

Suggested activities for teachers to undertake using the human trafficking video: sheet 2

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <i>Consider which activities you might undertake using the human trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Making Sense of Consent: Comparing and Contrasting Trafficking in Persons with Smuggling of Migrants</p> <p>Time: 50-60 minutes</p> <p>Topics: Trafficking in persons, smuggling of migrants, consent</p> <p>Grade level: Upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> UNODC publication Global report on trafficking in persons (2018) 	<p>Human Trafficking and the United Nations Convention on the Rights of the Child</p> <p>Time: 50-60 minutes (this activity can be taught over two lessons)</p> <p>Topics: Human rights, human trafficking and slavery, the United Nations Convention on the Rights of the Child</p> <p>Grade level: Lower secondary (13-15)</p> <p>Materials:</p> <ul style="list-style-type: none"> The human trafficking video 	<p>Empowering Yourself</p> <p>Time: 60-90 minutes (this activity can be conducted over two lessons)</p> <p>Topics: Safety planning, risk factors, role play</p> <p>Grade level: Secondary (ages 13-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> The human trafficking video UNODC Toolkit to Combat Trafficking in Persons Don't be a victim checklist <p>Learning outcomes: students should</p>	

<ul style="list-style-type: none"> • UNODC publication <u>Global Study on Smuggling of Migrants (2018)</u> • <u>Study on smuggling of migrants; Case Study: Pakistan–Turkey–Greece</u> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast human trafficking with smuggling of migrants • Demonstrate their understanding of consent in relation to human trafficking and smuggling of migrants <p>Description:</p> <ul style="list-style-type: none"> • After viewing and discussing the human trafficking video, review the definitions of human trafficking and smuggling of migrants provided in the glossary. Ask the students how the scenario in the video was similar to or different from migrant smuggling. 	<ul style="list-style-type: none"> • <u>A child-friendly version of the Convention of the Rights of the Child</u> • UNODC publication <u>Global report on trafficking in persons (2018)</u> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions from the environment, buildings, weather and clothing in the video with regard to the conditions in the forced labour camp • Identify the human rights that are violated by human trafficking • Recognize the role of the United Nations Convention on the Rights of the Child in protecting the rights of children <p>Description:</p> <ol style="list-style-type: none"> 1. After viewing the video, facilitate a discussion with the students on what kind of “work” the trafficked 	<p>be able to:</p> <ul style="list-style-type: none"> • Respond appropriately to inappropriate requests or proposals • Develop a safety plan with strategies to reduce the risk of being exploited <p>Description:</p> <ol style="list-style-type: none"> 1. After viewing the video, organize the students in groups and ask them to identify ways to respond to inappropriate proposals from adults (those they know and don't know). 2. Ask the students to identify how the boy in the video might have recognized that the trafficker was offering a false promise before he decided to hand over his passport? Be careful not to blame the boy for not realizing that the trafficker was trying to exploit him, because the responsibility 	
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<ul style="list-style-type: none"> Ask the students to compare case studies about human trafficking and smuggling of migrants. Sample case studies can be found in the documents identified in the materials section. Ask the students to identify the major differences and similarities. Ask the students to share their findings using a Venn diagram. <p>Debriefing: Major differences and similarities between human trafficking and smuggling of migrants</p> <p>Exploitation</p> <ul style="list-style-type: none"> Exploitation is a common factor of both human trafficking and smuggling of migrants. Exploitation refers to the mistreatment of someone in order to benefit or profit in some way. 	<p>children may be forced to do in the camp and the conditions of the camps featured in the video.</p> <ol style="list-style-type: none"> Ask the students to draw conclusions from the environment, buildings, weather and clothing in the part of the video where the boy finds himself in captivity with regard to the conditions found in forced labour camps. Ask the students what might be in the boxes that the children are carrying. Highlight the connection between forced labour and clothing production using the Burma case study on page 26 of the 2018 List of Goods Produced by Child Labour or Forced Labour. Include the case study on mining of precious metals and gems by children to make jewellery on page 25 of the same report. 	<p>ultimately lies with the trafficker.</p> <ol style="list-style-type: none"> The purpose of the lesson is to help students protect themselves. Distribute and review the Don't be a victim checklist. The students can add language to the scenes in the video using the Don't be a victim checklist. For example, the students can include information on the checklist such as the trafficker requesting secrecy from the intended victim. Ask the students to role-play giving an appropriate response. Use the checklist and the other resources listed in materials section for guidance. <p>Teacher suggestion: Wrap up by sharing with the students local resources, such as a local hotline or other social services, to help protect</p>	
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<ul style="list-style-type: none"> • Exploitation can also occur through relationships, where one person takes advantage of another or the situation that the other person is in. • Ongoing exploitation differentiates trafficking in persons from the smuggling of migrants. • Trafficking involves continuous exploitation of the victim for purposes of profit, while the exploitation of migrants ends upon arrival at the point of destination. • However, migrants are vulnerable due to their status and can be further exploited and even trafficked. • Both smuggled migrants and victims of trafficking need protection, especially from revictimisation (succumbing to other types of 	<ol style="list-style-type: none"> 4. Ask the students to identify the conditions of the forced labour camp. Make sure the students acknowledge the “guard” and the other measures taken to force these children to work. 5. Define the terms of forced labour, child labour and exploitation, using the information in the glossary. 6. Ask the students to identify the exploitation that they see in the labour camp scene (hard work, torn clothing, lack of freedom, sad faces, etc.). 7. Place the students into groups and give each group a copy of the United Nations Convention on the Rights of the Child (or display a copy of the Convention for all to see). 8. Explain that rights are something that every child should have and that all 	<p>and serve victims.</p>	
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<p>victimization, such as turning from victim to perpetrator).</p> <ul style="list-style-type: none"> • Because of their ongoing exploitation, victims of human trafficking need continual protection as their vulnerability can grow over time. <p>Transnationality</p> <ul style="list-style-type: none"> • Smuggling of migrants always involves movement across national or international boundaries. This is not the case with human trafficking. Trafficking can happen domestically. <p>Key message:</p> <ul style="list-style-type: none"> • Smuggled migrants and victims of trafficking have human rights that must be respected, including the right to be treated with dignity and the right to personal safety. 	<p>children, including the boy in the video, have the same rights. These rights are listed in the United Nations Convention on the Rights of the Child.</p> <p>9. Ask the students to identify what rights are violated in human trafficking using the child-friendly version of the United Nations Convention on the Rights of the Child.</p> <p>10. Ask the groups to share their work with the class.</p>		
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