizenship Tutor Time and Humanities resources.

