

## Suggested activities for teachers to undertake using the human trafficking video: sheet 4

<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 human trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>To Buy or Not to Buy: The Cost of Human Trafficking</b></p> <p><b>Time:</b> 60-90 minutes (this activity can be taught over two lessons)</p> <p><b>Topics:</b> Public speaking, debate, the Fairtrade Certified Mark</p> <p><b>Grade level:</b> Upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The human trafficking video</li> <li>• Access to a computer</li> </ul>	<p><b>Who is a Human Trafficker?</b></p> <p><b>Time:</b> 20 minutes</p> <p><b>Topic:</b> Stereotypes, human trafficking as a process</p> <p><b>Grade:</b> Lower secondary (13-15)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify human traffickers stereotypes</li> <li>• Recognize that human traffickers can be anyone, even someone they know</li> </ul>	<p><b>Staying Safe Online</b></p> <p><b>Time:</b> 30-40 minutes</p> <p><b>Topics:</b> Digital literacy, Internet safety</p> <p><b>Grade level:</b> Secondary (ages 13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The human trafficking video</li> <li>• The staying safe online information sheet</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	

<p><b>Learning Outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop claims and supporting arguments relating to whether goods produced by victims of trafficking for forced labour should be boycotted</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to debate whether goods produced by victims of trafficking for forced labour should be boycotted.</li> <li>• To prepare for the debate, the students can identify websites and other sources where they can check whether products may have been developed by victims of human trafficking.</li> <li>• Using these materials, the students should take a position and develop arguments and claims that substantiate this position.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a trafficker as any person involved in any act in the trafficking process</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Colouring pencils</li> <li>• The staying safe online information sheet</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Before watching the video, ask the students to draw a picture of what they think a human trafficker looks like.</li> <li>• Ask the students to share their drawings with the class and explain the thinking behind their drawings. Look for patterns and stereotypes.</li> </ul> <p>Remind students of the following:</p> <ul style="list-style-type: none"> <li>• Not all traffickers look the same</li> <li>• While most traffickers are male, they can be of any</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize what constitutes an inappropriate request</li> <li>• Take the appropriate safety precautions</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, ask the students to work in groups to identify ways to stay safe while using the Internet. Begin with the human trafficking video.</li> <li>• Ask the students to pretend that the boy and the trafficker initially meet online. After chatting and exchanging contact information online, the boy agrees to meet the man in person, who falsely identifies himself as a talent recruiter.</li> <li>• Ask the students to identify five ways to stay safe online while surfing the net and using social media.</li> </ul>	
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<ul style="list-style-type: none"> <li>To raise awareness, the students can invite their parents and the community to the debate and/or record the debate and post it on social media for comments and awareness-raising.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>Human trafficking may be closer to us than we think. For example, some of the goods that we consume may have been produced by victims of trafficking.</li> <li>Boycotting or intentionally not purchasing these goods may make things worse. Poverty is a root cause of human trafficking. Not buying certain goods may worsen conditions in poor countries.</li> <li>What can be done? The students can ask questions, write letters and buy Fairtrade products. This will</li> </ul>	<p>age, gender or ethnic or racial group</p> <ul style="list-style-type: none"> <li>Traffickers can be people that you know and that you do not know</li> <li>Traffickers can be family members</li> <li>Traffickers can be anybody on the Internet</li> </ul> <p><b>Key message:</b></p> <ul style="list-style-type: none"> <li>A trafficker is any person who is involved in any act in the trafficking process and who exploits or makes profit from victims at any stage of the trafficking process.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the groups to share their findings with the class. Afterwards, distribute the <b>staying safe online</b> information sheet. Review it and discuss.</li> </ul> <p><b>Key message:</b></p> <p>Human traffickers are even closer than we think on the Internet. They are invisible online. Traffickers increasingly use the anonymity of the Internet to lure victims. It is important to learn how to stay safe while online.</p>	
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<p>demonstrate to companies that they are concerned about this issue. They can use their consumer power to raise awareness and support fair trade schemes.</p>			
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