

Suggested activities for teachers to undertake using the human trafficking video: sheet 5

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>The Geography of Human Trafficking</p> <p>Time: 40-50 minutes</p> <p>Topic: The prevalence and flow of victims</p> <p>Grade level: Lower secondary: (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The human trafficking video • UNODC publication Global report on trafficking in persons (2018) 	<p>De-escalation Strategies</p> <p>Time: 40-50 minutes</p> <p>Topic: Conflict resolution</p> <p>Grade level: Lower secondary (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Alternative beginning template • Alternative ending template • De-escalation strategies information sheet 	<p>Teaching the Sustainable Development Goals</p> <p>Time: 50-60 minutes (this activity may be taught over two lessons)</p> <p>Topic: Sustainable Development Goals</p> <p>Grade level: Upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Paper • Pencils 	

<p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Understand how victims of human trafficking are moved from one place to another <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video, ask the students to draw conclusions from the surroundings in the opening scene of the video (football field and infrastructure) about where the scene might have taken place (urban or rural area? developed or developing world?) • Replay the opening scene of the video and ask the students to observe the surroundings. • Ask the students to describe the place where the boy was moved to (destination point). Highlight that most 	<p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Develop an alternative ending for the story in the video • Role play strategies to de-escalate potentially violent situations <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video, discuss the ending. In the final scene of the video, the boy tosses the crumpled flyer at the trafficker, making him angry. This might have provoked a violent encounter. • Emphasize that it is important to learn how to defuse or de-escalate potentially violent situations. • Distribute and review the de-escalation strategies information sheet 	<ul style="list-style-type: none"> • Links to the Sustainable Development Goals information sheet • Access to the Sustainable Development Goals website <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Identify the Sustainable Development Goals that relate to human trafficking <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video, introduce the students to the Sustainable Development Goals, if they are not already aware of them. • Explain that in 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. If possible, share the Sustainable Development Goals website with the class. 	
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<p>trafficking victims are identified in their countries of citizenship. However, victims can end up anywhere around the world.</p> <p>Debriefing:</p> <ul style="list-style-type: none"> • Explain to the students that human trafficking is a process rather than a single event. • Human trafficking begins with the act of abduction or recruitment and continues with the movement of the victim to a destination point. This is followed by the exploitation phase where the victim is forced into some form of exploitation. • Share pages 11-13 of the <i>Global report on trafficking in persons</i> with the students. <p>Key messages: (from the <i>Global Report on Trafficking in Persons</i>)</p>	<ul style="list-style-type: none"> • Organize the students into small groups and ask them to create an alternative ending to the story. • Students can use the various de-escalation strategies to help the main character avoid a violent encounter in their alternative endings. • Ask the groups to role play the alternative endings. <p>Extension:</p> <ul style="list-style-type: none"> • Students can develop an alternative beginning to the video, such the boy and the recruiter/trafficker communicating online before meeting on the football field. • Distribute and review the staying safe online factsheet. 	<ul style="list-style-type: none"> • Divide the class into groups of 3-5 students and ask them to identify the specific Sustainable Development Goals and targets that relate directly to human trafficking. • Ask the groups to identify an example from the video, such as the protection of children's rights, labour rights or migrants' rights. <p>Key message:</p> <ul style="list-style-type: none"> • Trafficking in persons is linked to the achievement of all Sustainable Development Goals 17 goals. 	
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<ul style="list-style-type: none"> • Trafficking of women and girls for sexual exploitation is most prevalent in the Americas, Europe, East Asia and the Pacific. • In Central America and the Caribbean, more girls are victims of trafficking for sexual exploitation. • Trafficking for forced labour is the most commonly identified form of trafficking in sub-Saharan Africa and the Middle East. • In Central Asia and South Asia, trafficking for forced labour and sexual exploitation is identified on an almost equal level. 			
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