

**PRIMARY
PREVENTION
PROGRAMME**

UNITED KINGDOM

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*For
freedom*

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Disclaimer: All of the characters and stories in this resource are fictitious. The names in each case do not personify or represent any specific individual. The regions in each case do not depict any form of human trafficking exclusively in those regions.

Primary Prevention Programme

We are grateful that you have chosen to learn more about human trafficking and how to take action to prevent it. Using a child-centred approach, this programme aims to have children collaborate with their peers, guided by a facilitator. It is designed to empower children, to champion their young voices, and to teach them that they are capable of making informed decisions to protect themselves and others. Have fun, make it your own, and do not hesitate to reach out with questions: [A21.ORG/CONTACT](https://a21.org/contact). We look forward to hearing about the impact that you have in the fight for freedom.

WHAT ARE THE GOALS?

- 01 Identify and protect children's values and their human rights.
- 02 Prevent human trafficking, unsafe migration, and exploitation through awareness in primary schools.
- 03 Offer resources and pathways of advocacy for children.

HOW LONG IS IT?

There are three one-hour interactive sessions that are flexible and can be tailored to suit the context of your audience and the length of your class period.

WHO IS IT FOR?

Children ages 6-12 years old. It can be facilitated with any size group.



PROGRAMME FACILITATION

This programme can be used in a community-based setting or in a formalised school setting to teach children about their value as human beings and help them to understand that while they may be minors, they are still autonomous individuals with their own rights. This resource focuses on effective life skills, personal value and worth, the power of decisions, safe migration, an introduction to human trafficking and exploitation, and online safety.

PROGRAMME STANDARDS

Complex topics are approached in an age-appropriate manner and are contextualised to the education standards of the nation. Originally piloted in Southeast Asia with more than 7,000 children, all content is aligned to Thailand's Basic Education Curriculum B.E. 2551 (2008) Standards. It has been contextualized to meet educational standards here in the UK and requirements for professional development training and distribution. This international version maintains these core competencies and is available to be contextualised to meet additional educational standards and requirements for professional development training and distribution.

PROGRAMME TRAINING

To demonstrate some of the programme activities, we have created an online facilitator training resource with a series of videos and a slideshow. This training includes a filmed overview of each session and activities being facilitated by teachers in a classroom setting; it can also be used as a train-the-trainer resource.

To access the full training: A21.org/Training

A21.ORG/TRAINING

FEEDBACK REQUEST

While there is no fee to utilize this programme, we do request that you assist us in monitoring and evaluating the impact of this program.

After facilitating this programme, please complete this short survey:

A21.ORG/EDUCATION-SURVEY





A21 Overview



WHO ARE WE?

A21 is a global non-profit organisation determined to eradicate human trafficking through a multi-dimensional operational strategy: Reach, Rescue, and Restore.

Read more about our work around the world:

[A21.ORG/ABOUT](https://a21.org/about)

WHAT IS OUR MISSION?

To abolish slavery everywhere, forever.

WHERE DO WE WORK?

A21 began in 2008, and since then we have established field offices, community centres, child advocacy centres, and administrative bases globally. Each office is unique in its strategy and operational approach.

For a complete list of A21 locations, visit:

[A21.ORG/WHERE-WE-WORK](https://a21.org/where-we-work)

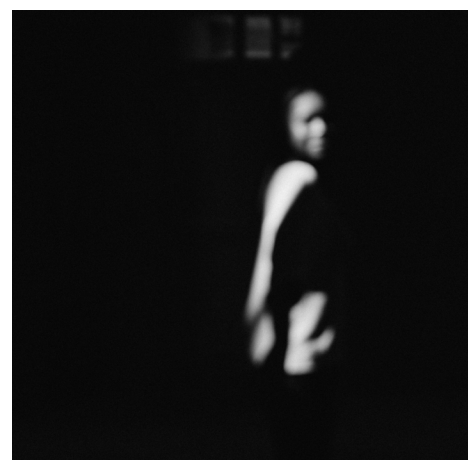


Human Trafficking

Prevention is key to combating human rights violations. We believe in equipping the next generation with the skills to empower and protect themselves from these violations and possibilities of exploitation.

DID YOU KNOW?

- It is estimated that anywhere between 20.9 million and 40.3 million people are held in slavery today.^[1] One in four victims of modern slavery are children.^[2]
- There has been a rapid increase in international migrants worldwide.^[3] Migrants remain among some of the “most vulnerable members of society” enduring human rights violations, abuse, and discrimination.^[4]
- 10% of the world’s global population lives on less than £1.90 a day.^[5] Most people living in poverty do not have access to education, live in rural areas, work in precarious (unsafe, unstable) employment, and over half are under 18 years of age.^[6]
- 264.3 million children, adolescents, and youth around the world are not in school.^[7] 103 million youth worldwide lack basic literacy skills, and more than 60% of them are women.^[8]
- Every year, 246 million children and adolescents around the globe have reported experiencing violence or bullying at school.^[9]
- Global statistics rank suicide as the second leading cause of death among those between 15 to 29 years of age. Research has also shown that suicidal behaviour results from risk factors found in the absence of protective figures.^[10]





HOWEVER, DID YOU KNOW?

- The global number of children *not* in school has dropped by almost half since 2000.^[11] It is vital to keep children in school, as education is also considered “one of the most powerful and proven vehicles for sustainable development.”^[12]
- Maintaining the integrity of safe migration requires the ability to detect irregular migration and prohibit illegal cross-border activity, such as trafficking in persons, smuggling of migrants, and other relevant criminal activities.
- Talking about problems can reduce suicide rate and depression symptoms. Often, persons who are acting suicidal do not really mean to harm themselves, but are trying to communicate certain feelings such as distress, hopelessness, and anger.^[13]
- The Sustainable Development Goals (SDGs) were developed in 2015 by the United Nations Development Programme. In total, there are 17 interconnected goals that target areas like poverty, education, equality, trafficking, good health and well-being (i.e. mental health) with aims to put the whole world on a more prosperous and sustainable path.^[14]

These statistics show that even though there are a lot of horrible things that happen in our world, when we start actively combatting problems, we begin to see change. Our hope is that through this program, we will begin to educate children and facilitators to provoke change. We believe that abolishing human trafficking and exploitation is achievable in our lifetime and that this program is one step closer to achieving that. Thank you for coming on this journey with us.



**“No one person can
do everything,
but every one of us
can do something.”**

—Christine Caine, A21 Advocate

Program Format



HOW IS THE PROGRAM STRUCTURED?

- **Facilitator Guide:** Provides step-by-step instructions to help you lead your group through each session.
- **Activities Guide:** Provides activities for each session. We recommend that you review each activity in advance, as some require printing, cutting, and organising. Occasionally, there will be extra props that are recommended.
- **Resource Guide:** Provides additional resources and information for you and your team to continue to learn more about preventing human trafficking.

HOW ARE THE SESSIONS STRUCTURED?

PREPARE

Prepare is a focus area within each session designed to support the facilitator in answering the question:

“What is needed to accomplish the session with excellence?”

- 3 Purpose Statements
- 3 Essential Questions
- 6 Key Terms
- Materials (Media and Appendices)

TEACH

Teach is a focus area within each session designed to equip the facilitator in answering the questions:

“What do students need to know and be able to do when they complete each session?”

“What steps are necessary throughout the session to motivate and engage my students?”

WHAT ARE THE LEVELS WITHIN EACH SESSION?

There are two differentiated levels of learning designed to engage students in both large and small group environments.

PART 01 - INTRODUCE

- Essential Questions
- Introduction Activity

PART 02 - INTERACT (LEVEL 01)

- **Interaction Activities:** There are two activities created for the gradual release of responsibility for the learners as an introductory level. They address basic remembering, understanding, and limited application of the session content.

PART 03 - INSPIRE (LEVEL 02)

- **Call to Action:** There are four optional activities (i.e. music, art, drama, and creative writing) for oral or written response and a group or partner project method for choice. They allow for increased levels of learning by applying, analysing, and evaluating the session content.



Programme Content

SESSION 01

VALUES AND CHILD RIGHTS

Children need to know that they are valued and that their voices matter. This session assists children to recognise the importance of championing values and rights, not only in their own lives, but also in the lives of others.

SESSION 02

SAFE MIGRATION

The aim of this session is to equip students, and ultimately parents, with knowledge and tools to distinguish between safe and unsafe migration. At times, people migrate in an irregular and unsafe manner, leaving them lacking protection, which is a key risk factor for human trafficking and exploitation.

SESSION 03

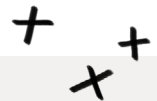
HUMAN TRAFFICKING AND EXPLOITATION

This session explores how human trafficking and exploitation are crimes which happen in every nation around the world. It teaches children ways to identify dangers, who they can talk to, and how secrets can be safe and unsafe.

KEY TERMS

The understanding of these key terms establishes the foundation for this programme; they are interwoven throughout all three sessions.

- **Discrimination:** unjust or unfair treatment of different groups or individuals based on factors such as gender, race, ethnic origin, age, religion, and/or intelligence
- **Exploitation:** the act of using something or someone in a cruel or unjust manner
- **Human Rights:** legal, social, and ethical principles of freedom for all human beings, which includes child rights
- **Injustice:** violation of the rights of a person; an unfair act
- **Justice:** equity; or fair treatment
- **Uninvited People (or Tricky People):** a familiar person or a stranger that does something without permission (i.e. talking, touching) or uses deception (i.e. lies, secrets), making one feel uncomfortable or cheated



Facilitator's Guide





Session 01

VALUES AND CHILD RIGHTS



PREPARE

THE BIG IDEA

Everyone has value. Everyone is important. Children have rights that need to be protected.

OBJECTIVES

- 01 **Values and Rights:** Introduce and apply the core concepts of basic values and child rights.
- 02 **Decisions and Protection:** Identify good and bad decision making for safe life skills to act productively and remain safe.
- 03 **Capacity:** Analyse value and human rights situations in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What are child rights?
- What are some ways people show others they value them?
- What characteristics make trustworthy and tricky people different?
- How can judicious and wise decision-making protect children from harm?
- What are ways to receive and give information to eliminate negative responses to human rights and values?
- How can children overcome obstacles by applying sound values, reasoning, and judgement?

KEY TERMS

- **Universal:** belonging or applicable to; available to all
- **Commodity:** an economic good or product that can be bought or sold
- **Equality:** considered equal in human rights and opportunity
- **Equity:** fairness; ensuring equal access to opportunities, to achieve equality
- **Respect:** esteem for, or a sense of worth or excellence of a person; to show regard or consideration for another person's differences, likes, worth, and qualities
- **Values:** the importance, monetary worth or usefulness of something; a person's standards of behavior to determine how they act

ACTIVITIES

- **Introduce**
Valuing Values (Activity 1A)
- **Interact**
Child Rights Four Corners (Activity 1B)
Equality and Equity (Activity 1C)
- **Inspire**
Call to Action (Activity 1D)

TEACH

STEP 01

Introduce

- **SAY:** We are going to explore the basic concepts of **values** and child rights. You value what is important to you. Think of a product, object, or good you own that has value to you (i.e. mobile phone, shoes, toys), and share why it is important to you and how much it might be worth to you. These items are called **commodities**. They are goods that can be bought or sold.

ASK: "What are values?"

Sample Answers: Values are the importance, monetary worth, or usefulness of something; a person's standards of behavior to determine how they act. (Examples include: trustworthiness, respect, responsibility, tolerance, obedience, loyalty, kindness.) Values are not items. Values cannot be bought or sold. These values are reflected in the way you think and act.

DO: Valuing Values (Activity 1A)

STEP 02

Interact

- **SAY:** The United Nations (UN) sets forth a **Universal** Declaration of **Human Rights**^[15] to demonstrate the value and worth of human beings. It is designed for **all** people in **all** nations to protect human rights. Learning about universal values and rights can help us to have **respect** for everyone. When you respect someone, you demonstrate the value of showing regard or consideration for another person's differences, likes, worth, and qualities.

The protection of children and their rights is so important that the UN created a document specifically for children. All children are recognised in the UN Convention on the Rights of the Child.^[16] Almost every country has signed this, which means they agree that all children, regardless of 'status' have rights, to protect children's environment whether online or offline.

The UN declaration concerning child rights says, "... no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis" (UNCRC, 1989). This declaration protects children from **injustice** and violation of their rights and helps to keep children safe from harm.

ASK: "What is the age range of someone who is a child?"

Sample Answers: Birth to 18 or 18 and under.

ASK: "What are human rights?"

Sample Answers: Human rights are the legal, social, and ethical principles of freedom for all human beings, which include child rights- right to freedom of opinion and expression, right to rest and leisure, right to education, and the right to life, liberty, and security of person.

ASK: "Do all children have the same rights?"

Sample Answers: Yes, all children have the same rights. Human rights are universal, belonging to everyone.

DO: Child Rights Four Corners (Activity 1B)

- **SAY:** Having rights and accessing rights are different. That is why even though everyone has the same rights, not everyone has access to them.

ASK: "Do you think your rights make a difference in your everyday life? How?"

Sample Answers: Yes. Your rights allow you to have access to food and clean water to keep you healthy and allow you to come to school, decide what to do after school, and give you the opportunity to pursue your dreams.

- ▶ **SAY:** It is important to remember that you have value, no matter who you are. Everyone has value and everyone deserves **justice** (to be treated fairly). Human Rights allow for a child to have the things needed to live a full life that is safe, happy, and healthy.
- ▶ **SAY:** One way to eliminate negative responses to human rights and values is to continue to promote justice through **equality** and eliminate the concept of **discrimination** through **equity**.

DO: Equality and Equity (Activity 1C)

ASK: “What is the difference between equality and equity?”

Sample Answers: Equality aims to promote fairness, giving everyone the same rights. However, people live in different situations that can sometimes make it difficult to freely access these rights. That’s why we also have equity. Equity is providing everyone with what they need (opportunities, resources, etc.) to achieve the same things. Sometimes this means people are given different or even more things to achieve the same outcome. For example, persons with disabilities may require extra assistance including wheelchairs, hearing aids, or prosthetic limbs, that enable them to do the same tasks as people without disabilities.

STEP 03

Inspire

- ▶ **SAY:** We have been learning about our rights, values, and ways to protect ourselves. Now, we’re going to put everything we’ve learned into practice and create ways to inspire and educate others.

DO: Call to Action (Activity 1D)

SAFE MIGRATION



PREPARE

THE BIG IDEA

Migration is a big part of our world. People migrate for a variety of reasons. Safe migration can save lives.

OBJECTIVES

- 01 **Safe Migration:** Introduce and apply the core concepts of safe migration.
- 02 **Decisions & Protection:** Compare and contrast good/safe and unsafe migration decisions.
- 03 **Capacity:** Analyse migratory situations in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What is migration?
- What are the similarities and differences between safe and unsafe migration?
- What are the potential risks during migration for danger from “uninvited or tricky” people?
- How can judicious and wise decision making help give information about safe migration?
- What are ways to receive and give information about safe migration?
- How do you eliminate migration problems and obstacles using proper reasoning and sound judgement?

KEY TERMS

- **Immigration:** moving to another country permanently
- **Migration:** movement from one place of residence to another
- **Irregular “Unsafe” Migration:** the act of moving between countries without the correct papers or under the right laws
- **Safe Migration:** the act of migrating somewhere safely and legally
- **Refugee:** a person who has moved to a new country in response to a problem in their native country
- **Seasonal Migration:** moving from one place to another for the purpose of farming, harvesting, or because of the weather or climate

ACTIVITIES

- **Introduce**
Types of Migration (Activity 2A)
- **Interact**
Safe or Unsafe Migration? (Activity 2B)
Migration Game (Activity 2C)
- **Inspire**
Call to Action (Activity 2D)

TEACH

STEP 01

Introduce

- **SAY:** **Migration** is everywhere. It is the movement from one place to another. Millions of families and individuals around the world want or need to move away from their home for many reasons, every year. When someone moves to live permanently in a foreign country, it is called **immigration**.

There are two main factors associated with migration, known as push and pull factors. Some people migrate by choice as they are pulled to other countries for better opportunities, such as employment or an increased standard of living. Others are “pushed” or forced to migrate because of war, **exploitation**, poverty, or natural disasters (e.g. floods, fires, earthquakes).

Migration can also be influenced by factors including restricted access to food and shelter, environmental, political and economic instabilities, and cultural differences. Often, migration is connected with the desire and hope for freedom, better living and/or working conditions, **justice**, and equal access to **human rights**.

ASK: “When we think about the concept of migration, what animals do you know that move (migrate) to a different place? Why do they move?”

Sample Answers: Birds migrate to find better food and water and because of the weather.

ASK: “Do you know someone who has moved to a different location? Why did they migrate?”

Sample Answers: Yes, my friend moved because her dad got a new job in another city.

ASK: “How long did it take for them to get to their new location? Did they travel with a group?”

Sample Answers: It took her a couple of days to move, and she travelled with her family.

DO: Types of Migration (Activity 2A)

STEP 02

Interact

- **SAY:** In recent yeras, there has been a rapid increase in international migrants worldwide. It is very likely that you will already know someone who has migrated; if not, you will meet someone during your lifetime. Migrants remain among some of the “most vulnerable members of society...enduring human rights violations, abuse, and discrimination.”

Some people even migrate because of **discrimination** based on nationality, race, and religion. Sometimes they are forced to leave their country to escape war, persecution, or even natural disasters. This can leave a person displaced, becoming a **refugee**. Others migrate by moving from one place to another for the purpose of farming, harvesting, or because of the weather or climate. This is known as **seasonal migration**. Therefore, learning about this concept today will help explain how some people have their rights violated during the migratory process, and what kinds of **injustice** some families endure by **“uninvited” or “tricky” people** when they try to **migrate irregularly**.

ASK: “What are some different types of migration and what are some ways that people migrate?”

Sample Answer: You can migrate by plane, boat, foot, or car. You can also migrate internally within your country, externally to another country, seasonally on holidays or for temporary work, and immigrate permanently by applying for residency/citizenship.

ASK: “What can make migration unsafe?”

Sample Answer: No passport, no visa, or unofficial border crossings.

DO: Safe or Unsafe Migration? (Activity 2B)

ASK: “Does the issue of migration concern you if you never migrate? Why/why not?”

Sample Answer: Even if you do not migrate, you may need to help someone who has or will. For example, a family member or friend, or as part of your job as a teacher, lawyer, doctor, or a police officer.

ASK: “Have you ever heard a story of someone who has migrated safely or someone who has migrated unsafely? Would you like to share?”

Sample Answer: My dad started a new job, and we had to move when I was a baby. We were safe because we migrated with our entire family together.

DO: Migration Game (Activity 2C)

- ▶ **SAY:** It is important to remember that migration shapes our world and that migrating safely saves lives. Sometimes the way people migrate looks different and is for different reasons; it is not always by choice.

STEP 03

Inspire

- ▶ **SAY:** We have been learning about safe and unsafe migration and ways to protect ourselves. Now, we’re going to put everything we’ve learned into practice and create ways to inspire and educate others.

DO: Call to Action (Activity 2D)

HUMAN TRAFFICKING AND EXPLOITATION

PREPARE

THE BIG IDEA

Human trafficking and exploitation exist today across the world. To prevent child trafficking, it is important to recognise the difference between safe and unsafe secrets.

OBJECTIVES

- 01 **Forms of Human Trafficking:** Introduce the basic forms of human trafficking.
- 02 **Risks and Protection Strategies:** Identify potential exploitation and human trafficking risks for children to equip them with the knowledge and tools to protect themselves.
- 03 **Capacity:** Examine safe and unsafe situations in the form of exploitation in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What is human trafficking and exploitation?
- What are the main forms of human trafficking?
- What are some of the potential risks for children being exploited?
- What is the difference between appropriate and inappropriate physical contact?
- What are the differences between safe and unsafe secrets?
- What rights do children have in relation to their body?

KEY TERMS

- **Human Trafficking:** a form of exploitation; a crime, the illegal trade of human beings mainly for the purposes of forced labour and sex trafficking; child trafficking is the human trafficking of a minor (someone under the age of 18)
- **Online Child Exploitation:** exploitation of a child on an online platform, often using inappropriate images (naked or violent)
- **Safe Secrets:** information that is meant to be private or kept unknown by others but will eventually be revealed (e.g., surprise)
- **Traffickers (Predators):** people who traffic and/or exploit other people
- **Unsafe Secrets:** information that could hurt someone or break the law, makes someone feel scared, uneasy, and is not meant to be private or unknown by others (told not to tell)
- **Vulnerable:** a position or condition in which a person is highly susceptible to being influenced by physical and emotional harm

ACTIVITIES

- **Introduce**
Keep Safe Secrets vs. Speak Unsafe Secrets (Activity 3A)
- **Interact**
Exploring Exploitation (Activity 3B)
What Would You Do? (Activity 3C)
- **Inspire**
Call to Action (Activity 3D)

TEACH

STEP 01

Introduce

- **SAY:** Today we are learning about how **human trafficking** and **exploitation** are crimes, which occur in every nation around the world. We are also learning about ways to identify dangers to keep everyone from being **vulnerable**. We will explore who you can talk to if you need help, and how secrets can be safe or unsafe.

Exploitation and human trafficking occur because of **“tricky people.”** We know that **discrimination** and poverty increase vulnerability, and the vulnerable do not always feel safe to tell the truth or even know who they can trust if they want to speak. Sometimes “tricky people” can be those who are supposed to love and protect you like a family member or a friend, and sometimes they can be strangers.

- **SAY:** Child trafficking and exploitation relies mainly on secrecy. Therefore, as children, it is important to recognise the difference between safe and unsafe secrets.

Safe secrets are good secrets that bring happiness to someone. It is information that is meant to be private or kept unknown by others but will eventually be revealed. For example: wanting to surprise someone with a party or giving gifts that will be opened on a special occasion.

Unsafe secrets are not meant to be private or unknown by others and they can make people feel bad, uneasy, or uncomfortable. Unsafe secrets can bring harm, pain, or make someone feel afraid that something bad will happen. For example: someone hurts you or asks you to do something unsafe or uncomfortable and tells you not to tell anyone or you will be in trouble.

ASK: “Why would someone need to keep a secret?”

Sample Answer: Maybe you are throwing a surprise party for your friend.

DO: Keep Safe Secrets vs. Speak Unsafe Secrets (Activity 3A)

STEP 02

Interact

- **SAY:** You have a right to break a promise about an unsafe secret and tell someone. Unsafe or bad secrets can be connected to something harmful or dangerous, like human trafficking and exploitation. Uninvited or tricky people will often make children promise to keep bad things their “little secret.” These uninvited or tricky people can also be called **traffickers or predators** in the field of Human trafficking.

Human trafficking is a form of exploitation or an act of using someone in a cruel or unjust manner. Some of the main forms of human trafficking include forced labour, bonded labour, forced begging, and child trafficking. Human trafficking occurs in every country with each one being a source country (where people are exploited and forced to move to another location), a transit country (where they are trafficked through) and/or a destination country (where they are trafficked to).

Slavery has occurred for thousands of years, in all countries and continents, with earliest records dating as far back as the 16th century BCE in China. Slavery has been a big part of many cultures throughout history, and in some civilizations, slaves made up the majority of the population, outnumbering “free people” or citizens. Whole kingdoms and empires were often built by slaves, for example, ancient Greece, Rome, and Egypt. Up until only recently, in the last 200 or so years, slavery was considered a “normal” and legal practice. You were allowed to own other human beings, and it did not matter how they were treated. Which is horrible when we think about this now. Even though world leaders have decided that slavery is now illegal, there are more people trafficked, exploited, and enslaved today than at any other time in history.

DO: Exploring Exploitation (Activity 3B)

- ▶ **SAY:** The good news is that even though human trafficking and exploitation can be frightening, there are so many amazing people and organisations around the world fighting for **justice** to end it. Human trafficking can be prevented when you know how to protect yourself and others. Therefore, it is important to recognise safe and unsafe personal boundaries, rights, online safety, and privacy so that no one becomes a victim of trafficking.

ASK: “How do you think exploitation or human trafficking might look today?”

Sample Answer: Children can give any ideas e.g. forced to work long hours in a factory, cleaning someone’s house and not being allowed to leave or sleep.

- ▶ **SAY:** Children have rights in relation to getting an education (e.g. going to school), being healthy, having time to play with friends, and having control over their body (e.g. the right to say no to uncomfortable or unsafe touch). These rights also relate to using online platforms (e.g. Facebook, Instagram, TikTok, Snapchat, LINE), and ways they can be violated (e.g. what people write about them, images of their body shared, and who their online friends are). Even though everything is online, you still have the same rights as you do in person and, you can say no.

DO: What Would You Do? (Activity 3C)

- ▶ **SAY:** It is important that if we see something, we say something and do something. For you as children, this could mean telling a teacher or your parents. Even though you are young, your voice matters! If you think someone is being hurt or in danger, you have the right to speak up. We know that you have rights as children under the UNCRC: you have the right to be protected (Article 3) and you have the right to be heard (Article 12).

STEP 03

Inspire

- ▶ **SAY:** We have been learning about human trafficking, exploitation, and ways we can protect ourselves. Now, we’re going to put everything we’ve learned into practice and create ways to inspire and educate others.

DO: Call To Action (Activity 3D)

Activities Guide



Activities - Session 01

VALUES AND CHILD RIGHTS

ACTIVITY 1A

Valuing Values

PURPOSE

To demonstrate the intrinsic value of every human being and explore the concept of values that shape a person's standards of behaviour and focus on the process of determining a value.

MATERIALS

A bank note (of any value), trustworthiness concept words on index cards

STEP 01 Show a bank note to the children

ASK: *"How much is this bank note worth?"* (Wait for student answers)

STEP 02 Fold the note in half and show it to the children again

ASK: *"How much is it worth now, when I fold it in half? Is it half the value now?"* (Wait for student answers)

STEP 03 Fold the bank note in half a few more times, letting it get smaller. Ask the children the same question after each time you fold the banknote. Try to convince the children the banknote loses value each time it is folded in half. Once you cannot fold the note any smaller, unfold it, back to its regular size.

► **SAY:** It does not matter how many times I fold this banknote, it has the same value. I can still buy the same things with it, even if it is folded in half. Now imagine that this banknote is a person and every time it is folded in half, that person is having a difficult experience because of something they have no control over.

ASK: *"If you are born in a different country, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because of where they were born.

ASK: *"If you are born with a disability, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because they have a disability.

ASK: *"If you are born into a poor family or a rich family, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because they are rich or poor. In fact, no matter where we are born, who our family members are, or what our circumstances are, our value as human beings does not change. We all have the same values and human rights. Just like this bank note; no matter how many times I fold it, its original value never changes. Now that we know we all have value, we are going to talk about what we value.

ACTIVITY 1A - VALUING VALUES CONT.

STEP 04 Using the index cards with the trustworthiness concept words, choose one card and show it to the class. Discuss the value on the card and determine if it represents what trust is (healthy values) or what it is not (unhealthy values).

STEP 05 Read the following scenarios to the class and have them determine if the person in the scenario is trustworthy or tricky based on the values that you discussed as a class:

SCENARIO 01

Theo's mom asks him to pick up his toys before he goes outside to play. Instead, he hides them under his bed. When his mom asks, "Did you pick up your toys like I asked?" He says, "Yes."

ASK: "Do you think Theo is being trustworthy, or is he being tricky?"

Sample Answer: He is not being trustworthy. He is being tricky by lying and deceiving.

SCENARIO 02

Sophie tells her friend a secret about what she is giving as a gift to their friend for her birthday. Sophie does not tell anyone about the gift because she wants it to be a surprise.

ASK: "Is she trustworthy or tricky?"

Sample Answer: She is being trustworthy to her friend by being dependable, someone her friend can count on, being loyal by keeping a secret.

SCENARIO 03

Isabella was the team captain and always chose to use Jared as the key player, knowing that it was unfair to the other players who were not getting their turn to play. Isabella knew that Jared cheated when he played, which is why she always chose him; she just wanted to win the game at all costs.

ASK: “Is she being trustworthy or tricky?”

Sample Answer: She is being tricky through exploiting, playing unfair, and taking advantage of Jared.

SCENARIO 04

Ava didn’t study for her test, so she asked her friend to give her the answers she needed to pass.

ASK: “Is she being trustworthy or tricky?”

Sample Answer: She is being tricky by cheating on her test.

SCENARIO 05

Jack sees Amelia mistakenly drop some money out of her pocket. Jack picks it up and returns it back to Amelia.

ASK: “Is he demonstrating the characteristic of being trustworthy or tricky?”

Sample Answer: He is being trustworthy by being honest, showing integrity, and being faithful.

HONEST

LYING

TRUTHFUL

TRICKING

SINCERE

DECEIVING

INTEGRITY

CHEATING

DEPENDABLE

TAKING ADVANTAGE
OF SOMEONE

LOYAL

BEING FAKE

ACTIVITY 1B

Child Rights Four Corners

PURPOSE

To explore the four main, overarching categories of rights found in the United Nations Convention of the Rights of the Child.

MATERIALS

Rights of the Child categories (cut out all 4)

Rights of the Child cards (cut out all 12)

STEP 01 Label each corner of the room with one of the four categories of child rights (developmental, survival, participation, protection).

STEP 02 Select a child rights card and read the example to the students. Ask the children to proceed to the corner of the room which they believe represents the appropriate category for the specific right. This can be played as a game, where the children move to the corner they think is correct. (Optional: Children who go to the right corner get the opportunity to remain playing and continue to stay in the game.)

STEP 03 Discuss each of the child rights cards, as each one is selected throughout the game. Ask the children which category they believe best aligns with the current right and justify the reason why they are standing in the corner of the room they chose.

RIGHTS OF THE CHILD CATEGORIES	
<p>SURVIVAL RIGHTS</p> <p>Clean Air, Clean Water, Nutritious Food</p>	<p>PROTECTION RIGHTS</p> <p>No Bullying, Safety from Abduction or Sale, No Harm from Exploitation</p>
<p>PARTICIPATION RIGHTS</p> <p>Share Opinions, Associate with Religion, Freedom of Expression</p>	<p>DEVELOPMENTAL RIGHTS</p> <p>Education, Play and Be Active, Rest</p>

ACTIVITY 1B - CHILD RIGHTS FOUR CORNERS CONT.

STEP 04 Summarize the activity with the following discussion questions:

ASK: *“What ways do you think children can be harmed if these rights are not protected?”*

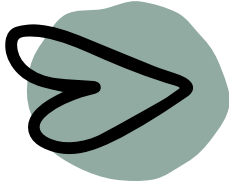
Sample Answer: If rights are not protected the air, water, and food can be dirty and make a child sick; and allowing others to bully can produce fear and lack of self-confidence.

ASK: *“Who is responsible for making sure these children’s rights are protected?”*

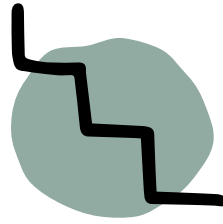
Sample Answer: The local and national leaders, parents, and even other children are responsible in helping to protect our children and their rights.

ASK: *“How can wise decision-making protect children from harm?”*

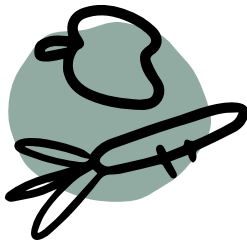
Sample Answer: Making wise decisions protects children from harm as they learn to choose healthy foods to eat, ask for water to be clean, and are wise when they see something, they say something.



PROTECTION RIGHTS



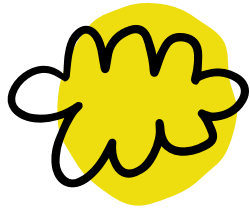
DEVELOPMENTAL RIGHTS



SURVIVAL RIGHTS



PARTICIPATION RIGHTS



THE RIGHT TO
Clean Air



THE RIGHT TO
Clean Water



THE RIGHT TO
Nutritious Food



THE RIGHT TO
No Bullying



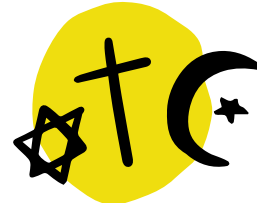
THE RIGHT TO
**Being Safe from
Abduction or Sale**



THE RIGHT TO
**No Harm from
Exploitation**



THE RIGHT TO
**Share Opinions
on Issues**



THE RIGHT TO
**Associate with
Religion**



THE RIGHT TO
**Freedom of
Expression**



THE RIGHT TO
Play and Be Active



THE RIGHT TO
Relax



THE RIGHT TO
Get an Education

ACTIVITY 1C

Equality and Equity

PURPOSE

To explore the concept of equality and equity toward understanding discrimination, exploitation, and justice.

MATERIALS

Equality and Equity Image Cards

STEP 01 Display the first image of Equality and Equity

ASK: “What do you notice about the first image?”

Sample Answer: Equality: giving each child the same size box regardless of their height differences.

ASK: “Do you think all the children in this image think the box size is fair? What is unjust about it?”

Sample Answer: Even when there is equality with the box sizes, it does not necessarily mean an equal outcome. Sometimes people need more help to reach the same goals.

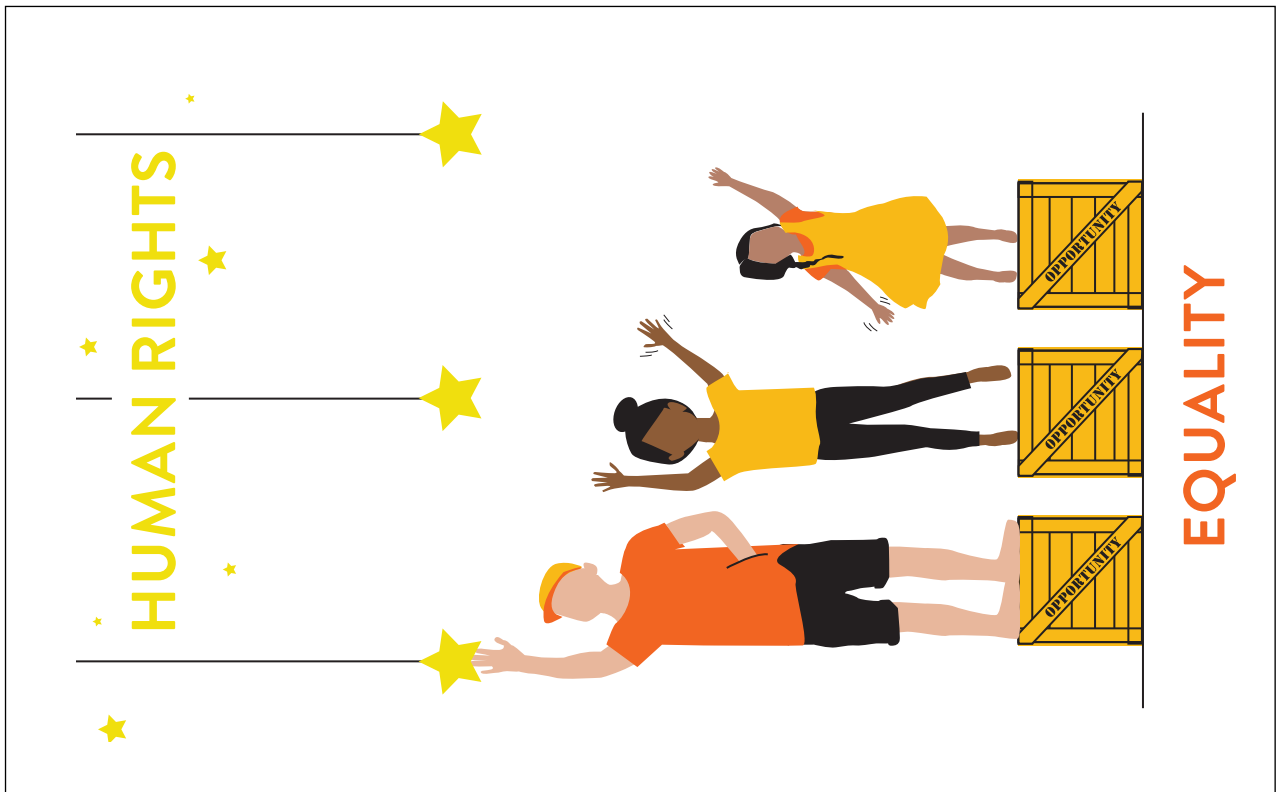
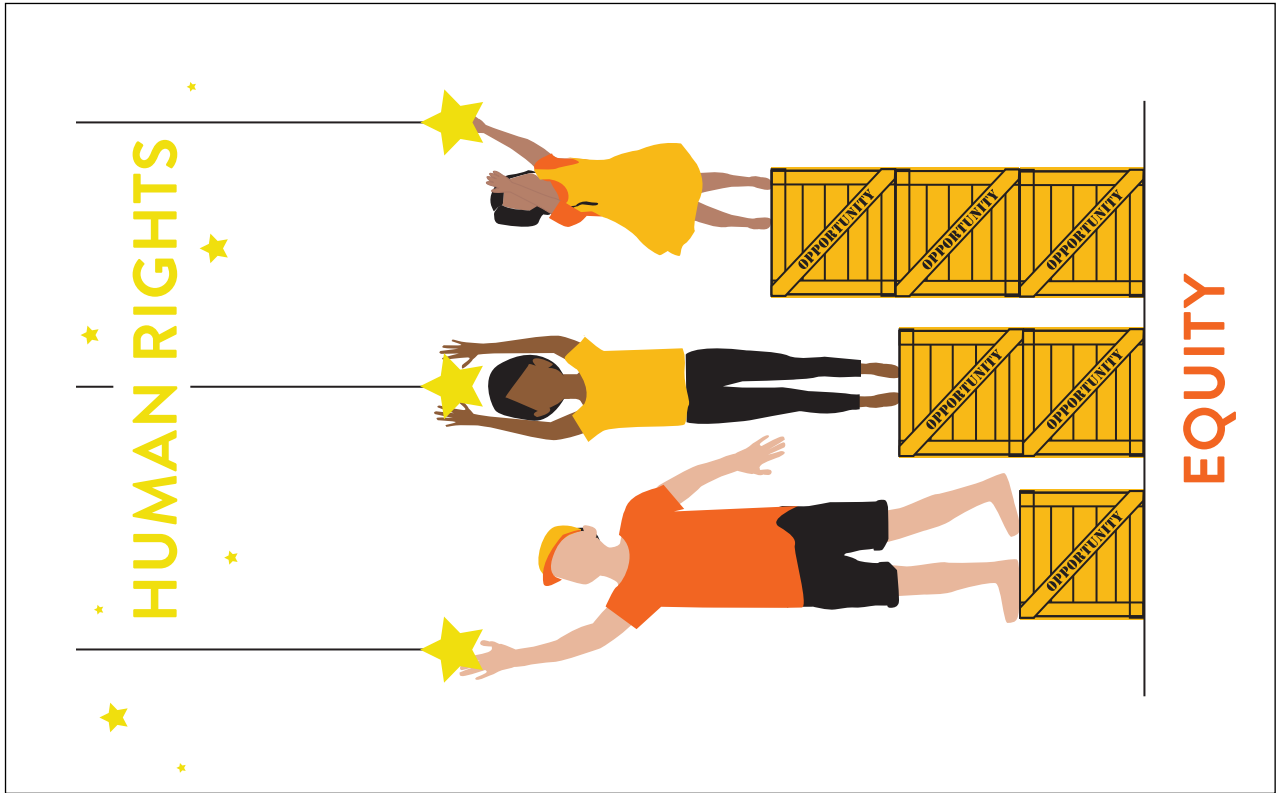
ASK: “What can be done to make the situation more just?”

Sample Answer: Equity: giving the shorter child a taller box or more boxes to stand on so they can reach their rights.

STEP 02 Have students discuss what the results would be if the situation stayed the same.

Sample Answer: The results would stay the same: some not being able to reach their rights, as well as lacking fairness for equal human rights.

STEP 03 Pick a safe and respectful solution. There may be other ways to reach an equitable solution and allow justice for all. Share the equity image for allowing support where it is needed to attain equal human rights for all.



ACTIVITY 1D

Call to Action

Have students reflect on the importance of child rights using one of the methods below. Invite them to demonstrate how these rights contribute to a world where every child is free. For an extra challenge, have the children think about a world without human rights and without any rules. Ask them if they think this would be good or bad? Why? Invite them to further explain using their chosen method.

— CREATE IT (ARTISTICALLY)

Students draw or paint a picture that represents what child rights look like or what they mean to them. Students can also work together to create a mural, posters, or campaign advertisement.

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

— ACT IT (DRAMATICALLY)

Students work as a group to create a play, drama, or skit based on protecting the rights of a child. They will write a short script and assign a character to each group member.

MATERIALS: Pens, pencils, paper, dress up clothing, props

— WRITE IT (EXPRESSIVELY)

Students will journal what their “peaceful world or perfect community” looks like where every child has rights by writing or drawing their creative ideas and thoughts. Have them analyze certain rights to their ‘perfect community’ and what would happen if those rights were violated.

MATERIALS: Pens, pencils, paper

— TELL IT (MUSICALLY)

Students work as a group to create a song, rap, or poem to either express how they feel about their rights as children, or explain what child rights are and share “why” they chose that particular right to include in their musical interpretation.

MATERIALS: Pens, pencils, paper, musical instruments

Activities - Session 02

SAFE MIGRATION

ACTIVITY 2A

Types of Migration

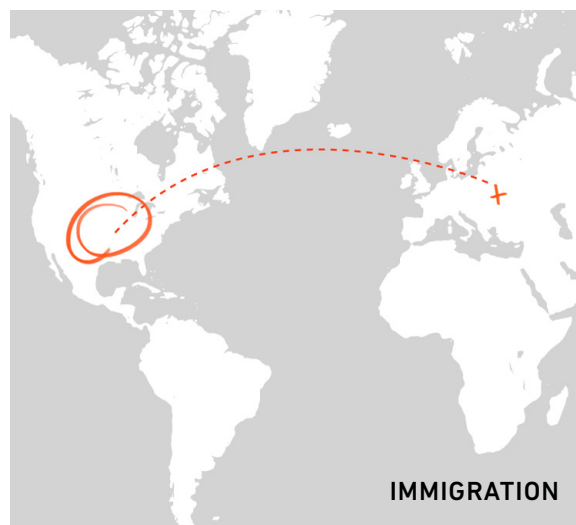
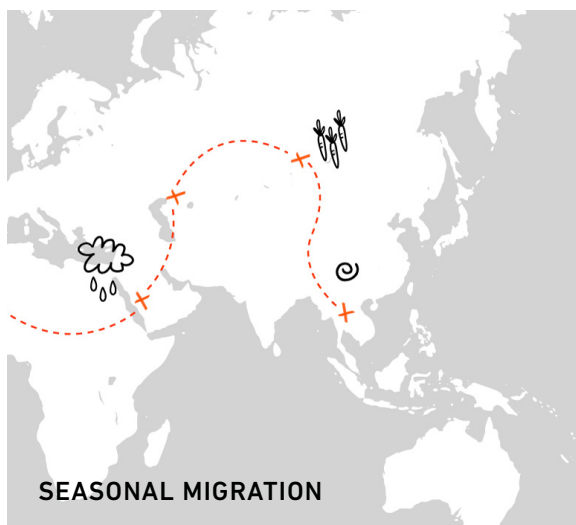
PURPOSE

To identify and explain the four types of human migration: internal, external, seasonal, and immigration.

MATERIALS

Migration Images; optional “box” activity: box, ball, glass of water.

STEP 01 Introduce the four types of migration by asking, “Why do people move? What are some various types of human movement?” Then, display one of the images below to show one of the four types of migration (or use the optional ‘box’ activity). Have the students interpret what the image represents.



ACTIVITY 2A - TYPES OF MIGRATION CONT.

TYPES OF MIGRATION	
INTERNAL MIGRATION moving within a state, country	EXTERNAL MIGRATION moving to a different state, country, or continent
SEASONAL MIGRATION moving from one place to another for the purpose of farming, harvesting, weather/climate	IMMIGRATION moving from a country to a new one permanently

OPTIONAL: “BOX” ACTIVITY

Use two clear boxes and a few balls. Relocating the balls between the boxes to illustrate the concept of migration and its different types:

- **External migration** - move one ball from one box to another
- **Internal migration** - move the balls inside the box
- **Seasonal migration** - fill one box up with some water and move the balls to the other box
- **Immigration** - move a ball from one box to the other, and then write “citizen” on a piece of paper and place it in the box

ACTIVITY 2B

Safe or Unsafe Migration?

PURPOSE

To review possible scenarios of migration to determine if they are safe or unsafe; to discuss as a class ways that migration can be safer.

MATERIALS

Migration Scenarios, Safe and Unsafe Cards (one set per student)

STEP 01 Distribute a “safe” and an “unsafe” card set to each student.

STEP 02 Read the following scenarios to the students. Ask them to raise up the card that they believe applies the best to the scenario (safe or unsafe). Once all students have raised up a card, share with them the correct answer, and take some time to explain why the scenario is either safe or unsafe.

SCENARIO 01

Sarah’s father got a new job, so now Sarah and her family are moving to London. They went to the embassy and applied for their visas.

SAFE | They followed the legal process and applied for a visa.

SCENARIO 02

Isabella gets up very early every morning with her parents and walks to the border. There is a special path they take, so no one will see them cross. They stay there for the day to work and then come back.

UNSAFE | They took a path that might not be legal or safe; they do not want to be caught.

ACTIVITY 2B - SAFE OR UNSAFE MIGRATION? CONT.**SCENARIO 03**

Maya's neighbour comes running over to their house and yells, "We have to leave; they're coming!" Maya's mother starts filling a bag with clothing and her father grabs his wallet. They run out of the house so fast that Maya doesn't even have time to grab her favorite book. Their neighbor knows a man who can get them on the next boat to escape.

UNSAFE | They had to leave so fast that they trusted a stranger that could be unsafe.

SCENARIO 04

Jared has been offered a very cool job in Bangkok. Because he is not from Thailand, he needs to get a work permit and visa, but it's expensive. Jared's cousin knows where he can get the documents made, so they can skip the proper/legal way and they won't be expensive.

UNSAFE | He is likely using fake documents which are unsafe.

SCENARIO 05

Charlotte is planning a holiday to Australia. She looked online to see what she needs before she travels.

SAFE | She researched and prepared before she travelled so she could stay safe.

ACTIVITY 2B - SAFE OR UNSAFE MIGRATION? CONT.

SCENARIO 06

Mario has been travelling with his family for a few weeks. They are on their way to his uncle's house in Liverpool, where it will be safer. Mario's mother has been filling out paperwork and talking to a trusted organisation that is helping them arrange their visas.

SAFE | He received help from a trusted organisation that used the official process to complete his paperwork.

STEP 03 Class Discussion

- **SAY:** These scenarios are real life situations for many people. When we look at these together, it is easier for us to see what needs to happen and how we can make wise decisions to help promote safe migration.

ASK: “Can anyone identify some of the major differences between the ‘safe’ and ‘unsafe’ ways to migrate? Can you think of anything that can make an unsafe scenario safer?”

Sample Answer: If we apply for a visa, have a passport, travel with a trusted group these are ways to help migration to be safer. If we try to migrate on our own, or allow a “tricky” person to help us migrate without proper documents, we place ourselves in unsafe situations.

SAFE

UNSAFE

ACTIVITY 2C

Migration Game

PURPOSE

To introduce and apply the core concepts of safe and unsafe migration; to work collaboratively to “migrate across” a pretend river.

MATERIALS

Paper, tape, chairs or rope for marking off the riverbank

STEP 01 Write the following words on pieces of paper (one word per sheet).

SAFE MIGRATION	UNSAFE MIGRATION
Visa Passport Money Family Safety Trust Legal	No Visa No Money No Support No Passport

STEP 02 Create a pretend river using chairs or ropes to show the marked off river bank area. Then, take the seven pieces of paper with words from the “safe migration” category and line them up on the floor, leaving a small gap in between them so that the students are able to step from one piece of paper to the next piece of paper with ease. The words should be facedown, and you can add tape to the bottom to help them stay in place. Next to that line of paper, create another parallel line, this time using four pieces of paper that represent “unsafe migration” so that the gaps in between them are larger. This line is meant to be hard for the students to be able to cross from start to finish while only stepping on paper. Make sure these words are also taped facedown.

STEP 03 Divide students into two teams. (The first team is called “safe migration” and the second team is called “unsafe migration.”) Have each team line up behind the first piece of paper in their corresponding line.

ACTIVITY 2C - MIGRATION GAME CONT.

STEP 04 Explain the rules and objective to both teams.

- **Rule 1:** Their feet can only touch the paper. If anyone touches the ground, they must start over.
- **Rule 2:** The whole team must be joined together at all times, holding hands, like a human chain.
- **Objective:** To cross the river as fast as they can while following the rules.

STEP 05 Begin a countdown from three, and let the students begin. Note: The “safe migration” team will be able to get started relatively fast, whereas the “unsafe migration” team will struggle. Stop the game once the first team finishes.

STEP 06 Bring both teams together and publicly congratulate the winning team, “safe migration.” Discuss why the “unsafe team” had such a hard time.

ASK: *“Why didn’t you finish first? What happened?”*

Sample Answer: “We had too many gaps and it made us break our group, which would cause isolation, and then we would have to start over. It was almost impossible for us.”

Explain that these two groups represent safe and unsafe migration in the world today. Review the words on each path and explain how they contribute to either safe or unsafe migration.

ACTIVITY 2D

Call to Action

Invite students to make up a migration scenario using one of the methods below. Be sure to include reasons why the scenario is an example of safe or unsafe migration. For an extra challenge, have the children think about if they were a leader in your city or nation. What could they do to make an unsafe situation safer? What could they do to make a safe situation unsafe? What would the reactions of others be in both situations? Invite them to further explain using their chosen method.

— CREATE IT (ARTISTICALLY)

Students draw or paint a picture that represents what safe and unsafe migration looks like. Students can also work together to create a mural, posters, or campaign advertisement...

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

— ACT IT (DRAMATICALLY)

Students work as a group to create a play, drama, or skit based on safe and unsafe migration. They will write a short script and align characters to each of the group members, so everyone is included.

MATERIALS: Pens, pencils, paper, dress up clothing, props

— WRITE IT (EXPRESSIVELY)

Students will journal about a scenario of migration through writing or drawing. Have them analyse the type of migration (internal, external, seasonal or immigration) and determine whether their scenario would change if they choose a different kind of migration. Have them include reasons why this type of migration is safe or unsafe.

MATERIALS: Pens, pencils, paper

— TELL IT (MUSICALLY)

Students work as a group to create a song, rap, or poem to express how they feel about safe and unsafe migration. This may be a simple rhyme or a full song, and share “why” they chose the particular kind of migration scenario to include in their musical interpretation

MATERIALS: Pens, pencils, paper, musical instruments

Activities - Session 03

HUMAN TRAFFICKING AND EXPLOITATION

ACTIVITY 3A

Keep Safe Secrets vs. Speak Unsafe Secret

PURPOSE

Examine safe and unsafe “secret” situations in order to recognize children’s potential and capacity for communication, thinking, problem-solving, and life skills.

MATERIALS

Keep Safe Secrets vs. Speak Unsafe Secrets Scenarios, paper or computer for creating a new safe and unsafe secret scenario.

STEP 01 Read the *Keep Safe Secrets vs. Speak Unsafe Secrets Scenarios* and determine as a class whether or not it is a safe or unsafe secret by asking these questions:

- Should you keep the secret? Why or why not?
- Should you speak up and tell someone about the secret?

STEP 02 Invite students to create a new safe and unsafe secret scenario and have them share it with a partner or within a group. Have them repeat step one in response to the new scenario.

ACTIVITY 3A - KEEP SAFE SECRETS VS SPEAK UNSAFE SECRETS CONT.

SCENARIO 01

Kaylee was playing with her best friend and saw bruises on her friend's arms and legs. **Kaylee's** friend told her that her father gets mad sometimes and hurts her.

SCENARIO 02

One of **Jordan's** family members took inappropriate pictures of her. He said he would buy her a toy if she didn't tell anyone about the photographs.

SCENARIO 03

Henry was playing on a computer with his friend. He saw something that makes him feel very uncomfortable and knew his parents would not approve.

SCENARIO 04

Emily's uncle makes her dance at his work after school. She is not old enough to be in the club, so he told her she cannot tell anyone; it will be their secret.

SCENARIO 05

Jared was making a special dessert for his dad's birthday. His mother told him not to tell his father about the dessert, so he would be surprised.

SCENARIO 06

Nathan met a famous "producer" on a chat group. The producer invited him to come over and audition, but wants him to keep it a secret.

SCENARIO 07

Alice made a special card for her mother at school and asked her sister not to tell.

SCENARIO 08

Sarah decides to get a job after school. She doesn't have a contract. When it is time to get paid, her boss always gives her less than what she was promised. She doesn't tell her parents.

SCENARIO 09

Lee wants a new mobile phone but cannot afford it. He meets an older foreign man who says he will buy it for him, if Lee will come stay with him. If anyone asks, he tells Lee to say he is his father.

SCENARIO 10

Joy's mother decides they will travel to visit her sister (Joy's aunt) for New Years, but they are not going to tell her. They have been arranging the trip with Joy's older cousin and have asked her not to tell anyone.

ACTIVITY 3B

Exploring Exploitation

PURPOSE

To create an immersive learning task, designed to have the children experience or witness what exploitation is and the concept of injustice- unfairness. The activity allows the children to feel frustration when promises are broken and give opportunity for open and honest conversations about exploitation.

MATERIALS

About 5-10 small prizes (e.g., stickers or candy).

STEP 01 Discuss how this activity is going to help us understand the concept of injustice.

ASK: “Who can do push-ups?”

*Select two volunteers from the audience who said they could do push-ups and promise these volunteers that they will receive a reward (e.g. stickers, candy) when they complete a specific task.

STEP 02 Have the two volunteers do three push-ups (or another task). When they have completed the three push-ups, only give one of the volunteers a sticker. Ask them to do three more push-ups. When they have finished, only give the same volunteer a reward, ignoring the other one.

ASK: “Do you think this is fair? Why or why not?”

Sample Answer: No, it does not seem fair. Even though they both did three push ups, only one person received a sticker.

STEP 03 Repeat step two giving the same volunteer the reward and ignoring the other one.

STEP 04 Explain how the activity was an example of exploitation, and how it can be in the form of someone asking a person to do a task (i.e. a job), promising to reward them (e.g. a wage), and then not following through on their promise. In this activity, the task was to do push-ups to get a reward. While both volunteers were promised the same reward, only one person was rewarded.

STEP 05 Give two rewards to the volunteer who did not receive any, and thank both volunteers for participating. As they are returning to their seats, say the following: “Sometimes people are offered false job opportunities where they are promised a job and money, however they have been lied to. So, they work without being paid. In many situations, they are unable to leave. Everyone deserves to be paid for their hard work and deserves to work in good conditions. When people are forced to work without pay and cannot freely leave, we call this forced labour, which is a form of human trafficking. When this happens, and a child is involved, we call this child trafficking.”

ACTIVITY 3C

What Would You Do?

PURPOSE

To introduce the basic forms of exploitation and human trafficking as a crime and a violation of human rights.

MATERIALS

Human Trafficking Icons, optional: paper, crayons, pencils

STEP 01 Discuss the definition of human trafficking. (A form of exploitation; a crime, the illegal trade of human beings, mainly for the purposes of forced labour and sex trafficking; child trafficking is human trafficking of a minor (someone under the age of 18).)

ASK: “What are some types of human trafficking?”

Record responses and introduce each type of trafficking using the icon and the definitions provided. Compare and contrast the different types of trafficking, and explain how human trafficking is modern-day slavery.

STEP 02 Have students choose one type of human trafficking to illustrate. In groups, have them discuss how and why this type of human trafficking is considered a crime.

TYPES OF HUMAN TRAFFICKING

- **Bonded Labour:** Forcing a person to work for low wages to pay back an excessive amount of debt
- **Child Soldiers:** Forcing a child to participate in an armed force
- **Child Trafficking:** Any type of trafficking involving someone under 18 years of age
- **Forced Labour:** Forcing a person to work in captivity for little or no pay
- **Involuntary Domestic Servitude:** Forcing a person to work and live in the same place for little or no pay

NOTE TO FACILITATORS Depending on the age of your students, this definition may not be appropriate to share.

- **Sex Trafficking:** Forcing, deceiving, or coercing a person to perform a commercial sex act; inducing someone who is under the age of 18 to perform such an act.

STEP 03 Explain that human trafficking is a crime that can happen to anyone, and so it is important to know what to do if you feel unsafe or uncomfortable. Discuss the difference between “tricky” people and “trusted” people, and that students should always tell someone they trust if they don’t feel safe.

ACTIVITY 3C - WHAT WOULD YOU DO? CONT.

STEP 04 Read the following scenarios and invite students to share what they would do if they were in the situation. Discuss as a group possible safe responses. Then, identify which type of human trafficking is the most likely to occur based on the scenario presented.

SCENARIO 01

You are playing in the street, out the front of your house with your friend. A friendly couple pulls over in front of your home, leans out the car window, and sadly tells you that they have lost their dog. They are not familiar with the neighbourhood and want you to ride around and help. They offer you £ 10 if you go with them to help find their puppy. *What would you do?*

SCENARIO 02

Your friend, Isabella, has been talking to new friends on Facebook. One of the friends she has been talking to is not a person she really knows but he seems like a very nice young man. His name is Jake. Lately, Jake's conversations have led him to ask Isabella to meet him at a local mall. He even offered for her to bring a friend with her. Isabella knows her parents will not approve of the meeting. *What would you do?*

SCENARIO 03

Your friend, Louis, has invited you to a party at his home after school. Several of your friends plan to be there. Your mother is working, so Louis invites you to ride home with him and his mother after school. Your mother has given you permission. When school is over, a man that says he is Louis' uncle from out of town arrives to take you both to Louis' house instead of Louis' mother. Louis does not seem happy to see his uncle. *What would you do?*

SCENARIO 04

You decide to ride your bike with your friend around the neighbourhood. While you are riding your bike, a truck begins to slowly follow you. You are in an unfamiliar section of the neighbourhood, and both of your homes are too far away to go home. *What would you do?*

SCENARIO 05

The movie is over and you and your friend are at the movie theatre waiting for a parent to come and take you home. A nice gentleman walks up to you and offers to take you home. You tell him no because your parents will be there very soon. He begins insisting, takes you by the elbow and urges you toward his car. *What would you do?*

ACTIVITY 3C - WHAT WOULD YOU DO? CONT.

SCENARIO 06

Your mother went to the market to purchase some ingredients for a special meal she is making for dinner. The markets are near your home and she will only be gone for a few minutes. You hear someone knock at the door. You see an uninvited person standing at the door. *What would you do?*

SCENARIO 07

You are online, and a stranger asks to add you as a friend, so you do. A couple of days later they begin to chat with you and seem really friendly. They ask if you would like to turn on your webcam, so you can see each other. *What would you do?*

SCENARIO 08

Your parents told you to sell a whole basket of flowers in the evening and if you do not, you cannot come home. *What would you do?*

SCENARIO 09

A stranger approaches you and says they will buy you a laptop (mobile phone; or car) with cash, but you have to come work for them. *What would you do?*

SCENARIO 10

You are having dinner with your parents and see a young girl selling flowers to a man. He gives her money to buy them all, and then starts to touch her. *What do you do?*

SCENARIO 10

You are at school with your friend, when they tell you someone in their family is inappropriately touching them when no one is around (they are an uninvited/ tricky person). *What do you do?*

ACTIVITY 3D

Call to Action

Read the following script of a human trafficking scenario (or watch the Can You See Me? video linked in Session 3 Resources). Invite students to respond and select one of the methods below to respond to the concept of human trafficking. For an extra challenge, have the children think about the scenarios they've written and to highlight two push factors and two pull factors. Once they have identified these, ask them what they can do to better protect people? Invite them to further explain using their chosen method.

LABOUR TRAFFICKING SCENARIO

While travelling throughout his own country, Anton was offered a chance to work overseas. Excited about this new opportunity, he accepted. But Anton was lied to. When he arrived, everything was different from what he had been promised. His identification documents were burned, and he was beaten by his traffickers. They forced him to work in a factory, on a farm, and in a household for little or no pay—he was enslaved and abused for three years. After multiple attempts, Anton finally managed to escape. Today, bondage is no longer his daily reality.

— CREATE IT (ARTISTICALLY)

Students draw or paint a picture that represents what human trafficking and exploitation looks like (e.g. one of the main forms of trafficking) or what it means to them. The students can also work together to create a mural, posters, or a campaign advertisement.

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

— ACT IT (DRAMATICALLY)

Students work as a group to create a play/ drama/or skit based on the secrecy around human trafficking and exploitation. They are expected to write a short script that outlines what they want to do and then align characters to each of the group members, so all of the students can be included.

MATERIALS: Pens, pencils, paper, dress up clothing, props

ACTIVITY 3D - CALL TO ACTION CONT.

— WRITE IT (EXPRESSIVELY)

Students will journal about a scenario of human trafficking and include how they would respond to the scenario. This can be through writing or drawing their own creative ideas and thoughts.

MATERIALS: Pens, pencils, paper

— TELL IT (MUSICALLY)

Students work as a group to create a song, rap or poem to either express how they feel about human trafficking and exploitation, or explain how this is a crime that exists today. This may be a simple rhyme or a full song.

MATERIALS: Pens, pencils, paper, musical instruments

Resources and References



References

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- **International Labour Organisation and Walk Free Foundation. (2017). Global Estimates of Modern Slavery: Forced Labour and Forced Marriage.** Retrieved from http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_575479.pdf
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- **Zelnick-Abramovitz, R. (2009) Freed slaves, their status and state control in Ancient Greece,** European Review of History: Revue européenne d'histoire, 16:3, 303- 318., doi:10.1080/13507480902916779

Resources

SESSION 01

- United Nations Universal Declaration of Human Rights (UN UDHR): https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
- United Nations Convention of the Rights of the Child (UNCRC): <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- United Nations Human Rights: <https://www.un.org/en/sections/issues-depth/human-rights/>
- UNICEF EAPRO Bangkok Child Protection in the Digital Age: https://www.unicef.org/csr/files/Child_Protection_in_the_Digital_Age.pdf
- Exploitation Article: <https://plato.stanford.edu/archives/sum2017/entries/exploitation/>
- YouTube video by UNICEF Hello children - Learn about children's rights: <https://www.youtube.com/watch?v=dGzbmf8NEto>

SESSION 02

- International Organisation of Migration (IOM) <https://www.iom.int>
- International Labour Organisation (ILO) <http://www.ilo.org/global/lang--en/index.htm>
- Migration Data Portal: https://migrationdataportal.org/?t=2019&i=stock_abs_
- Discrimination Article: <https://plato.stanford.edu/archives/win2016/entries/discrimination/>

SESSION 03

- Good Secret Bad Secret – Boys video: <https://www.youtube.com/watch?v=hYlUT5CBXCo>
- Yell & Tell - by Createfuturegood: <https://www.youtube.com/watch?v=oTS6C6yafMM>
- Historical Slavery video: https://www.youtube.com/watch?v=ra6Bs_VpsBw
- NetSmartz Kids: <http://www.netsmartzkids.org>
- Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online “Predators” and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. American Psychologist, 2008;63, 111-128: <https://www.apa.org/pubs/journals/releases/amp-632111.pdf>
- A21's Can You See Me (CYSM) Labour Trafficking <https://www.youtube.com/watch?reload=9&v=DELqLm1xFDO>

Download A21's Parent Guides for talking to your child about human trafficking:

A21.ORG/EDUCATION

