

## Suggested activities for teachers to undertake using the smuggling of migrants video: sheet 2

<b>Cognitive</b>  The knowledge and thinking skills necessary to better understand the world and its complexities	<b>Socio-emotional</b>  The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	<b>Behavioural</b>  Conduct, performance, practical application and engagement	<b>Teacher</b>  <i>Consider which activities you might undertake using the smuggling of migrants video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>What is the smuggling of migrants?</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topic:</b> Defining the smuggling of migrants in the context of the United Nations Convention against Transnational Organized Crime and the Protocol against the Smuggling of Migrants by Land, Sea and Air</p> <p><b>Grade level:</b> secondary (13-18)</p>	<p><b>The diary of a smuggled child</b></p> <p><b>Time:</b> 30-40 minutes</p> <p><b>Topic:</b> Highlighting the socio-emotional competencies of recognizing your emotions, feelings and values, and how they influence your behaviour. Understanding that smuggling is a business that exploits the pain and hardship of people</p> <p><b>Grade level:</b> lower secondary (13-16)</p>	<p><b>The business of migrant smuggling</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Exploring the purposes of migrant smuggling and the concept of financial or other material benefit</p> <p><b>Grade level:</b> upper secondary (16-18)</p>	

<p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Define the smuggling of migrants</li> <li>• Link key elements of the smuggling of migrants to the video on the smuggling of migrants</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The glossary</li> <li>• The smuggling of migrants video</li> <li>• The lesson handout on defining the smuggling of migrants and related activity</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, review the definition of the smuggling of migrants that can be found in the glossary.</li> <li>• Hand out the information sheet on the smuggling of migrants and related activity. Using the handout, ask the students to identify how the family was planning to migrate to their country of destination.</li> </ul>	<p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Be aware of their emotions</li> <li>• Empathize with others, including those from different backgrounds</li> <li>• Recognize that smuggling is a business driven by profit and often connected to organized crime</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The smuggling of migrants video</li> <li>• <a href="#">Global Study on Smuggling of Migrants 2018</a> (pages 46-47)</li> <li>• <a href="#">“A deadly journey for children” case study</a> (box 1)</li> </ul> <p><b>Description:</b></p> <p>After viewing the video, ask the students what the requirements are for the people to board the boat. (Each passenger hands over cash or a valuable possession to the smuggler in the opening scenes of the video).</p> <ul style="list-style-type: none"> <li>• Ask the students why the smuggler would take the child's worn teddy bear?</li> </ul>	<p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand that financial or other material benefit is the primary purpose of migrant smuggling and as such is a requirement for its criminalization</li> <li>• Differentiate between smuggling as a means of providing humanitarian assistance and smuggling for profit</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The glossary</li> <li>• The smuggling of migrants video</li> <li>• <a href="#">Case studies (boxes 22 and 23)</a></li> <li>• <a href="#">The Smuggling of Migrants Protocol</a></li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, ask the students to identify the intentions of the smuggler when he brings the family and other people aboard the boat.</li> </ul>	
---	--	---	--

<p><b>Key message:</b></p> <ul style="list-style-type: none"> <li>• Explain that the Smuggling of Migrants Protocol does not criminalize migrants. The Protocol targets the smugglers of migrants and not the people being smuggled.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students what they can learn about the intent of the smugglers from these scenes? Introduce the concept of financial or other material benefit as the primary purpose of migrant smuggling.</li> <li>• Share table 3 in the <i>Global Study on Smuggling of Migrants 2018</i> (pages 46-47) with the students. Table 3 shows selected smuggling fees, smuggling routes and types of smuggling.</li> <li>• Share the story of children travelling through Africa towards Italy and the dangers that they encountered. Hand out the case study entitled “A deadly journey for children”.</li> </ul> <p>Ask the students to write a diary entry describing their feelings about leaving their home for a faraway place and giving up a valuable possession so that they might be allowed to travel. They should include an entry about why their family had to leave, details of what they would take and how they felt about it. They should describe the possession that they would give to</p>	<ul style="list-style-type: none"> <li>• Share the definition of the smuggling of migrants, as defined in the Smuggling of Migrants Protocol, with the students.</li> <li>• Explain to the students that the Smuggling of Migrants Protocol is the legal instrument to prevent and combat the smuggling of migrants.</li> <li>• Emphasize that States around the world agreed to include “financial or other material benefit” in the definition of the smuggling of migrants in the Smuggling of Migrants Protocol and as a key reason for the criminalization of the practice.</li> <li>• There are also other obligations imposed on States. For example, to ensure the safety of navigation at sea and perform search and rescue operations. International conventions require States to ensure that vessels are capable of performing rescue at sea if needed, which is humanitarian assistance.</li> </ul>	
---	---	--	--

	<p>the smuggler to get on board.</p> <p>For students who do not know how to write a diary entry, share with them <a href="#">sample entries from the Diary of Anne Frank</a>.</p> <p><b>Key message:</b></p> <ul style="list-style-type: none"> <li>• Poverty, conflict, crime, persecution and environmental disaster cause people to leave their homes and countries.</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to put 'financial or other material benefit' at the centre of a sheet of paper and to list around it financial or other incentives that smugglers might extract from migrants.</li> <li>• Remind the students that the smuggler in the video took the father's gold tooth and the child's worn teddy bear.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• The concept of financial or other material benefit includes more than just money. It includes labour and inappropriate touching or sexual exploitation. The Smuggling of Migrants Protocol focuses on the smuggler's intent to benefit in some way by helping migrants enter illegally into and stay in the country of destination.</li> <li>• The aim of the Smuggling of Migrants Protocol is to stop organized criminal groups from</li> </ul>	
--	--	--	--

		<p>profiting from vulnerable people. In cases where someone assists migrants for humanitarian reasons, this act is not criminalized.</p> <ul style="list-style-type: none"> <li>• Share the case studies (boxes 22 and 23).</li> </ul>	
--	--	--	--