Annex A: Trafficking Prevention Lesson Plans for Schools and NGOs

Lesson 1: Natural Science
Author: Anila Bitraku, E Re school in Korce, Albania
Age group: Elementary school
Time: 45 Minutes for extra curricular activities, 20 minutes within the lesson hour

Objectives (to be achieved by the children):
- Gain knowledge about the phenomena of trafficking, violation of human rights, as well as actors that can help in the fight against trafficking
- To be able to list 5 child rights that are breached in case of trafficking
- To be able to articulate 4-5 life risks in a foreign country
- To discuss the difficulties to get out of the trafficking network
- To identify possible solutions for supporting trafficked children

Materials:
- TV set and VHS
- Movie about child trafficking from Albania to Greece produced by NPF
- Notebooks and pens
- Map of Europe

Methodology:
- Map of thinking
- Movie screening
- Discussion
- Role-play

Process:

Activity 1: Ways of migration - the map of Europe
1. As a warming up activity, the teacher asks the children the following questions:
   - How many states of Europe do you know? Which ones? Do you have any relatives living there? Where?
2. The teacher then marks on the map of Europe map with a red line the answers of the pupils.
3. The teacher should prepare the following schematic:

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THE CONTINENTS

EUROPE

Greece

France

Italy

Germany

UK

The most appropriate definition of trafficking
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Activity 2: Thinking map
1. The teacher asks the following questions: Do you think that living in these countries is easy? Do you know what kind of works your relatives/peers that migrated in these countries are doing there?
2. The answers of the children are written on board.

Activity 3: Screening of the movie
1. The documentary movie about child trafficking from Albania to Greece, produced by NPF is screened. After the movie is shown, the children are free for 3-5 minutes to discuss with each other. Then they are asked to draw on a paper about how they felt after watching the movie (a face without name i.e. sad, crying, etc). The papers are
2. After the movie, the teacher asks the children “What do you think about the children interviewed in the movie? Are they like you? Do they deserve such as life? Do you think that living in another country is easy?

3. The answers are written on the black board. The children are oriented to use the terms such as: abuse, violation, deception, exploitation, forced labour, trafficking etc, and all this while retelling/illustrating parts from interviews of the kids in the film. A short/simplified definition of trafficking and its forms is thus given.

**Activity 4: Role-play**

1. The children form 4 groups (3-4 persons each). Helped by the interviews shown in the movie and using their imagination each group is asked to play a role as per the situations below: (times for preparing 10 minutes).

**GROUP I:** The trafficker promises the child and his/her family a better life abroad (in Greece)

**GROUP II:** One trafficked child is telling to one of his peers what is he obliged to do and who is the one who obliged him and why he cannot leave/break the relationship from this person.

**GROUP III:** A returned kid from trafficking. How the friends of the class are accepting, treating and helping him.

**GROUP IV:** You are in a very poor economical condition and a friend of your family tells your parents that it would be better if the family goes abroad to work. What do you tell to your parents? In case that they don’t listen to you where can you ask for help?

2. Each of the groups plays the roles they are assigned and at the end the teacher leads the discussion and helps them draw conclusions.
Lesson 2
Extra curricular - Cooperation between an NGO and a school
Author: Pranvera Moci and Alma Metko, NGO FBSH in Tirana, Albania
Age group: Elementary school
Time: One and half hours (Two 45 minute sessions)

Objectives (to be achieved by the children):
- To be aware about the risks associated with trafficking of children and how to be protected.
- To learn what is trafficking and to be able to articulate the definition
- To understand the causes why trafficking happens
- To be able to describe different cases of trafficking
- To know and understand children’s rights.
- To create a slogan for the theme of anti-trafficking.

Materials:
- TV set and VHS player
- Film: “Testimonies from Trafficked Children” by Terre des Hommes, Albania
- White drawing papers, crayons, and coloured pencils
- Photos and posters
- Glue

Methodology:
- Large group discussions
- Brainstorm

Process:

Activity 1: Introduction and warming-up exercise
1. The NGO facilitator starts by explaining who he/she is and why he/she is with them. The kids are sitting in a circle in order to all be included in the discussions.
2. The teacher starts with a game to warm up the relationship and make them feel free (10 minutes)

Activity 2: Screening of the trafficking movie and discussion
1. The facilitator presents the theme: Child Trafficking. They start by watching the documentary movie with testimonies of three children trafficked and returned to Albania - 10 minutes.
2. After the movie the facilitator ask the following questions about the movie:
   - What impressed you the most of the stories told and why?
   - Have you ever heard about similar stories? From the TV, in family, in school?
   - Do you know other kids like Eltoni, Arjoni, Marengleni, Saleoja and Ela?
3. The answers of the kids are listened to and discussed. The teacher explains about what happens to trafficked children, how they are obliged to work, to beg or drop out the school and be away from their families being deceived, lured or kidnapped.

Activity 3: Trafficking in children and children’s rights
1. The kids are divided into small groups (5-6 each group). Each group is given papers on which are written a group of misplaced words taken from the trafficking definition. The kids should try to put the words in the right order and in this way they will create a sentence related to trafficking or part of the trafficking definition. After reading the right sentence, one from each group writes the sentence with a coloured chalk on the black board.
2. When all the groups finish writing their sentences (with different colours) the definition of trafficking will be articulated in a simple version.
3. The facilitator then explain child trafficking in the following way: An adult obliges, through deception and/or by force, a child to do harmful works or crimes (begging, selling, thieving, prostituting, etc) for his personal gain. No child must work when
they are under age and no child should be involved in harmful work. If a child is obliged to work, this means that at least one of his/her rights as per the Convention of Rights of the Child is violated.

**Activity 4: Do you know the children rights?**

1. The teacher asks the children to try to remember a few of the child’s rights that they have learned.
2. On a big white paper the facilitator writes what the children mention: I have the right to…and after, he/she lists the children’s rights that are lacking.
3. The following are example of trafficking in children that show how the right of the child are violated in the process. They can be read out loud:

- Parents of a poor family sell their own children or their organs to strangers for money: No parent, no matter how poor the family, has the right to sell his/her own child for adoption or organ removal purposes. This is a crime against the individual and is punished by the state. The persons that buy the child may be strangers or relatives. Cases where the child is sold or their organs are removed are trafficking cases.
- A child abandons his/her own family, the school, the friends, etc to work illegally abroad: Not attending school and not receiving an education is a violation of child’s rights. A child transported illegally abroad has difficulties to be registered and attend school.
- An adult deceive a young girl by promising to marry her and then forces her into prostitution: A minor girl or an adult can be deceived by a person who promises her a happy marriage. She and her family may agree hopping that the girl will have a better life. Often the family doesn’t know this stranger who offers her marriage. Once abroad, or in another town within the country, this “future husband” obliges the girl to prostitute in the streets. In this case, the girl is a victim of trafficking.
- A child is kept in very lamentable conditions, abused, violated and menaced with his/her life from the persons who by force oblige her/him to work: Instead of provid education, happy childhood, care of the family, friendship etc, the child is threat en and obliged to work and live in lamentable conditions. This is a case of trafficking.

4. The facilitator asks the children what they think are the causes of child trafficking? Among potential responses are:
   1. Poverty
   2. Hope for a better life
   3. Family violence
   4. Surviving
   5. Better job placement opportunities
   6. More income
   7. Lack of peace and national security
   8. Family dysfunction
   9. Natural disasters (Tsunami, Katrina etc)

5. All above are written and read out loud. After that comes the question: How do you think we should act if we become at risk of being trafficked? Whom can we ask for help? With whom should we talk about it? Among potential answers are: With parents, teachers, social workers in the schools and with the police and NGOs.

6. The teacher reminds the children that if we are at risk of trafficking/kidnapping, the rst thing to do is leave immediately and go to a safe place to ask for help.

**Activity 5: Reflecting through drawings**

Everything the children have been talking about and discussed: the movie, the trafficking definition, child rights, causes of trafficking and responses to trafficking can be reflected in drawings. Children can in this way express what they understood by drawing, or by formulating a slogan against trafficking. The slogan and the drawings can be placed around the walls in school. A presentation could be held with the creation/drawings/slogans from the children and to ask them to select the three best and meaningful drawings.

After the lesson, feedback is asked from the children, such as: - What did you think about this two hour activity? What impressed you most? What did you like best?
Lesson 3 History: Hundred Years’ War (1337-1453) – Joan of Arc

Author: Marija Naletilić - High School “fra Dominika Mandića” Široki Brijeg, BiH

Age group: 16

Time: 2 hours

Objectives (to be achieved by the children):

- Students are able to list, name and define basic children's rights as well as to define gender-based violence
- Students are able to understand the connection between trafficking in persons (exploitation in the form of child soldiers) and gender-based violence
- Students are able to analyze and assess particular cases and situations and to be able to apply acquire knowledge practically in the future

Materials:
- Movie “Jeanne d’Arc” (Director: Luc Besson, Gaumont/Lelloo Productions, France, 1999)
- TV, DVD player
- Flipchart with short definitions of children’s rights related to the movie characters as well as the definition of gender based violence
- Written material on the Hundred Years’ War (History book, 2nd year of high school)

Methodology:
- Lecture
- Showing of the movie
- Role-play
- Thinking Map (Analysis).

The Hundred Years’ War is already included in the regular school curriculum. It was selected for trafficking prevention education because it deals with topics related to human trafficking. In particular, Ivana Orleanska was 16 years old during the war, hence, according to international standards, a child. Her experiences are experiences of a child and the students can relate to them.

Process:

Activity 1: Pre-knowledge activation: (1st hour)

1. Short lecture on the Hundred Years’ War, with a particular emphasis on the role of Ivana Orleanska;
2. Distribute written material on this topic in the classroom;
3. List definitions of children rights and gender based violence on flip charts
4. Display flipchart around the classroom
5. Generate discussion on the flipcharts

Activity 2: Meaning creation: (2nd hour)

1. Show parts of the movie “Jeanne d’Arc”;
2. Divide class into groups for the role play (Group one will be English and Group two will be French men surrounding Ivana, whereby Group three will have the role of Ivana Orleanska).
3. Write down the results of role play and brainstorming sessions on flipcharts
4. Round analysis;

Summary: comparing the times of 14th and 15th century and Ivana Orleanska with the present times and the women of today; discussing the difficulties faced by women in present times; discussing women’s basic human right, their right to life, freedom or normal work; make the connection between the violation of human rights and trafficking in persons and exploitation in the times of war and migrations.

41) The goal of the division of roles is to clearly demonstrate to students the role of each individual in decision making and to present the violations of rights of “child warrior.”
Lesson 4  Democracy
Author:  Melika Brodović, High school “Obala” Sarajevo, BiH
Age group:  16
Time:  2 hours

Objectives (to be achieved by the children):

- To be able to identify risky situations, assess them, take a critical approach, and use correct and informed behaviour and decision making.
- To understand the terms “Trafficking”, “Traffickers”, “Exploitation”.
- To know about the methods used by traffickers, ways of becoming a victim of trafficking, and how to protect ourselves from trafficking.
- To be able to evaluate a particular case, evaluating and understanding a risky situation that may occur.

Materials:
Leaflets, text examples

Methodology:
Interactive methodology of collaborative strategy

Process:

Activity 1: Lecturing introduction (5-7 minutes)

1. Topic announcement: Today we are going to discuss the topic of “Trafficking in Persons”.
2. Objectives of today’s topics are the following:
   - You shall acquire knowledge about trafficking in persons as a global, but also as a BiH problem, understanding the reasons why people are being trafficked and the way traffickers act, but also acquiring knowledge needed for preventing you from becoming victims of trafficking.
   - During this lecture, you will have to try making an assessment of a particular situation in which a person became a victim of trafficking. You will also be asked to critically evaluate elements of trafficking in the given examples. Also you will be able to get acquainted with activities that you can do to prevent yourself from becoming a victim of trafficking. Those activities of prevention are very important and should be remembered by each individual to be used in the future.
   - At the end of this lesson, you should be able to apply your knowledge about trafficking in persons, and also to make the right decisions for yourself as well as to possibly prevent another person from becoming a victim.
3. Unknown terms:
   - Trafficking in persons
   - Trafficker
   - Victim of trafficking
4. The basic ideas that you are going to study today are ideas about equal rights for all people and children, but also particularly rights of women, which are most often victims of trafficking.
5. Lecture opening: Today’s lesson is going to enable you to make the most of the opportunities in your life, and also to critically evaluate those opportunities to avoid situations which may place you at risk of becoming a victim of trafficking.

Activity 2: Critical thinking exercise:

1. Instructions by the teacher: We are going to start our exercise with a “puzzle”. You are going to be divided in five groups. Each of the students should learn his/her part of the text (in 5-6 minutes), and then we are going to form groups with one student of each group, hence one student per each of the five texts. The selected student shall present to others what he has learned from his part of the text. As a group, we shall then read the text jointly and attempt to provide answers to questions.
Text No. 1

Trafficking in human beings always has the same following elements:

**PROCESS:** recruiting, transporting or hiding.

**METHODS:** threat, force, kidnapping, deception or abuse of power.

**OBJECTIVE:** prostitution, pornography, violence/sexual exploitation, forced labour with unfair salary or slavery.

To consider someone as a victim of trafficking, all three elements must be present in the particular situation: the Process, the Method and the Objective. The Objective always includes a benefit or profit for a third person or a trafficker. Children under the age of 18 are considered victims of trafficking even if only the elements of Process and Objective are represented, without the Method.

Text No. 2

Trafficking in persons takes place across state borders (international trafficking) and within one country’s borders (internal trafficking). Victims often come from poor or broken families and are often girls without one or two parents. The ways of becoming a victim are various and can include applying to an advertisement for a job as a babysitter, model or waitress in the country or abroad. Usually these job advertisements offer a very good salary as well as accommodation and food. You may also become a victim by booking a trip through some real or fictive travel agency or study abroad agency. Victims are rarely kidnapped. Traffickers are often persons that we know, such as a boyfriend or a cousin. There are a large number of women traffickers too, because girls trust the women more than men.

Text No. 3

Sometimes a large number of victims are often transported in groups, though this is not always the case. When approaching the state border, the victims’ passports and documents are taken away by the traffickers with the excuse of special arrangements with border guards. Sometimes victims move across the borders illegally, using well planned secret channels. Upon arrival at their destination, the victim does not have his/her passport or documents, is illegally residing in the country and may be locked up, raped, beaten, with all of her human rights systematically abused. In turn, with the abuse, the victims are completely broken, some trying to commit a suicide to save them from the unbearable situation they find themselves in. Very often, the victims are mentally and physically completely destroyed.

Text No. 4

Traffickers also use various methods to keep the victims in fear, to keep them addicted to drugs, hence to keep them obedient and to prevent them from escaping. The mechanisms used vary from threatening to harm the victim’s family members to threatening to kill the victim or to forcing them to take drugs. The traffickers often scare the victims with deportation them from the country, as the victims are often illegally in the country. Furthermore, victims are scared with the fear of prejudice and judgment of society or family. Very often, the victims’ passports are taken away while they are supposed to pay the trafficker the amount that he paid for “buying” them; this debt to the trafficker is almost never fully paid off and the victim is forced to continue working for the trafficker. After some time, the victim is resold to another trafficker, and the circle of slavery continues.

Text No. 5

How can we protect ourselves?

- We always need to critically estimate the situation we find ourselves in as well as the opportunity offered to us. We shall always check a hotel reservation made in our name. We shall always check on the person who offers us a job and whether this person can really provide the job he/she promised us. We shall always check if the agency or company that we are supposed to work for truly exists. We shall always try to find additional information from relevant authorities, embassies or other organizations on the opportunity offered.
- We should always have a copy of our passport with us, because without a document, we don’t actually exist in another country.
- We should agree with our parents on a secret code to use over the phone in case of emergencies. This code would enable us to tell the parents that we find ourselves in danger, even if someone is standing next to us and forbidding us from asking for help.
- We should always have the phone number of the BiH Embassy in the country we are travelling
in as well as the number of police in that country.
• If we can, we should also have the number of IOM or an SOS telephone for victims of trafficking.
• If we find ourselves in a situation where someone is forcing us to do something we do not like, we must try to escape on the first occasion and ideally on the first state border crossing.

2. After each of the students tells their part of the text, they should give an answer to the following questions:

   What is trafficking in persons?
   How do we become victims of trafficking?
   What is the basic purpose of trafficking?
   Which of our human rights are violated by trafficking?

3. First hour/class - Closing
Discuss answers, clarify uncertainties, emphasize and summarize elements of trafficking

Second hour/class - Opening

Activity 3: "Analyzing particular situations" (15 minutes):

1. Provide students with examples of various situations that we can find ourselves in. Use the case scenarios provided by IOM. Ask the students to discuss the following
   • Is this particular situation a case of trafficking in persons? Explain your answer!
   • Which elements of trafficking are represented in this case: Process, Method and Objective? Discuss, clarify and provide correct answers.

Activity 4: Exercise "Turntable" (25 minutes): - This exercise helps summarize the acquired knowledge.

1. Instructions for the teacher: Hang on the wall pieces of paper with the questions and the numbers of groups written on them.
2. We are going to form five groups. Each group needs to stand in front of their paper. On every paper, there is a list with the questions that you should answer. However, each group shall only give two answers and put them besides the answers of the previous group, if the answer is the same as theirs.
3. The groups will be rotated until they use all papers and until they rotate to the beginning of the list, to the place where they initially started.

LIST 1: How do you become a victim of trafficking?
LIST 2: How can we recognize a situation of trafficking?
LIST 3: What happens to victims of trafficking?
LIST 4: How do traffickers keep victims from escaping?
LIST 5: What do we need to do to prevent ourselves from becoming victims of trafficking?

Second hour/class - Closing
The group representatives are going to read out what is written on the papers. The class as a whole shall make a joint conclusion and summary.
Lesson 5  Sociology: Society and Deviation - Socio-pathological phenomenon
Author: Smiljana Vovna, High School “Meša Selimović” Tuzla, BiH
Age group: 16
Time: Three hours

Objectives (to be achieved by the children):

- To understand how family violence can lead to being at higher risk for immigration and trafficking in human beings.
- To understand the terms: Trafficking in Human Beings, Prostitution, Violence against Women, Legal and Illegal Migration
- To be able to identify violence based on gender and sex
- To be able to assess risk connected to illegal migration
- To improve judgment and decision making skills
- To be able to analyze or evaluate daily situational analysis, influence of education and environment, the process of socialization, youth education in prevention of trafficking in Human Beings, parental participation/involvement

Materials:
- Colour paper
- Markers
- Cardboard
- Documentary film about Trafficking in Human beings (‘The End of the Beginning’, produced by IOM BiH)
- Camera for recording their own documentary

Methodology:
- Exercise on topic “Gender-Based Violence”
- Conversation
- Interactive methodology
- Group work

Process:

Activity 1: Pre-knowledge activation: (phase 1)
1. Start by asking the students to identify words related or connected to trafficking in human beings and provide feedback for every answer given.
2. Find out if the students believe that trafficking in human beings and prostitution have the same meaning and write down all the answers on paper.
3. Then watch the film “The end of the beginning” - 28 minutes. Once the film is over, start a discussion about the film. Does everybody have the same attitude now as they did before seeing the film? If not, why did they change their minds?
4. The students should then work in groups and try to recognize risky situations for trafficking in human beings, illegal migration and gender-based violence - 10 minutes.

Activity 2: Meaning creation:
Exercise: “Gender-based Violence in the Family” and Trafficking in Human Beings” - 20 minutes (phase 2)

Scenario: Analyze at first glance an ordinary family: father, mother and daughter (seventeen year old). Their situation is the following: The father has a job but the mother does not. She stopped working when their daughter was born because the father felt that he earned enough to support his family and that the mother’s role is to stay at home to look after the children. However, the wife has a lot of problems with her husband, who doesn’t respect her, abuses her by telling her that she is useless and that she would have never got married if he hadn’t married her. He also controls all of the money and controls her interactions with friends. The daughter, who watches how her parents live
together and communicate, is disappointed and decides she would like to broaden her horizons and live abroad after she graduates. She finds a job advertisement as an “au pair” in a Western country. So, she calls and arranges a meeting/interview. During the meeting the only thing she was asked for was her passport as everything else would be taken care of by her employer. She is with four other girls of the same age. All of the girls were promised good salaries and accommodation in the houses of the families for whom they would be working. However, as soon as they reached the first border, they were told to stay at a motel temporarily until their work permit and visas were organized. They are soon forced to work as prostitutes with no papers and no way to call anyone for help.

Activity 3: Evaluation and application: (phase 3)

The students should be divided into 4 groups and analyze the exercise - 15 minutes.

1. Groups 1 & 2 should answer the following question:
   - What should the daughter have known before she left on that trip?

2. Groups 3&4 should answer the following question:
   - How can we be sure that we are making the right decision?

3. Could the situation in her family be described as “gender-based violence”?
   - How can we deal with a situation like that?

The students should go back to their original attitudes and point out the potential mistakes and risks that exist - 10 Minutes

Evaluation: What do we know now about trafficking in human beings?
Lesson 6  Sociology – Trafficking in human beings as a form of organized crime
Author: Ljubinoska Branka, Zdravko Chochkovski School in Debar, FYR Macedonia
Age group: 15-16 (2nd year of high school)
Time: 90 minutes

Objectives (to be achieved by the children):
- Introducing the students to trafficking in human beings, its elements and differences between trafficking and similar phenomena.
- To be able to analyze case scenarios and recognize and differentiate cases of trafficking, prostitution, smuggling and child labour exploitation.
- To gain knowledge of trafficking in human beings as a form of organized crime and modern slavery with a focus on its functioning and potential victims of trafficking.
- To be able to identify the risk factors of becoming a victim of trafficking and to prevent trafficking by making well informed decisions.

Materials:
- Blackboard and chalk
- Newspaper articles
- Case scenarios
- Video material

Methodology:
- Brainstorm
- Evaluation of students’ knowledge (Filling in the three column table- I KNOW, I WANT TO LEARN and I LEARNED)
- Work in couples
- Individual work - essay writing

Process:

Activity 1: What is organized crime?
1. The teacher asks the students “What is organized crime”? They get 5 minutes for brainstorming and then the teacher summarizes their ideas.
2. Through intensive lecturing the teacher introduces to students the following issues for 20 minutes:
   - Forms of organized crimes
   - The conditions that create fertile ground for the appearance of organized crime
   - The presence of organized crime and its dangers and consequences

Activity 2: Trafficking in human beings - a form of organized crime
1. The teacher asks the students “What is trafficking in human beings? What do you know about this form of organized crime and what do you want to learn?” Each student is given 5 minutes to write a few sentences on this issue. The teacher draws three columns table on the blackboard to be used for this exercise. In the next 10 minutes students read their ideas enabling the teacher to fulfil the first two columns in the table (“I know” and “I want to learn” columns).
2. The teacher continues with 30 minutes intensive lecturing based on the previous information about the level of students’ knowledge:
   - Definition of trafficking in human beings; Phases of human trafficking; Methods for recruiting the victims of trafficking; Traffickers and their control systems over the victims; Basic elements of trafficking in human beings (process+ means+ aim).
   - Smuggling migrants and trafficking in human beings (differences and similarities)
   - Trafficking in human beings in the context of migration
3. The lecturing is summarized in the third column of the table, so called “I learned” column.
4. Each pair of students is given case scenarios and is expected to recognize whether it represents trafficking, smuggling or sexual exploitation case.

Activity 3: Extension of the activities

2. Watching video materials on human trafficking (part of the IOM prepared tool kit) in groups of three students (in their homes). This will also help them to prepare their essays.
Lesson 7  Biology - Trafficking in Organs
Author: Jauleski Nestor Niko Nestor School in Struga, FYR Macedonia
Age group: 16-17 (3rd year of high school)
Time: 45 minutes

Objectives (to be achieved by the children):
- To be informed about illegal trafficking in human organs, in order to raise awareness about trafficking in human beings
- To analyze human trafficking as a negative social phenomenon and different forms of human trafficking, such as trafficking in human organs
- To develop critical opinions and judgments for right and wrong through debating real life situations/cases extracted from newspapers

Materials:
Cards with text or newspaper articles

Methodology:
Group work
Debate

Process:
Activity 1: Discussion of cases of trafficking of organs
1. In the beginning of the class the students get acquainted with the transplantation of organs and tissues and the basic prerequisites for successful transplantation.
2. The students are asked to debate on a hypothetical situation:
   a) Every student is provided with a card with the following text:
   Imagine a situation where somebody very close to you is in need of urgent organ transplantation. Upon your request for organ transplantation all relevant medical institutions notify you that this person will be put on a waiting list. You become aware that it would take a year before the needed organ is available and surgery made possible and that it would be fatal for the person in need.
   
   You are in position to purchase the human organ for this person. You have the money, will you attempt to purchase an organ for him/her?
   
   b) Every student has the opportunity to express his/her attitude (in favour or against the offer)
   
   3. The students are organized by the teacher in two groups (in favour or against the offer for the illegal purchase of an organ). Each group of students independently discusses their previously taken attitude, makes a list of arguments and chooses a group which represents their position.

Activity 2: Extension of the activities
1. Debates among the groups can be facilitated by the teacher, concerning for example:
   - Reading of articles describing real cases of trafficking in humans and in human organs (cases registered in Greece, Albania, Turkey, Bulgaria)
   - Writing the elements of human trafficking on the blackboard identified in these stories
Lesson 8: Sociology - Conforming and Social Deviations
Author: Tatjana Filipovska, Gjorche Petrov school in Kriva Palanka, FYR Macedonia
Age group: 15-16 (2nd year of high school)
Time: One sociology class + extra free time (free class) for preparation of posters

Objectives (to be achieved by the children):
- To learn what is trafficking in human beings and its elements: aims, means and process
- To develop skills for decisions making and self-protection in life
- To gain knowledge towards a more secure future

Materials:
Blackboard and chalk,
Case scenarios - handouts
Materials for preparation of project/presentation

Methodology:
Brainstorm
Group work
Discussion and debate

Process:
Activity 1: Pre-knowledge activation: (phase 1)
1. The class theme is announced to the students through writing on blackboard the topic: Trafficking in human beings
2. Through brainstorming the students express their ideas on the phenomenon of trafficking and the teacher writes them on the blackboard
3. The teacher writes the words “AIMS” and “MEANS” on the right and left side of the blackboard and examines if students are aware of the ways/means used in the trafficking in human beings and what are the aims.

Activity 2: Meaning creation: (phase 2)
1. The students are divided in 5 groups and provided with case scenarios to be analyzed (cases were taken from the IOM Teacher Training Module, What is Human Trafficking session)
2. The students get 5 minutes to read the case study. Afterwards they are asked to identify the elements of trafficking in human beings (process, means and aims)
3. Identified elements of trafficking in human beings are written in the table as described below:

<table>
<thead>
<tr>
<th>Case scenario 1</th>
<th>process</th>
<th>means</th>
<th>aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl/minor was recruited by family friend</td>
<td>She was forced to beg on the streets; under constant control</td>
<td>Child labor exploitation</td>
<td></td>
</tr>
</tbody>
</table>

4. Afterwards, each group is asked to describe the attitude or the way they would act in a situation the same as described in the case study.

Activity 3: Evaluation and application: (phase 3)
1. One case scenario, the one for which students have the most divided opinions, is then selected and students participate in a debate facilitated by the teacher
2. The teacher allows an exchange of opinions and attitudes between the groups
3. Finally, the teacher leads the debate toward clarification of the case and explanation of concrete elements that help identify if this is a case of human trafficking or not, and students are allowed to express change of opinion.

Activity 4: Extension of the activities
1. The next step could be to let students volunteer for preparation of placards to include different trafficking prevention information. Materials and information are being collected and the students under mentorship of the teacher prepare the posters or placards. These placards are then presented to the rest of the students and placed on the information board.
Lesson 9  Geography and Population Migration  
Author: Jasmina Vidosavljevic, “Milutin i Draginja Todorović”, Serbia  
Age group: 13-14 (7-8th grade elementary school)  
Time: 45 minutes

Objectives (to be achieved by the children):

- To be able to differentiate the basic elements of the trafficking process
- To develop basic knowledge of trafficking in human beings and smuggling of migrants
- To understand the socio-economic causes of trafficking and smuggling
- To identify countries of origin and destination
- To be able to recognize risks concerning legal and illegal migration

Materials:
- Map of Europe
- Colour chalk
- Papers and pencils

Methodology:
- Group work
- Large group discussion

Process:

different forms depending on the nature of organized crime, legal structure and other contexts of the country, trafficking always includes the following three inseparable and mutual parts:
- Recruitment - by fraud or force
- Transportation - across state border or in-country; legally or illegally
- Exploitation - by using or selling the victim for financial gain of the trafficker.

2. The teacher explains that exploitation is the basis of trafficking in persons:  
Exploitation can have different forms, however most often it involves sexual or labour exploitation, domestic servitude or other slavery-like forms. The teacher then introduces the term “smuggling” by explaining that smuggling may not involve exploitation. Smuggling is characterized by facilitated, organized illegal entry of a person from one country to another. Also, smuggling does not involve coercion and takes place without jeopardizing anyone’s own will by force, fraud or power.

3. To check if the students can distinguish between trafficking and smuggling they are divided into two groups with the following assignment: The first group will identify similarities between trafficking and smuggling, while the other group has to identify the differences.

4. Among the potential responses are:

**Similarities:**
- presence of organized criminal groups
- big financial gain to traffickers and smugglers

**Differences:**
- smuggling is done with the consent of a person
- smuggling always involves the illegal crossing of a state border

**Activity 2:** Large Group Discussion of Difference between Trafficking and Smuggling

1. The children remain in the two groups. The teacher takes out the map of Europe and asks the first group to determine which are the countries/regions where most victims of trafficking originate? The second group is asked to determine to which countries/regions do most victims of trafficking go (destination countries).
2. Among the potential responses are:

**Countries of Origin:**
- Southeast European countries, for example BIH, Serbia, Montenegro, Albania, Croatia, Bulgaria, Romania, Moldova, Ukraine, Macedonia

**Countries of Destination:**
- Western countries and Middle European countries, for example Germany, Austria, Great Britain, and France

3. The teacher wraps up the lesson by explaining how the geographic position of Serbia in the central part of South Eastern Europe makes it a country of both transit and origin for victims of trafficking in human beings. Also, historically - the fact that South Eastern countries were socialistic countries, economically underdeveloped with a high level of corruption and porous borders makes it easier for the criminal organizations today to traffic persons. Finally, socio-economic reasons for trafficking from Serbia include: poverty and high unemployment. There are also political reasons: instability and wars, and cultural reasons - such as the low level of education of the population and a prevailing image in Serbia about wealth in the country of destination.
Lesson 10  

Extra Curricula: Introduction to child and human rights, and discussion about how to apply them in their own lives  

Author: Dusanka Cirovic, “Milutin & Draginja Todorovic School”, Serbia  

Age group: 13-14 (7 - 8th grade elementary school)  

Time: 90 minutes  

Objectives (to be achieved by the children):  

- To develop children’s knowledge of human rights, and especially which rights are violated in cases of labour exploitation and/or trafficking in human beings  
- To be able to recognize cases where children’s rights are violated  
- To be able to identify their own and other people’s responsibilities in regard to child rights  
- To develop a critical approach, arguments, and suggestions of how to fight for their rights  
- To be encouraged to take responsibility over their own lives and the future  

Materials:  
Flip chart, papers and markers  
Papers and pencils  
Text: “Looking for a Better Life: Yasmina’s Story”, and child rights cards  

Methodology:  
Brainstorm  
Work in small groups  
Group discussion  

Process:  
Activity 1: Brainstorm on human rights  
1. The teacher asks the class to come up with examples of human rights and child rights, and writes them down on the flip chart one by one.  

Activity 2: Trafficking of children and children’s rights  
1. The teacher divides the students into groups (5-6 in a group). Each group receives a set of child’s rights cards and has 10 minutes to review them.  
2. Each group receives one copy of “Yasmina’s story” and the teacher asks them to identify which of the rights identified on the cards are violated in the story.  
3. Each group is asked to discuss and to report.  

Activity 3: The classification of rights and their duty bearers  
1. The teacher explains that all child rights are equally important; that there are no less important or more important rights.  
2. Human rights are classified to make the process easier, to follow and to be informed about certain rights. The teacher writes on the flip chart: A classification of rights may be for example:  
   - Civil rights  
   - Political and economic rights  
   - Social rights  
   - Cultural rights  

They can be divided in the following way:  
- The right for survival  
- The right to develop to the fullest  
- Protection and rights of participation  

The rights according to the Convention on the Rights of the Child have been set out as follows:  

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42) The text and the cards are to be found in the TOT module (Session 3, Handout no. 1 and 2) and were originally referenced in Teaching to Counter Child Trafficking, UNICEF (2002). Available at: http://www.unicef.ca/education/childTrafficEn/Teaching2002.html
- Civil and political rights
- Right to health and social care
- Right to education, rest, leisure and cultural activities
- Rights of children with special needs

3. The teacher asks the children to sit in a circle. She/he asks them to discuss the following questions one by one:
   - What can happen if rights are violated?
   - Who are the people that violate the rights of children?
   - What can I do to protect my rights?
   - What are my responsibilities?
   - What are the responsibilities of others in the protection of my rights?

4. The teacher then divides the children into small groups (5-6 in a group). Each group receives a set of child rights cards, a big paper and marker pens.

5. The teacher asks them to list for each of the rights, their personal responsibilities and the responsibilities of others. (Note: “Others” meaning the State and its institutions, Centres for Social Work, health centres, the police, the Court of Justice, the media, NGOs, schools, parents, and relatives).

6. The teacher encourages discussion by making them understand what is the process of protection and realization of children’s rights. Often children see this only as the responsibility of the adults and not as an opportunity for them to gain their own rights. Questions that can be discussed include:
   - Are children’s rights the responsibility of adults only or are they the responsibility of children also?
   - Whose responsibility is greater? Why is that?
   - Which adults are the most responsible?
   - What can children do to protect their own rights? What are the means/ways/activities?
Lesson 11: Civic Education - Public Health of Citizens
Author: Shefik Kastrati, Asllan Thaci school in Kosovo
Age group: 15
Time: 40 minutes x 2 (2 lessons)

Objectives (to be achieved by the children):

- To gain knowledge of trafficking in human beings and smuggling; which human rights violations take place during the process, and to understand the difference between the two
- To raise the personal critical skills about self-damaging behaviours (smoking, drinking alcohol, drug use) and to understand their consequences for human health
- To understand how alcoholism and drug abuse, as well as smuggling of tobacco, drugs etc. is related with risks, such as confrontation with law enforcement, and with exposure to traffickers and to international organized crime
- To realize the similarities between the difficulties for a person to rid himself/herself of the addiction to poisonous substances, such as drugs and alcohol, and a trafficking victim’s inability to break away from his/her abusers
- To develop critical assessment of promises that look “attractive” on the outside, but which are fake and ‘too good to be true”; to seek information and advice from others

Materials:
Flip chart papers and markers
Posters
TV set and video player
Videotapes.

Methodology:
Group work
Discussion circle

Process:
Activity 1: Working in group to identify the problems

1. The teacher divides the students into four groups and asks them to discuss the following questions:
   a) Describe which poisonous substances that damage our health
   b) Identify current problems connected to international crime
2. The students are asked to tell their conclusions and the teacher is drawing the results in the following way:

   ![Diagram](Diagram.png)

   **Public Health of Citizens**
   - Trafficking
   - Smuggling
   - Tobacco
   - Alcoholism
   - Drug abuse

Activity 2: Difference between trafficking in human beings and smuggling

1. The teacher explains that Trafficking shall mean: “The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or
other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

2. The teacher continues to clarify that smuggling means: Facilitating the illegal entry of a person into a State Party of which the person is not a national or permanent resident, in order to obtain, directly or indirectly, a financial or other material benefit. On of the difference between trafficking and smuggling is that in the trafficking process the victim is deceived, abducted or threatened, whereas in smuggling the victim him/herself finds the smuggler.

Activity 3: Group work on causes and effects

1. The teacher divides the students into four new groups and they write their ideas on paper after each group has been given a question:

<table>
<thead>
<tr>
<th>Group one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
</tr>
<tr>
<td>Smoking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
</tr>
<tr>
<td>Alcoholism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
</tr>
<tr>
<td>Drug abuse</td>
</tr>
</tbody>
</table>
Activity 4: Discussion Circle about being abused and being an abuser

1. The teacher asks the students to form a circle to discuss the following questions with them:
   - Why it is difficult for victims of trafficking to get rid of their abusers? (Both physically and psychologically).

   Among the potential responses are:
   - Continuous threats against both the victim (personally) and the family of the victim because of the debts of the victim
   - Lack of freedom of movement (constant surveillance)
   - Loss of the will to live
   - Isolation
   - Difficult psychological condition of victim (lack of ability to make decisions)
   - Lack of money
   - Uncertainty where to go help

   - Which human rights of victims of trafficking are violated during the trafficking process?

   Among the potential responses are:
   - The right to self-determination
   - The right to freedom from abuse
   - The right to free expression
   - The right to freedom of movement
   - The right to regular access to food
   - The right to have/use one's name and surname
   - The right to have a family
   - The right to have access to information
Lesson 12: Civic Education and Trafficking in Human Beings

Author: Sadete Hajrizi Frang Bardhi School, in Mitrovice, Kosovo

Age group: Gymnasium

Time: 1 school hour for theoretical part and 3 school hours for the practical part

Objectives (to be achieved by the children):

- To learn and assist students in making wise decisions for their future
- To be able to face unexpected circumstances without feeling insecure
- Learning how to make informed decisions
- To correctly apply these skills using the appropriate resources

Materials:
- Graphs, illustrations, and photos,
- Supplementary materials connected to the topic

Methodology:
- Lecture
- Discussion
- Demonstration

Process:

Activity 1: Preparations before the exercise in the class.

1. Prior to the lesson, students are instructed to gather as many examples of trafficking phenomenon as possible from the massmedia i.e., photos and illustrations from magazines, newspapers, etc. They bring these with them to school.

Activity 2: Exercise in the classroom

2. Evocation, “I know”: During this stage of the learning process, the teacher gathers students’ opinions concerning what is going to be studied by posing the following questions: What do we understand by the term, “trafficking in human beings”? When did we first hear about human trafficking? When and how does Kosovo suffer as a result of this phenomenon?
3. Realization - “I want to know”: In this learning stage, the teacher explanations to the students the concept of human trafficking, types of human trafficking, consequences of trafficking, and the difference between trafficking and smuggling.
4. Reflection - “I have learned”: The students create groups and each group works to gether to categorize the materials they brought with them by identifying which type of trafficking they represent.

Activity 3: Extra curricular activities outside of the classroom

5. This activity does not end with this classroom exercise but continues for three more school hours in the form of extra curricular activities. The students work with the materials they gathered and categorized during the school lesson and paste them onto poster boards. This can later be shared with other classes and students in the school or during various extra curricular activities.