



**fearless**

Part of Crimestoppers

## **Raising awareness of Fearless.**

A Single Period Lesson Plan for  
Secondary Schools in Scotland



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# What is Fearless?

**Fearless.org is the dedicated youth service from the independent charity Crimestoppers.**

Developed through consultation with young people, Fearless aims to break down any barriers that might prevent young people from reporting crime. Whether this is a fear of the process or a distrust of the police, we want to empower young people to speak up. We do this by promoting our unique service that gives anyone the opportunity to speak up to stop crime, 100% anonymously.

## How does it work?

Young people can pass information about crime to Fearless 100% anonymously via an online form on the Fearless.org website or by calling our 0800 555 111 phone line, 24/7, 365 days a year.

After receiving the call or a completed anonymous online form, we create a report that brings together all the information given to us. Our specially trained contact centre staff make sure it doesn't contain any information that could identify who or where the information came from, protecting anonymity.

The sanitised report is then sent to the relevant authority with the legal responsibility to investigate crimes, make arrests and charge people in order to bring them to justice. This could be a local police force or an agency such as the UK Border Agency or HM Revenue & Customs.

## Anonymity Promise

Anonymous means that your identity is completely unknown.

Our promise of anonymity is vital to us as it is what makes our charity unique.

We guarantee to young people, indeed everyone, that:

- They can give us information about crime without giving their name or any personal details.
- They will not be asked for their gender or age.
- We will not record any personal details they might mention.
- We physically cannot trace their phone number, email or IP address as our system is designed to protect their identity.

## For more information:

<https://crimestoppers-uk.org/fearless/professionals/fearless-scotland>

# About this resource

During the summer of 2024, we spoke to both young people and those who support them to explore young people's knowledge, understanding, views and relationship on reporting information about crime or potential crime.

That led to the creation of a toolkit specifically for education and youth work practitioners in Scotland, co-produced by young people aged 13-21 in a variety of school, community and secure settings.

The toolkit provides information about Fearless.org and discusses the barriers to reporting crime, including the myths around grassing with activities aimed at exploring the who, why, what and how of speaking up about crime - all designed to be delivered over 5x 50 min session.

Following requests, we have taken the learning from the main toolkit and created this shortened version, designed to be delivered within a 1 period lesson. Whilst you are encouraged and welcome to use the more substantial toolkit, we hope that this lesson plan will allow you to touch on important issues and raise awareness of our service.

**You can access all of our resources and request free posters:**

<https://crimestoppers-uk.org/fearless/professionals/fearless-scotland>

## Preparation

Prior to introducing the activities to young people, you can learn more about our service by downloading our 'Be Fearless Guide' here: <https://crimestoppers-uk.org/fearless/professionals/fearless-scotland>



# Experiences & Outcomes

The activities in this toolkit support the following Experiences and Outcomes:

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 2-01a / HWB 3-01a / HWB 4-01a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 2-03a / HWB 3-03a / HWB 4-03a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 2-16a / HWB 3-16a / HWB 4-16a

## UNCRC

The United Nations Conventions of the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (under 18) a comprehensive set of rights.

Its aim is ensure that children grow up in a spirit of peace, dignity, tolerance, freedom, equality and solidarity.

The United Nations Convention of the Rights of the Child (UNCRC) Scotland Act 2024 was enacted on 16 July 2024.

The Act will ensure that children's rights are respected and protected in Scotland.

The activities set out in this toolkit supports the following Rights of the Child:

Article 12 – Children have a right to be listened to.

Article 13 – Children and young people must be free to express their thoughts and opinions and to access all kinds of information, as long as it's within the law.



**Speaking Up**

# Breaking down the barriers to reporting crime

There can be many reasons why young people (and adults) don't report information about crime. These normally fall into the following categories:

Fear of repercussions

Distrust of police/authority figures, or they don't have a safe place/person to report this information to

They experience higher rates of crime so become desensitised to it

They are not sure if what they have seen constitutes a crime

Joint enterprise: concerns around if they share too much information they may be associated with the crime/incident

## Our findings

The young people we spoke to:

- Overwhelmingly, denied that they would 'grass' when first asked.
- Had never been asked why they felt this way, they just knew it to be true.
- Reflected that the stigma of reporting a crime is often worse than that of committing a crime.
- Explored societal pressures to conform, and being labelled a 'grass' was a hard thing to shift and made them stand out negatively.
- Admitted there was a line where they would always report – likely this would be murder or serious sexual offences.
- Would consider reporting if they felt a close friend or relative was in danger.

Adults reported that young people often disclosed things as gossip, rather than outright reporting. They recognised young people understood that adults have a duty of care, and used this as a vehicle to report things indirectly. They also identified that young people report more than they let on to peers. Young people will often disclose incidents to trusted adults, but seek out confidentiality in doing so.



## Grassing

- To get someone else into trouble.
- To stop yourself getting into trouble.
- To gain something from it.
- To hurt or upset someone you don't like.

## Reporting

- To keep yourself safe.
- To keep someone else/others safe.
- The problem is serious.
- You may need an adult's help.
- Speaking up because you know something is wrong.



## Grassing vs Reporting

For young people, reporting crime can be a difficult decision. One way you can assist is to help the young person to detach themselves from the information – it's not about them but about the information they have.

When someone reports something to keep others safe, whether to a trusted adult, the police or Fearless.org, they are being an active bystander.

It is important to change the narrative of crime reporting when talking to young people about passing on information they may have about a crime. They are not being a 'grass'; they are helping make their community, friends and family safe.

### **They are creating a safer place for everyone.**

The word 'grassing' carries a lot of negativity. No young person wants to be called a grass or to be known as a grass. It's helpful to explore with young people the differences between 'grassing' and 'reporting'.

Reporting crime has positive outcomes and is done for positive reasons.

It's vital to remember that some young people may feel the decision to report is out of their control. They may be incredibly fearful of the consequence of reporting.

As professionals, we need to accept and acknowledge their experience and feelings. They may not feel able to make the same decisions and choices as their peers for a variety of reasons and past experiences.

For those reasons, and despite having trusted adults in their lives that they should be encouraged to go to when faced with crime, many young people feel that they can't speak up.

This is great opportunity to speak to the young person about Fearless.org and the opportunity to report what they know about crime 100% anonymously. They will not have to give any details about themselves, they will not have to speak to the police and they will not have to go to court.

**Lesson**

# Activity 1: Speedy Warm Up



Duration	Description	Notes
3-5 mins	<p>Introduction</p> <p>Ask pupils to choose 'yes' 'no' sides for the following statements:</p> <p>There are situations where I think speaking up about crime is ok. Yes or no?</p> <p>An adult speaking up and a young person speaking up have the same implications for the person reporting. Yes or no?</p> <p>I believe if more people spoke up about crime, our communities would be safer. Yes or no?</p>	<p>Introduce the topic – sharing learning intentions etc.</p> <p>If the group of young people you're working with, find it difficult to express their view in an open forum - an option to put hands up, eyes closed could be used.</p>

# Activity 2: The Bad



Duration	Description	Notes
10 mins	<p>Give each group 2 sheets of paper and a pen.</p> <p>Ask each group to draw a sad face in the middle of on one sheet of paper. Leave the other page to the side for now.</p> <p>Ask the pupils to collaborate to consider all the reasons why people might not want to report information about crime, with their group. They should jot these down on their sheet of paper with the sad face.</p> <p>They have a maximum of 5 minutes to do this.</p> <p>At the end of the allocated time, the facilitator should go round each group asking for 1 new answer. Keep going until they've exhausted all answers.</p>	<p>Answers might include:</p> <ul style="list-style-type: none"><li>• Being considered a 'grass'</li><li>• Losing friends</li><li>• People questioning their motives</li><li>• Dealing with the police</li><li>• Police turning up at their doors</li><li>• Witness statements/court</li><li>• Attacked/reprisal – themselves or their family</li><li>• Not being their 'business'</li><li>• Only knowing a small amount of information – not 'everything'</li></ul> <p>'Grass' inevitably comes up quickly – explore what is a 'grass'? Why is it considered to be a bad thing? Are you a grass if you report information about crimes like murder or domestic abuse etc or all crimes regardless of whether someone is hurt?</p> <p>It's likely that pupils will have different opinions about this.</p>

# Activity 3: The Good



Duration	Description	Notes
10 - 15 mins	<p>Ask the pupils to set aside the 'sad face' page and take the 2nd sheet of paper.</p> <p>On the 2nd sheet, they should draw a happy face.</p> <p>Ask them now to consider why reporting crime is important.</p> <p>They should aim to come up with more answers than they had on their sad face.</p> <p>As before, at the end of the allocated time, the facilitator should go round each group asking for 1 new answer. Keep going until they've exhausted all answers.</p>	<p>Explain to them that they should consider it from the perspectives of</p> <ul style="list-style-type: none"><li>• a victim of crime/victim family or friends</li><li>• the person responsible for a crime</li><li>• themselves</li><li>• society/wider community</li></ul> <p>Answers might include:</p> <ul style="list-style-type: none"><li>• Victims getting 'justice'</li><li>• Victims feeling safer</li><li>• Perpetrators of crime facing consequences for their actions</li><li>• Perpetrators being caught early and getting support before going on to face a bigger, more serious charge</li><li>• It helps the Police to investigate crime quicker</li><li>• Saves the country money/Police resources</li><li>• Makes communities nicer places to live in</li><li>• Positive action rather than accepting crime</li></ul>

# Activity 4: The Solution



## Part A

Duration	Description	Notes
5 mins	<p>Introducing a solution: Fearless</p> <p>Reporting crime can seem difficult for all the barriers outlined in Activity 1 but there's a charity that takes most of those barriers away and makes it easier for them.</p> <p>Play video: <a href="#">What is Fearless Music - Scotland - YouTube</a></p> <p>Ask pupils if anyone can explain what anonymous means?</p> <p>What's the difference between anonymous and confidential?</p>	<p>Confidential means that your identity is known but others are prevented from sharing it widely. For example – A GP. A doctor knows your name, address, age, medical history but they're not allowed to share that information to strangers.</p> <p>Anonymous means that you're unidentifiable, untraceable and therefore always unknown.</p> <p>Reiterate key points from the video.</p> <p>Fearless is 100% anonymous. Always. Nobody will ever know who you are. Not the charity or Police.</p> <p>When you contact Fearless to report information about crime, your IP address and contact details are untraceable.</p>

## Part B

Duration	Description	Notes
5 mins	<p>Ask the pupils to look at the 'sad face' sheet of paper.</p> <p>They have 2 minutes to score out every reason for not reporting, which is taken away by Fearless.</p> <p>Pupils should be left with only 1 or 2 remaining answers not scored out. Often these are versions of 'it's none of my business'.</p> <p>Explore with them whether all the people who positively benefit from people speaking up would think it was none of their business or whether they'd want their help.</p>	<p>It's important that young people look at this task - not based on whether they would report the crime - but whether Fearless logistically takes away a particular concern.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Police will not come to the door because they don't know who the info came from them.</li><li>• There's no stigma because nobody will know that the information came from them.</li><li>• They won't face reprisal because nobody will know that the information came from them.</li></ul> <p>Some pupils may need support to consider this.</p>

## Part C

Duration	Description	Notes
5 - 10 mins	<p>By projecting on to a screen, demonstrate how easy it is to use Fearless by going to Fearless.org and navigating to the reporting page by clicking the blue box in the top right hand corner 'Give information'</p> <p>Look at the online form and highlight how quick it is to complete.</p>	<p>Remind pupils that Fearless operates across the UK therefore it's important to put the city/town that the crime is happening in, not just the street name etc.</p> <p>Once they click send, that's it, they're done. Nobody will ever know the information came from them.</p> <p>Important -Tell pupils that they can report information about any crime, but it should <u>not</u> be used:</p> <ul style="list-style-type: none"><li>• By victims – Fearless is 100% anonymous and therefore is unable to take information about a crime from the victim of that crime. This is to protect the charity's promise of anonymity and the person reporting.</li><li>• In an emergency – Fearless is not an emergency service. In this situation, the young person should dial 999</li></ul>

# Activity 5: Conclusion

Duration	Description	Notes
5 mins	<p>Conclude</p> <p>Fearless is one option you have to report crime.</p> <p>Ask the young people who else they might choose to speak to?</p>	<p>Return to your learning intentions and success criteria.</p> <p>Reiterate that Fearless is part of independent charity Crimestoppers - not the Police.</p> <p>Answers could include you can also speak to family members, teachers, youth workers and the Police directly.</p>
	<p>Optional Extension Activity</p> <p>Explore how your school can help promote Fearless across their community.</p>	<p>Ideas:</p> <ul style="list-style-type: none"><li>Parents Evenings</li><li>Awareness days</li><li>Fundraising (Crimestoppers is a charity!)</li></ul>

# Further steps you can take

For such a big topic which provokes strong opinions, it's important to revisit and embed Fearless within your school community.

These are just some of the other ways you can do this:

1

Order FREE posters to display in your setting at [Fearless.org](https://fearless.org)

2

Follow us & share our posts on Instagram @Fearless\_Scot

3

Include information about our service within community updates or events.

4

Add our homepage as an icon to all computer desktops/tablets.

5

Remind young people of our service when talking about all crime topics.

6

Repeat our promise: 100% anonymous ALWAYS

Please get in touch with us to share ideas and examples of best practice.

 [fearless@crimestoppers-uk.org](mailto:fearless@crimestoppers-uk.org)  
and mark it for Scotland



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No. SC037960 (Scotland)