



THE CHILDREN AND THE PUPPETEER

LET'S TACKLE EXPLOITATION TOGETHER

CrimeStoppers.



OPENING COMMENTS

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. With over 10 years of working in partnership through the youth crime prevention project 'What Would You Do?', we want to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers and many more organisations who have a front row access to the younger generation.

As adults, we play a crucial role in shaping the future and welfare of young people.

Child exploitation is against the law, yet we know that this issue is present in our society and that it poses a wider threat to our young people's safety, future and wellbeing. For this reason, the creative resources provided here amplify the power of young people's ideas through an animation which challenges how we talk about and tackle exploitation and county lines.

Exploitation can take multiple forms, both online and offline, and the grooming process that is undertaken by criminals to recruit minors is intricate. The strategies employed follow a pattern of weaponising trust, relationships and dependency. These factors make our young people all the more vulnerable to exploitation. By the very nature of county lines, these are not specific to one area and therefore require joint efforts in understanding, tackling and dismantling refined networks of organised crime. Prevention and early intervention, therefore, begin by educating young people about their right to safe and trusted relationships.

This resource aims to equip adults to help children and young people with an understanding of exploitation, the forms it can take and the awareness of who to turn to when they need support. We focus on empowering young people to spot the signs of exploitation, for themselves and for others, through building resilience, confidence and self-esteem.

We must ensure that every young person is listened to, respected and kept safe.

**“WE MUST BE AWARE OF
THE PEOPLE THAT SPEAK TO US,
NOT TO BE AFRAID TO QUESTION
ANY ACTIONS OR TRUST.
DOING SOMETHING UNSAFE
IS NEVER OKAY.
PEOPLE THAT TRULY CARE
WOULD NEVER
TREAT YOU IN THIS WAY.”**

**YOUNG PERSON, ST MICHAELS C OF E PRIMARY SCHOOL
EXTRACTED FROM “THE CHILDREN AND THE PUPPETEER”
(THE FILM FEATURED IN THIS RESOURCE)**

ABOUT CRIMESTOPPERS

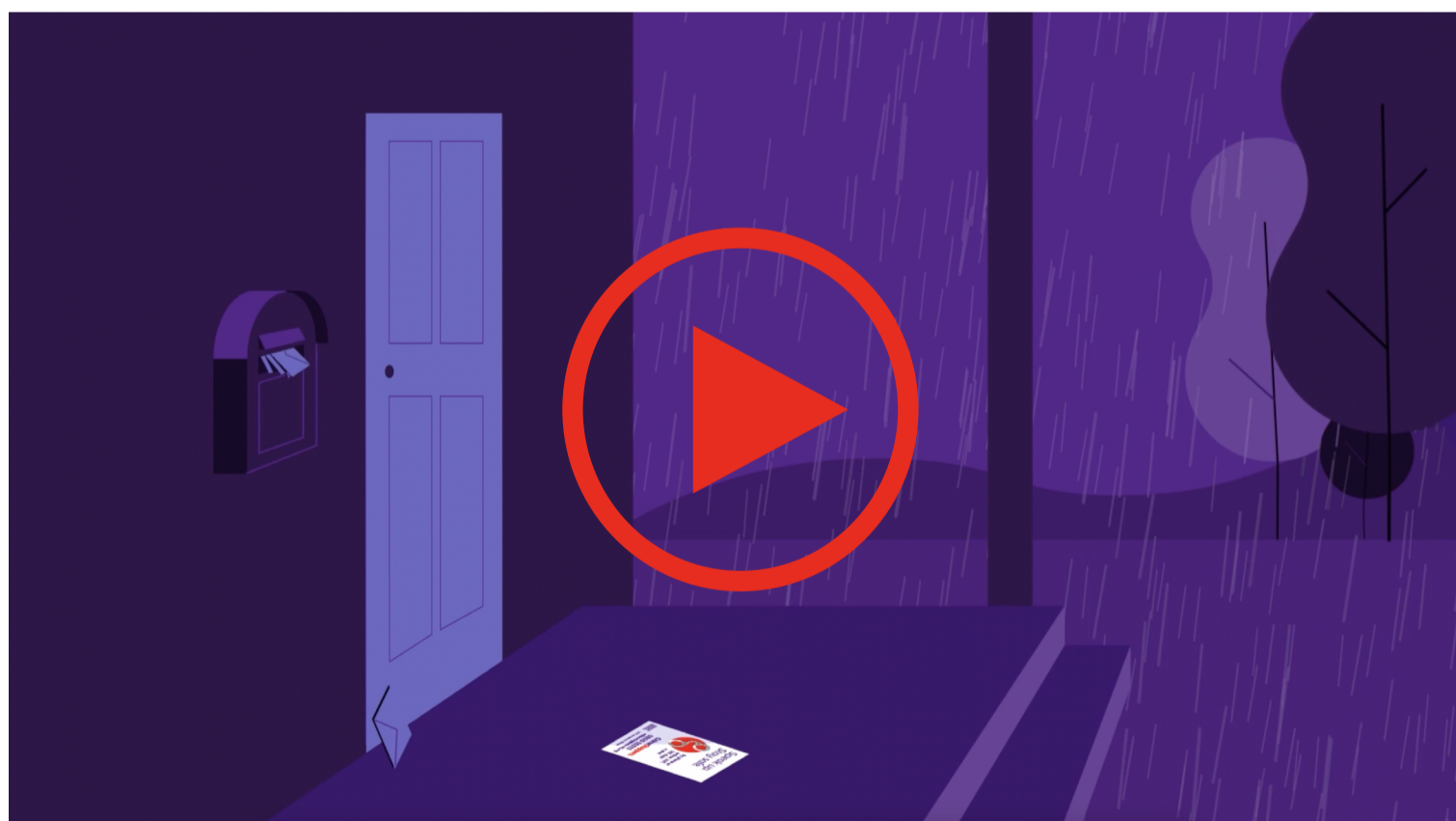
Crimestoppers is an independent charity that gives you the power to speak up to stop crime, 100% anonymously.

Whoever you are, wherever you live, from communities to companies.

by phone and online, 24/7, 365 days a year.

We also share advice on how to protect the people you care about from crime, so everyone can feel safe.

After receiving your call or a completed anonymous online form, we create a report that brings together all the information you gave us, making sure it doesn't contain any information that could identify you.



Click to watch clip about Crimestoppers

Gangs from major cities are travelling to rural areas to deliver drugs and collect cash.

- Selling heroin, cocaine and crack cocaine, they use vulnerable young people to deliver drugs.
- This is called 'County Lines' because the gangs use one phone number 'line' to run their business in your area.

Are you being used in this way or do you know/suspect someone who is?

Speak up. Stay safe.
Tell our charity what you know.

[crimestoppers-uk.org](https://www.crimestoppers-uk.org)



Crimestoppers Trust is a registered charity.
UK Registration Nos. 1108687/SC037960.

CrimeStoppers.

0800 555 111

100% anonymous. Always.

Why do people use Crimestoppers?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (according to insights drawn from various research

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

Some of the reasons for people not speaking out include:

- I do not want to talk to the police
- I need to report someone I know
- I am worried that others will know if I speak out
- I am not sure if what I know will help
- I do not want to get involved with courts

Help keep your community safe from County Lines.

Drug dealing funds local organised crime, like theft and violence, trapping young people into a life of exploitation.

If you have information about crime, speak up to our charity. 100% anonymous. Always.

crimestoppers-uk.org

CrimeStoppers.

0800 555 111

100% anonymous. Always.

The power is in speaking up, silence allows criminals to prosper, to hurt us and those we care about.

The power is also in helping others speak up, letting everyone know that they do not need to be silenced, that through Crimestoppers' anonymity they can be safe and stop crime.

ABOUT UNIQUE VOICE



We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire and across the South West using the arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions and a strong moral compass to guide them on their journey through life.

We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 100,000 young people.

Our work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. No technical knowledge of drama or the arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.

**FIND OUT MORE ABOUT THE WORK
WE DO HERE: [UNIQUEVOICE.ORG](https://uniquevoice.org)**



#CountyLines

Help us stop criminal gangs harming your community. Speak up. Stay safe.

Your information may result in identifying and arresting the criminals responsible, keeping your community safe.

We won't ask your name.
Won't judge.
Just listen to what you know.
And pass it on for you.

CrimeStoppers.
0800 555 111

100% anonymous. Always.

crimestoppers-uk.org

Crimestoppers Trust is a registered charity, number 1108687 and SC037960 in Scotland

Drug gangs are exploiting vulnerable people in your area



CrimeStoppers.
0800 555 111

100% anonymous. Always.

crimestoppers-uk.org

HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme, piloted in 2014, is the first of its kind and has now been delivered across the whole of the South West. It is known that many children, parents and carers are aware of crimes being committed in their communities and who the perpetrators are but will not go to the police with this information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver / perform / record these messages back to the community. During the pandemic, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of stopping crime, speaking up and staying safe whilst remaining 100% anonymous.

The film "The Children and The Puppeteer", on which this resource is based, was made with young people who attended St Micheal's C of E Primary School. In 2019 and 2020 it was shown at the Conference Centre UWE and Westlands Entertainment Centre to families, community members and local figures. The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle exploitation and county lines.

This resource is funded by:



OVERVIEW OF FILM



CLICK TO WATCH THE FILM HERE

The film was made with the amazing young people at St Michael's C of E Primary School and explores the important topic of grooming, exploitation and county lines.

The young people worked hard to explore challenging and sensitive topics surrounding instinct, secrecy and boundaries, and used their own experiences to help shape this film's style and approach. They believed that the voices of young people are instrumental in addressing and tackling harmful relationships that lead to child exploitation.

This simple yet engaging animation follows the journey of two children, groomed by a mysterious voice promising excitement and rewards. As they follow its commands, they become trapped in a controlling relationship, gaining wealth and power at the cost of their happiness and freedom. One child recognises the lies and deceit and decides to seek help. Eventually, their trusted adults contact Crimestoppers anonymously. With their assistance, the children are freed, emphasising the importance of speaking out against controlling and harmful behaviour while promoting respect and care for one another.

THANK YOU ST MICHAEL'S C OF E PRIMARY SCHOOL FOR YOUR HARD WORK AND IMPORTANT MESSAGE.

TOP TIPS ON HOW TO USE THE RESOURCE

The activities in this resource are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

The resource will work best in tackling this topic when presenting in an early intervention style. This is an important way to safeguard and advise young people ahead of possible future challenges.

OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

40 minute assembly plan/ presentation with activities and talking points for KS2 young people.

OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

55-65 minute workshop plan with engaging activities; think KS2 PSHE style session or youth session.

OUTPUT 3 USING THE FILM IN THE COMMUNITY

45 minute script and talking points for professionals to use at a parent/ carer evening and/or community event.

THINGS TO PREPARE

- Decide on which output you plan to use and which group you will work with.
- Download any supporting presentations attached to the activity (*these can be found at www.wvyd-wccs.co.uk*).
- Ensure that the group you are presenting to are ready for this type of activity. You may consider sending letters out to parents/carers or informing your manager that you plan to run this activity to ensure all emerging conversations or potential disclosures by young people are well supported and managed.

THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:

CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.

CHILDREN HAVE THE RIGHT TO FEEL SAFE.

CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.

OUTPUT 1

USING THE FILM IN A 40 MINUTE ASSEMBLY/ PRESENTATION

THINGS TO PREPARE:

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ ORGANISATIONS IN YOUR SETTING THAT THE CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 33
- HAVE A FEW OBJECTS AVAILABLE TO SET UP A SIMPLE OBSTACLE COURSE, READY FOR STEP 3 (CONES, FLOOR MARKERS, PAPER...)

STEP 1

FOLLOW THE LEADER (5MINS)

AIM: To welcome participants and set the tone for the session.

1. Welcome the CYP to the assembly by displaying the introductory image [slide 1].
2. Inform the CYP that to get ready for the assembly, they need to warm-up their bodies and prepare their minds!
3. Play the following audio to the CYP, instructing them to follow it as best they can. [slide 2]
4. Thank the CYP for their attention and invite them to reflect on the following questions [slide 3]
 - What do you think?
 - How did this activity make you feel?
 - What is it like to follow someone's instructions?
 - Should we always follow people's instructions?
5. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.
6. Having discussed answers for each question, consolidate your discussion by using the following statement: **Most of the time when someone asks us to do something, they want the best for us and want to keep us safe. Sometimes though, people ask us to do things that are unsafe. We will be exploring this in more detail today.** [slide 4]

STEP 2

THE CHILDREN AND THE PUPPETEER, THE FILM (10MINS)

AIM: To view the "The Children and The Puppeteer" film and extract the learning.

1. Explain to the CYP that they are going to watch a short film made with Year 5 students from South Gloucestershire, with the help of Unique Voice and Crimestoppers [slide 5].
2. Click to play film. [slide 6]
3. Once the film has ended, reveal the following questions [slide 7].
 - What do you think?
 - What happened in the story?
 - Why did the children do as they were asked?
 - Can you name three people that the children trusted in the story?
 - How did Crimestoppers help?
4. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.
5. Consolidate your discussion using the following statement: **In the film the children were asked to do things they shouldn't be doing, like going on a train journey to deliver a parcel to someone they didn't know.** [slide 8]
6. Invite the CYP to put their hand up if they think this was "safe". Repeat for "unsafe".
7. Inform the CYP that asking someone to do something they shouldn't be doing is indeed unsafe.
8. Share the definition of exploitation with the CYP: **Exploitation is when someone, or a group of people tricks or misleads you into doing things for them that are not right.** [slide 9]
9. Inform the CYP that when someone uses their trust and power to control us, this is unsafe and never ok.

STEP 3

TRUST AND POWER (7MINS)

AIM: To understand the concept of trust and mis-uses of trust.

1. Inform the CYP that you will be exploring trust and power in more detail.
2. Having set up a simple obstacle course in the space in front of your group, inform the CYP that you are going to need volunteer(s) to complete the obstacle course. [slide 10]
3. Follow the steps below to explore two obstacle courses.
 - **Selecting participants:** Highlight to the CYP that the person selected will need to close their eyes for this task. Please select a CYP who you think is sensible and will not mind having their eyes closed.
 - **Guiding participants:** Invite your volunteer(s) to join you at the front of the space and inform the remaining CYP that you need them to be quiet and respectful so that the volunteer(s) can be guided through the obstacle course carefully. Guide your volunteer using simple instructions such as "take a step forward... take a step to your right..."
 - **Celebrating and learning from participants:** Once your volunteer(s) has completed the obstacle course, invite the rest of the group to clap and cheer. Briefly ask your volunteer(s) how this activity felt for them, commenting on feelings of trust and safety.
4. Invite the first volunteer to regain their seat and repeat the same activity with two new volunteers, one guiding and one following instructions. Again, please ensure you select sensible volunteers.
5. Having completed the obstacle course and discussed feelings of trust and safety, invite the volunteers to regain their seats.
6. Now, give the CYP some time to imagine what might happen if the person giving the instructions deliberately put the follower in danger, or asked them to do something that put them at risk, and what sorts of consequences this might have. [slide 11]
7. Having given the CYP some time to reflect, consolidate this section using the following statement: **Imagine if the person giving the instructions was actually leading the follower down a path that was unsafe... The follower might think they are safe but they actually aren't. Their trust has been mis-used.** [slide 12]
8. Having read the statement to your group, invite the CYP to consider the following questions [slide 13]
 - What do you think?
 - How did the adults build trust with the children?
 - How do we know if we can trust someone?
 - What should we do if we think someone is mis-using our trust?
9. Having discussed answers for each question, consolidate your discussion by using the following statement: **If someone is using our trust to make us do things we shouldn't be doing, like getting on a train to take a parcel to someone, or meeting up with someone we don't know, like the children in the film, this is not ok. We should reach out to someone who can help us like our teacher, Crimestoppers or the British Transport Police.** [slide 14]
10. Briefly invite the CYP to share examples of who the trusted adults in your setting are, for example: the headteacher, the SENDco, play-workers...

STEP 4

SPOTTING THE SIGNS (5MINS)

AIM: To identify the vulnerabilities perpetrators target.

1. Share with the CYP the definition of the word grooming: **Grooming is when someone builds a relationship and trust with someone else so they can manipulate and exploit them.** [slide 15]
2. Invite the CYP to share examples of how the children were groomed in the animation (for example: they were given teddies, money, cake...)
3. Remind the CYP that it can sometimes be hard to tell if someone is mis-using our trust.
4. Reassure the CYP that luckily there are three questions we can ask ourselves to check if this might be happening.
5. Go through the following slides with the CYP, reading the questions and asking the CYP for their thoughts for each.
 - **Am I being asked to keep a secret?**
 - **Am I being offered gifts, rewards or status?**
 - **What would happen if I said no?**
6. The first question is about secrecy. [slide 16]
7. The second question is about bribery. [slide 17]
8. The third question is about consequences. [slide 18]
9. Once you have gone through the three questions, consolidate the CYP's thoughts using the following slide as a springboard for discussion. [slide 19]
10. Remind the CYP that if they are at all unsure, or if something feels wrong, it's important to reach out. [slide 20]
11. Remind the CYP that they can ask for help and support if ever they feel unsure or worried about anything.

STEP 5

IMPLEMENTING "SPOTTING THE SIGNS" (10MINS)

AIM: To implement the "Spotting the Signs" strategy and identify when to reach out.

1. Inform the CYP that now is their chance to become mini detectives to see if they can help other people spot the signs of exploitation. [slide 21]
2. Inform the CYP that they are going to hear three different scenarios, and that you would like them to use their detective skills and three of the questions you have explored to find out if these people seem safe or if they should ask for help and advice.
3. Instruct the CYP to listen carefully to the first case study [slide 22]
4. Once the recording has ended, remind the CYP of the questions they can ask themselves to help this young person. [slide 23]
5. Give the CYP time to discuss their thoughts in small groups.
6. Once the groups have had some time to discuss their thoughts, use the following slide to consolidate this case study. [slide 24]
7. For the last question on the slide, highlight to the CYP that we should always be able to say no, without fear of consequence, as people who care about us always respect our boundaries.
8. Something definitely feels wrong here. Ask the CYP who Person A. could turn to for help and advice.
9. Instruct the CYP to listen carefully to the second case study. [slide 25]
10. Once the recording has ended, remind the CYP of the questions they can ask themselves to help this young person. [slide 26]
11. Consolidate this case study by using the following slide. [slide 27]
12. Highlight to the CYP that Person B. should not accept to store money away for someone.
13. Something definitely feels wrong here. Ask the CYP who Person B. could turn to for help and advice.
14. Instruct the CYP to listen carefully to the final case study. [slide 28]
15. Once the recording has ended, remind the CYP of the questions they can ask themselves to help these young people. [slide 29]
16. Briefly ask for a few suggestions from your group.
17. Consolidate this case study by using the following slide. [slide 30]
18. Highlight to the CYP that Person C.'s sibling seems to be up to something that doesn't seem right.
19. Ask the CYP who Person C. could turn to for help and advice.
20. Consolidate this section using the following statement: **If something feels too good to be true, or even just not quite right, reach out and talk, for yourself and for other people.** [slide 31]

STEP 6

SPEAK UP, STAY SAFE (3MINS)

AIM: To outline avenues for reaching out and seeking help.

1. Bring the assembly to a close by reminding the CYP that being asked to do something they know isn't right is never ok.
2. Inform the CYP that if ever they think they or someone they know is being exploited, they have the right to speak up and to stay safe [slide 32].
3. Conclude the assembly by sharing the final slide [slide 33].
4. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
5. Inform the CYP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
6. Remind the CYP that if they or someone they know are in immediate danger, they should call the police.
7. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges.

NB: Remind the CYP that they can always speak to your setting's staff if they have any worries or concerns. Please be aware that you may receive disclosures from certain CYP following this session.

OUTPUT 2

USING THE CONCEPTS OF THE FILM IN A MINUTE WORKSHOP STYLE SESSION.

55-65 WORKSHOP PLAN WITH ENGAGING ACTIVITIES, THINK PSHE STYLE SESSION OR YOUTH SESSION.

THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 21
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- HAVE TWO CHAIRS AVAILABLE, READY FOR STEP 4
- PRINT AND CUT OUT THE CONVINCING TACTICS SLIPS, READY FOR STEP 4 (PAGE 31)

CLICK TO SKIP TO PRINTABLE RESOURCES

STEP 1

OPENING CIRCLE (3MINS)

AIM: To welcome participants and set the tone for the session.

1. Welcome the CYP to the workshop by displaying the introductory image and inviting them to join you in a seated circle [slide 1].
2. Greet the CYP and introduce the topic of the workshop: spotting the signs of when someone, or a group of people tricks or misleads us into doing things for them that are not right.
3. Invite the CYP to share their thoughts on how they would like to be treated and should treat each other during the session by taking suggestions from your group.
4. You may wish to go around the circle one by one or take suggestions from volunteers.
5. Highlight the importance of kindness, respect and listening to each other.

STEP 2

EXPLORING EMOTIONS (10MINS)

AIM: To explore a variety of emotions and introduce who is there to support the CYP.

1. Inform the CYP that to get ready for the session we are going to start by warming up our bodies (or voices if this would suit your group better, see note for the facilitator below). [slide 2]
2. Invite the CYP to stand up and to find a space in the room where they can move freely.
3. Inform the CYP that you are going to play some music and call out different instructions that you would like them to follow as best they can:
 - **Stop:** freeze where you are
 - **Go:** walk around the space
 - **High:** jump on the spot
 - **Low:** lightly tap the group with one hand
4. Ask the CYP to make sure they respect each other's personal space and do not bump into each other.
5. Click to play music on the slide and play a few rounds of this, alternating the instructions.
6. Inform the CYP that you are going to challenge them by mixing in emotions to your instructions. For example "Stop, happy", "Go, nervous", "High, grumpy", "Low, furious".
7. Invite the CYP to use their facial expressions and body language to represent the emotions from your instructions.

Note for the facilitator: Depending on your group's lived experience and abilities you may wish to consider using a hum as opposed to movement, encouraging the CYP to use their facial expressions and body language to represent the emotions. You can then layer in emotions as appropriate.

8. Having played around with a variety of emotions, invite the CYP to sit down and use the following questions as a springboard for discussion. [slide 3]

What do you think?

- What did the emotions look like on the outside of our body?
- What did the emotions feel like on the inside of our body?
- Is it always easy to know how we are feeling?

9. Having discussed answers for each question, inform the CYP that you are going to explore emotions and the clues our bodies give us about how we are feeling in more detail.
10. Invite the CYP to focus their attention to the following audio. You may wish to invite the CYP to close their eyes or soften their gaze for a fully immersive experience [slide 4].

11. Once the audio has ended, give the CYP a few moments to refocus their attention and use the following questions as a springboard for discussion [slide 5]

What do you think?

- How can body sensations help us to understand our emotions?
- What body sensations might we feel when we are safe/ unsafe?
- Who can help us with our emotions and body sensations?

12. Having discussed answers for each question, remind the CYP that if ever they feel unsure about how they are feeling, this is ok and they should reach out to someone like a teacher or carer and ask for help.

13. Consolidate your discussion using the following statement: **Our body sensations are useful because they communicate to us how we are feeling and when we might feel unsafe. If something feels wrong, uncomfortable or unsafe, we can communicate this to people who can help us, like our teacher, our parents or our carers.** [slide 6]

STEP 3

EMOTIONS AND SAFETY (7MINS)

AIM: To explore a variety of emotions relating to safety and relationships.

1. Inform the CYP that you are going to explore more about how people can feel in different relationships.
2. Invite the CYP to stand in a single file line in the middle of the room. [slide 7]
3. Explain that one side of the room represents "safe" and the other side represents "unsafe".
4. Inform the CYP that you are going to call out different feelings someone might experience in a relationship.
5. When you have called out these feelings, you would like them to move to the side of the room they think is appropriate, depending on if they think the relationship seems "safe" or "unsafe". If any CYP are unsure, they can stay in the middle.
6. After each statement, invite a few volunteers to share why they have placed themselves where they are, briefly discussing their answers Please select statements from the following:

- This relationship makes me feel... **nervous.**
- This relationship makes me feel... **confused.**
- This relationship makes me feel... **excited.**
- This relationship makes me feel... **respected.**
- This relationship makes me feel... **fluttery.**
- This relationship makes me feel... **jumpy.**

Note for the facilitator: Depending on your group's abilities and lived experience you may wish to clarify that most feelings can be experienced in both safe and unsafe relationships. For example, a relationship might make someone feel excited because they are playing a fun game, or excited because they are doing something they know they shouldn't be doing.

7. Having explored the emotions and body sensations of your choice, invite the CYP to sit down and consolidate your discussion using the following statement: **The relationships we have with those around us should make us feel safe and be safe for us. Some relationships might make us feel unsafe and be unsafe for us. There may also be relationships that might make us feel safe but are in fact unsafe for us.** [slide 8]
8. Invite the CYP to share examples of who they can turn to for help and support.

ADDITIONAL STEP

(FOR CYP WHO HAVE NOT YET SEEN THE FILM)

THE CHILDREN AND THE PUPPETEER, THE FILM (10MINS)

REMINDER: If the CYP have already seen the film, please skip to slide 12 and onto step 4.

AIM: To view the "The Children and The Puppeteer" film and extract the learning.

1. Play the film to the CYP. You may wish to turn the lights off or dim them for a fully immersive experience [slide 9].
2. Once the film has ended, reveal the questions slide [slide 10].

What do you think?

- What happened in the story?
 - Why did the children do as they were asked?
 - Can you name three people that the children trusted in the story?
 - How did Crimestoppers help?
3. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.
 4. Consolidate your discussion using the following statement: In the film the children were asked to do things they shouldn't be doing, like going on a train journey to deliver a parcel to someone they didn't know. [slide 11]
 5. Invite the CYP to put their hand up if they think this was "safe". Repeat for "unsafe".
 6. Inform the CYP that asking someone to do something they shouldn't be doing is indeed unsafe.

STEP 4

CONVINCING TACTICS (10MINS)

AIM: To explore the grooming process.

1. Inform participants that you are going to try an experiment together. [slide 12]
2. Invite the CYP to sit together at one end of the room, forming an audience.
3. Set up two empty chairs, facing the group.
4. Inform the CYP that you will need three volunteers, two seated on the chairs and one who will enter the scene.
5. The person entering the scene's objective will be to get the people sitting on the chairs to leave their seats.
6. Inform the CYP that you can give the person entering the scene some help with convincing tactics ideas but that they should use their imagination and creativity to convince the people sitting down.
7. If the people sitting on the chairs feel that the tactics are convincing, they should stand up and leave the scene. Remind the CYP that they cannot touch their scene partners or move the chairs.
8. You may wish to demonstrate by taking on the person convincing role initially. *For example as you enter the scene you might say "Hi you two, nice to see you. We're all going to play a game outside in the playground. Want to join? ... Why not, are you scared you'll lose? ... Fine, you just won't get invited to join in anymore..."*
9. Remind the CYP to be realistic about if they have been convinced or not!
10. Get the person entering the scene to choose their convincing tactic slip if they need it and let the scene unfold.
11. Give multiple volunteers a go and repeat this activity as appropriate.
12. Once you have played this activity a few times, review the different tactics that were used, using the following questions as a springboard for discussion [slide 13]

What do you think?

- What tactics did people try using to convince?
- Which tactics worked the best?
- Why is it sometimes important to ignore people trying to convince us?

13. Discuss answers for each question.
14. Remind the CYP that someone might use convincing tactics to do things we shouldn't be doing, that might even be illegal.
15. Ask the CYP to remind you which emotions and/or body sensations could give them clues about whether a situation is safe or unsafe.
16. Remind the CYP that it can sometimes be hard to tell if something feels unsafe, particularly if we trust someone but they are in fact mis-using our trust.
17. Share with the CYP the definition of the word grooming: **Grooming is when someone builds a relationship and trust with someone else so they can manipulate and exploit them.** [slide 14]
18. Consolidate your discussion using the following statement: **If a person is trying to convince us to do something we shouldn't be doing, even if it is someone we trust and makes us feel safe (like the children in the film, getting on a train to deliver a parcel to someone) this is not okay and is unsafe.** (slide 15)
19. Invite the CYP to share who they could turn to if they thought their trust was being mis-used or if someone was trying to convince them to do something they shouldn't be doing.
20. Consolidate your discussion using the following statement: **Someone, or a group of people, might try to trick us into doing things for them by offering us rewards, threatening us or making us believe we can trust them. This is called exploitation and is not ok. If we think this might be happening, it's important to reach out.** (slide 16)

STEP 5

SPOTTING THE SIGNS (15MINS)

AIM: To consolidate the learning through role play.

1. Remind the CYP that it can sometimes be hard to tell if someone is mis-using our trust.
2. Highlight to the CYP that there are three questions they can ask themselves to check if exploitation might be happening to them, or someone else [slide 17]
3. Discuss the CYP's thoughts on these questions and statements using the film characters as an example.
4. Consolidate your discussion using the following statement: ***If you answer "yes" or are worried about the consequences to any of these questions, it's very important to speak to someone about it so that you can get advice and support. If something feels wrong, it probably is and you should talk to someone and ask them for help.*** [slide 18]
5. Exploitation may not be happening, but it's safer to reach out and to make sure.
6. Invite the CYP to remind you about the things they have learnt so far. You may wish to write their suggestions down on a board or flip-chart as inspiration for this activity.
7. Inform the CYP that now is their chance to teach other people about spotting the signs of exploitation and what to do if they think this might be happening.
8. Invite the CYP to get into small groups and to create adverts teaching people about exploitation and how to speak up and stay safe.
9. Share the questions with the CYP to support their creativity. [slide 19]
10. Give the CYP some time to practise and be on hand to support with scenarios and character ideas. For example: the advert could be on a train tannoy, on TV, or on a children's channel... The characters could be Crimestoppers volunteers, the British Transport Police, or a group of parents...
11. Encourage the CYP to use the four questions on the screen in their adverts.
12. Once the groups have had some time to practise, invite confident groups to share their adverts.
13. After each advert, congratulate the performers with a round of applause and highlight the tips that were shared.
14. Conclude this activity by thanking the CYP for their work, reiterating the power they have to spot the signs of exploitation.

STEP 6

SPEAK UP, STAY SAFE (5MINS)

AIM: To outline avenues for reaching out and seeking help.

1. Bring the session to a close by reminding the CYP that being asked to do something they know isn't right is never ok.
2. Inform the CYP that if ever they think they or someone they know is being exploited, they have the right to speak up and to stay safe [slide 20].
3. Conclude the workshop by sharing the final slide. [slide 21]
4. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
5. Inform the CYP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
6. Remind the CYP that if they or someone they know are in immediate danger, they should call the police.
7. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges.

NB: Remind the CYP that they can always speak to your setting's staff if they have any worries or concerns. Please be aware that you may receive disclosures from certain CYP following this session.

OUTPUT 3

USING THE FILM IN THE COMMUNITY 45 MINUTE SCRIPT AND TALKING POINTS FOR PROFESSIONALS TO USE AT A PARENT/CARER EVENING OR COMMUNITY EVENT

THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT THE CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 24
- PRINT THE "PIECES OF A WIDER PUZZLE" WORKSHEETS (PAGE 33), READY FOR STEP 3 (1 PER 4 PARTICIPANTS)
- HAVE PENS/PENCILS AVAILABLE, READY FOR STEP 3 (1 PER 4 PARTICIPANTS)

CLICK TO SKIP TO PRINTABLE RESOURCES

STEP 1

INTRODUCTION (5MINS)

AIM: To welcome participants and set the tone for the session.

1. Welcome participants to the session by displaying the introductory image. [slide 1]
1. As an icebreaker, invite participants to reflect on the following questions by briefly discussing their thoughts with someone they are sitting next to [slide 2]:

As an adult, how do you know if your safety is at risk?
2. Now click to reveal the following question, inviting participants to consider them with the same person [slide 2]:

How do children and young people know if their safety is at risk?
3. Having given participants a few moments to discuss their thoughts, invite them to hold these thoughts in their minds during the course of the session.
4. Inform participants that knowing the signs of safety or lack of it is crucial when learning about and tackling exploitation.
5. This can, however, be challenging for CYP and therefore the session aims to empower participants to build their confidence in starting to spot the signs of potential exploitation and grooming.
6. Share the agenda for the session with your participants by going through the points on the slide. [slide 3]

STEP 2

THE CHILDREN AND THE PUPPETEER, THE FILM (15MINS)

AIM: To view "The Children and The Puppeteer" film and extract the learning.

1. Inform participants that they are going to watch a short film made with Year 5 students from South Gloucestershire, with the help of Unique Voice and Crimestoppers [slide 4].
2. Invite participants to reflect on the following questions while they watch the film:
 - *What happened in the story?*
 - *Why did the children do as they were asked?*
 - *Can you name three people that the children trusted in the story?*
 - *How did Crimestoppers help?*
3. Play the film to your participants. You may wish to turn the lights off or dim them for a fully immersive experience. [slide 5]
4. Once the film has finished, refer back to the questions and allow participants to share their thoughts [slide 6].
5. Discuss answers for each question. This could be done as a hands up, or think, pair, share activity.
6. Consolidate your discussion sharing the definition of exploitation with participants: ***Exploitation is a form of abuse where someone is forced or coerced into doing things for the benefit of others. In the film, the children were asked to do things they shouldn't be doing, like going on a train journey to deliver a parcel to someone they didn't know.*** [slide 7]
7. Highlight to participants that this may seem exciting at first, or provide CYP with something they are seeking such as money, gifts and a sense of belonging. [slide 8]
8. Invite participants to consider the following questions. [slide 9]

What do you think?
 - Is the grooming process always obvious for a child or young person?
 - How easy is it for a child or young person to know if they are being exploited?
 - Whose responsibility is it to support children and young people's safety?
9. Briefly discuss answers for each question and consolidate your discussion using the following statement: There isn't a stereotypical profile to look out for in perpetrators. Any child or young person could be a victim. Children and young people often do not realise they are being exploited as vulnerabilities such as their age and maturity are being targeted. [slide 10]
10. Reassure participants that there are multiple ways in which we, as trusted adults and community members, can support CYP's safety.
11. We can spot the signs of potential exploitation and grooming, for the CYP we know as well as CYP in the wider community.

STEP 3

SPOTTING THE SIGNS (15MINS)

AIM: To emphasise the importance of early intervention and trusted relationships in supporting CYP to reach out.

1. Highlight to participants that in the assemblies and workshops there are three questions CYP are encouraged to ask themselves to determine if exploitation might be happening to them, or to someone else. [slide 11]
2. Discuss with participants their thoughts on these questions and statements with reference to the following themes: secrecy, bribery and consequences.
3. Highlight to participants that CYP are reminded to consider the overarching question **“Does something feel wrong?”** This allows CYP to tune into their sense of feelings and instinct [slide 12].
4. Consolidate your discussion by using the following statement: **CYP should be encouraged to reach out and ask for help if they feel worried or concerned about anything at all. Exploitation may not be happening, but it's safer to reach out and to make sure.** [slide 13]
5. Inform participants that as adults, we can ask ourselves these questions as well as consider a wider scope. This can support in spotting the signs of exploitation in CYP we may know less well, if at all.
6. These questions revolve around the theme of instinct specifically: **Have I noticed a change? Does something seem out of place? Does something not feel right?** [slide 14]
7. Inform participants that their roles as parents, carers and community members is to be active observers/bystanders and to spot the signs of potential grooming or exploitation. [slide 15]
8. Inform participants that the charity Crimestoppers, as highlighted in the following animation, can assist with passing on any piece of information, big or small, to the relevant authority without sharing any personal information. [slide 16]
9. Click to play animation. [slide 17]
10. Once the video has ended, share the following statement with participants: It doesn't matter how much or how little you know, your information could help build a case and solve crime. [slide 18]
11. Inform participants that you are going to share with them information which profiles three different CYP [slide 19].
12. Invite participants to get into small groups and hand each group a different worksheet.
13. Encourage groups to discuss and identify which signs are concerning, do not seem right or seem out of place. Be on hand to support if needed.
14. Give participants some time to complete their worksheets before inviting each group to share their thoughts and findings.
15. Thank participants for their contributions and consolidate your discussion using the following statement: **We must be active bystanders and profile ourselves as trusted adults that children and young people can reach out to for help and support.** [slide 20]

STEP 4

OUR ROLE AS CAREGIVERS/ TRUSTED ADULTS (5MINS)

AIM: To promote safe relationships.

1. Remind participants that CYP do not always have the capacity or maturity to know that they are being exploited.
2. Remind participants that perpetrators start their exploitation process by building trust with their victims, therefore it is important that our CYP know who they can really trust, who keeps them safe.
3. Inform participants that the following resource explores the attributes of trusted relationships. You may wish to turn the lights off or dim them for a fully immersive experience. [slide 21]
4. Consolidate by highlighting the importance of taking proactive steps to profile ourselves as trusted adults; creating safe, communicative and welcoming environments for our young people to thrive in. [slide 22]
5. Highlight that there may be times in a CYP's life when they themselves (the parent or carer) will not be the trusted adult. Reassure participants that this is totally normal and encourage them to think about who this adult might be for their CYP.

STEP 5

SPEAK UP, STAY SAFE (5MINS)

AIM: To outline avenues for reaching out and seeking help.

1. Bring the session to a close by informing participants that if ever they think someone they know is being exploited, they have the right to speak up and to stay safe. [slide 23]
2. Conclude the workshop by sharing the signposting slide. [slide 24]
3. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
4. Inform participants that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
5. Remind participants that if they or someone they know are in immediate danger, they should call the police.
6. Highlight to participants that some of today's content may have resonated with them, perhaps it made them think of a neighbour, friend or family member... These organisations are also there to support adults.
7. Thank participants for their contributions, celebrating their investment and ability to overcome challenges.
8. Invite your participants to stay for any further discussion or questions.

WITH THANKS TO

ST MICHAELS C OF E PRIMARY

AND THE FUNDERS OF THIS PROJECT:

CROSS COUNTRY

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We hope that you've found this resource useful.
We'd love to hear your feedback, thoughts or questions,
Please do not hesitate to get in touch.

This resource is funded by:



I'll repay the favour...

**If you don't do this for me,
I'll spread rumours
that you two are cowards...**

**I'll pay you back
in trainers...**

**Come on,
you can trust me...**

It's really not a big deal...

**You'd be helping so many
people by doing this...**

**You'd be my
absolute heroes...**

**I don't feel well enough to
go but it's really urgent...**

Use the following questions to spot the signs of potential grooming or exploitation.

Have you noticed a change?

Does something seem out of place?

Does something not feel right?

What else could you look out for?

Who could you turn to for help and support?

A child or young person on a train:

travelling alone, has two phones, watching videos on their phone, eating a sandwich, seems reserved.

Use the following questions to spot the signs of potential grooming or exploitation.

Have you noticed a change?

Does something seem out of place?

Does something not feel right?

What else could you look out for?

Who could you turn to for help and support?

A child or young person in our care:

receiving unexplained gifts, has lots of train tickets in their belongings, on their digital device more than usual, falling behind at school, has new friends.

Use the following questions to spot the signs of potential grooming or exploitation.

Have you noticed a change?

Does something seem out of place?

Does something not feel right?

What else could you look out for?

Who could you turn to for help and support?

A child or young person in our community:

hanging out with much older people, is out later than seems appropriate, cycling around the neighbourhood, doesn't seem to be in school much, doesn't speak much English.