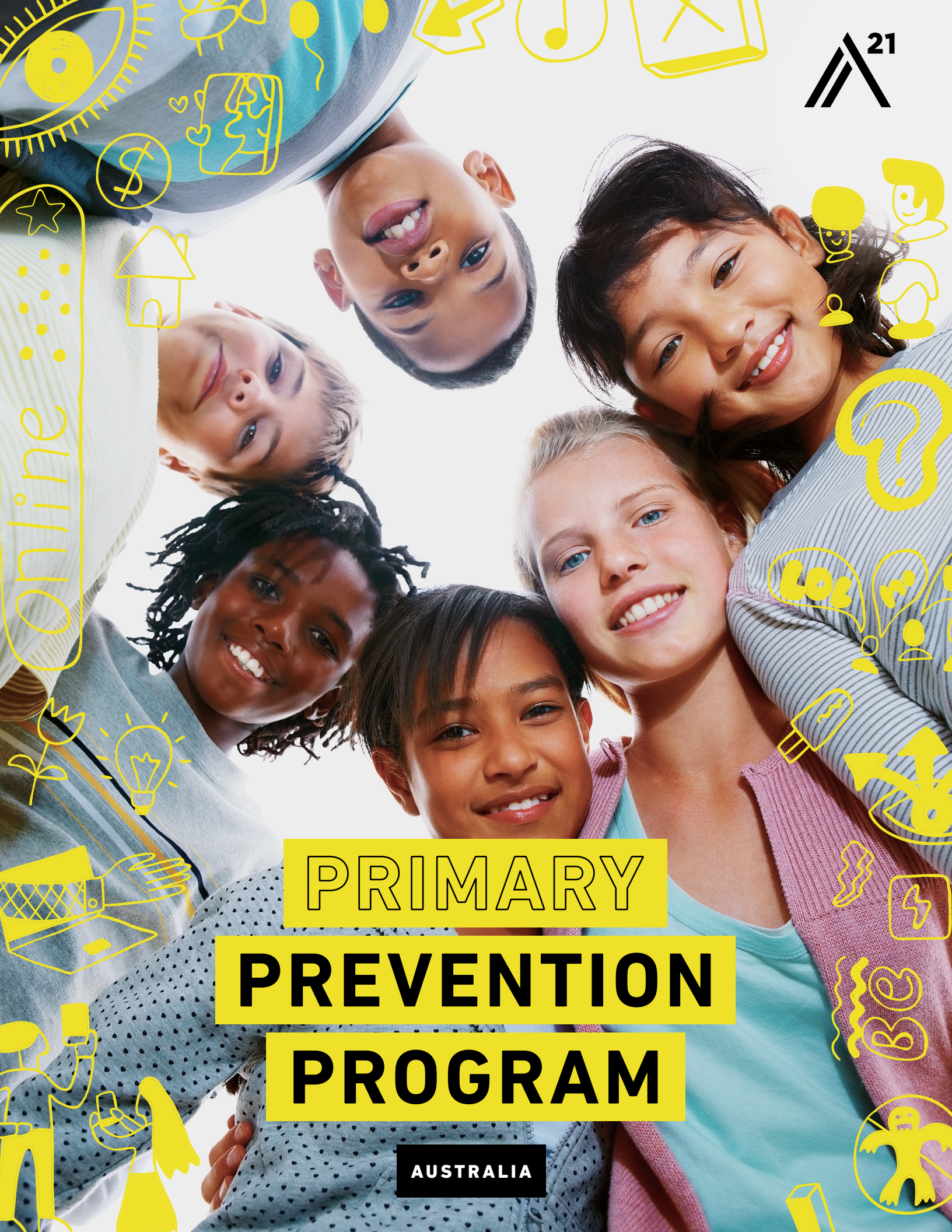


PRIMARY PREVENTION PROGRAM

AUSTRALIA





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Disclaimer: All of the characters and stories in this resource are fictitious. The names in each case do not personify or represent any specific individual. The regions in each case do not depict any form of human trafficking exclusively in those regions.

OVERVIEW

Primary Prevention Program

We acknowledge the traditional owners and custodians of country throughout Australia and acknowledge their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and emerging.

We are grateful that you have chosen to learn more about human trafficking and how to take action to prevent it. Using a child-centred approach, this program aims to have children collaborate with their peers, guided by a facilitator. It is designed to empower children, to champion their young voices, and to teach them that they are capable of making informed decisions to protect themselves and others. Have fun, make it your own, and do not hesitate to reach out with questions: **A21.ORG/CONTACT.** We look forward to hearing about the impact that you have in the fight for freedom.

WHAT ARE THE GOALS?

01 Identify and protect children's values and their human rights.

02 Prevent human trafficking, unsafe migration, and (online and offline) exploitation.

03 Offer resources and pathways of advocacy for children.

HOW LONG IS IT?

There are three one-hour interactive sessions that are flexible and can be tailored to suit the context of your audience and the length of your class period.

WHO IS IT FOR?

Children aged 6-12 years old. It can be facilitated with any size group.

PROGRAM FACILITATION

This program can be used in a community-based setting or in a formalised school setting to teach children about their value as human beings and help them to understand that while they may be minors, they are still autonomous individuals with their own rights. This resource focuses on effective life skills, personal value and worth, the power of decisions, safe migration, an introduction to human trafficking and exploitation, and online safety.



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ACCOMPANYING COMIC BOOK

The core aims of the *Staying Safe Online* comic book are to help young children learn more about digital safety and to equip them with tools to prevent them from becoming potential victims of online exploitation. This digital safety comic book tells the story of two young friends, Eva and Aisha, who encounter a tricky person and a false online opportunity for fame. Through this fun story, children will learn to recognise an unsafe online situation and know what to do to stay safe.

ADDITIONAL RESOURCES

FACILITATOR TRAINING

FEEDBACK SURVEY

CYSM LABOUR TRAFFICKING

IF YOU SUSPECT IT, REPORT IT

REPORT HUMAN TRAFFICKING OR EXPLOITATION:

The Australian Federal Police (AFP)
131 AFP (131 237)

The Australian Centre to Counter Child Exploitation (ACCCE)
www.accce.gov.au/report
Use this form to report online child sexual exploitation

REPORT AN EMERGENCY:

000





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OVERVIEW

Human Trafficking

Prevention is key to combatting human rights violations. We believe in equipping the next generation with the skills to empower and protect themselves from these violations and possibilities of exploitation.

DID YOU KNOW?

- It is estimated that anywhere between 20.9 million and 49.6 million people are held in slavery today.[1] One in four victims of modern slavery are children.[2]
- There has been a rapid increase in international migrants worldwide.[3] Migrants remain among some of the "most vulnerable members of society," enduring human rights violations, abuse, and discrimination.[4]
- 10% of the global population lives on less than $1.90usd a day.[5] Most people living in poverty do not have access to education, live in rural areas, work in precarious (unsafe, unstable) employment, and children are disproportionately affected.[6]
- 264.3 million children, adolescents, and youth around the world are not in school.[7] 103 million youth worldwide lack basic literacy skills, and more than 60% of them are women.[8]
- Every year, 246 million children and adolescents around the globe have reported experiencing violence or bullying at school.[9]
- Global statistics rank suicide as the second leading cause of death among those between 15 to 29 years of age. Research has also shown that suicidal behaviour results from risk factors found in the absence of protective factors.[10]
- One in three internet users is a child under 18 years of age.[11]





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HOWEVER, DID YOU KNOW?

- The global number of children *not* in school has dropped by almost half since 2000.[11] It is vital to keep children in school, as education is also considered "one of the most powerful and proven vehicles for sustainable development".[12]
- Maintaining the integrity of safe migration requires the ability to detect irregular migration and prohibit illegal cross-border activity, such as trafficking in persons, smuggling of migrants, and other relevant criminal activities.
- Talking about problems can reduce suicide rates and depression symptoms. Often, people who are acting suicidal do not really mean to harm themselves, but are trying to communicate certain feelings such as distress, hopelessness, and anger.[13]
- The Sustainable Development Goals (SDGs) were developed in 2016 by the United Nations Development Programme. In total, there are 17 interconnected goals that target areas like poverty, education, equality, trafficking, good health, and well-being (i.e. mental health) with aims to put the whole world on a more prosperous and sustainable path.[14]

These statistics show that even though there are a lot of horrible things that happen in our world, when we start actively combatting problems, we begin to see change. Our hope is that through this program, we will begin to educate children and facilitators to promote change. We believe that abolishing human trafficking and exploitation (online and offline) is achievable in our lifetime and that this program brings us one step closer to achieving that. Thank you for coming on this journey with us.

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“No one person can do everything, but every one of us can do something”.

—Christine Caine, *Co-Founder*

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Program Format







HOW IS THE PROGRAM STRUCTURED?

- **Facilitator's Guide:** Provides step-by-step instructions to help you lead your group through each session.
- **Activities Guide:** Provides activities for each session. We recommend that you review each activity in advance, as some require printing, cutting, and organising. Occasionally, there will be extra props that are recommended.
- **Resource Guide:** Provides additional resources and information for you and your team to continue to learn more about preventing human trafficking.

HOW ARE THE SESSIONS STRUCTURED?

PREPARE

Prepare is a focus area within each session designed to support the facilitator in answering the question:
"What is needed to accomplish the session with excellence?"

- Purpose Statements
- Essential Questions
- Key Terms
- Materials (Media and Appendices)

TEACH

Teach is a focus area within each session designed to equip the facilitator in answering the questions:

"What do children need to know and be able to do when they complete each session?"
"What steps are necessary throughout the session to motivate and engage my students?"

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WHAT ARE THE LEVELS WITHIN EACH SESSION?

There are two differentiated levels of learning designed to engage children in both large and small group environments.

PART 01 - INTRODUCE

- Essential Questions
- Introduction Activity

PART 02 - INTERACT (LEVEL 01)

- **Interaction Activities:** There are two activities created for the gradual release of responsibility for the learners as an introductory level. They address basic remembering, understanding, and limited application of the session content.

PART 03 - INSPIRE (LEVEL 02)

- **Call to Action:** There are four optional activities (i.e. music, art, drama, and creative writing) for oral or written response and a group or partner project method for choice. There is also the potential to use technology and get creative by using stop-motion animation, 3D printing and digital animation. They allow for increased levels of learning by applying, analysing, and evaluating the session content.



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Program Content

SESSION 01

VALUES AND CHILD RIGHTS

Children need to know that they are valued and that their voices matter. This session assists children to recognise the importance of championing values and rights, not only in their own lives, but also in the lives of others.

SESSION 02

SAFE AND UNSAFE MIGRATION

The aim of this session is to equip children, and ultimately parents, with knowledge and tools to distinguish between safe and unsafe migration. At times, people migrate in an irregular and unsafe manner, leaving them lacking protection, which is a key risk factor for human trafficking and exploitation.

SESSION 03

HUMAN TRAFFICKING AND ONLINE EXPLOITATION

This session explores how human trafficking and exploitation are crimes which happen in every nation around the world both online and offline. It teaches children different ways to identify dangers, recognise who is a trusted adult and who is being uninvited or tricky both online and offline, and understand how secrets can be safe and unsafe.

KEY TERMS

The understanding of these key terms establishes the foundation for this program; they are interwoven throughout all three sessions.

- **Discrimination:** unjust or unfair treatment of different groups or individuals based on factors such as gender, sexual orientation, race, ethnic origin, age, religion, intelligence and/or physical ability
- **Exploitation:** the act of using something or someone in a cruel or unjust manner
- **Online Child Exploitation:** Ongoing manipulation and exploitation of a child on an online platform to attract or tempt someone for the purpose of exploitation or sextortion - often using inappropriate images
- **Human Rights:** legal, social, and ethical principles of freedom for all human beings, which includes child rights
- **Injustice:** violation of the rights of a person; an unfair act
- **Justice:** equity; fair treatment
- **Uninvited People (or Tricky People):** a familiar person or a stranger who does something without permission (i.e. talking, touching) or uses deception (i.e. lies, secrets), making one feel uncomfortable or cheated
- **Trusted Adult:** A safe person who is older than 18 years of age who is truthful, honest, and reliable

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Facilitator's Guide



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Session 01

VALUES AND CHILD RIGHTS

PREPARE

THE BIG IDEA

Everyone has value. Everyone is important. Children have rights that need to be protected.

OBJECTIVES

01 **Values and Rights:** Introduce and apply the core concepts of basic values and child rights.

02 **Decisions and Protection:** Identify good and bad decision making for safe life skills to act productively and remain safe.

03 **Capacity:** Analyse value and human rights situations in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What are child rights?
- What are some ways people show others they value them?
- What characteristics make trustworthy and tricky people different?
- How can judicious and wise decision-making protect children from harm?
- What are ways to receive and give information to eliminate negative responses to human rights and values?
- How can children overcome obstacles by applying sound values, reasoning, and judgement?

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KEY TERMS

- **Universal:** belonging or applicable to; available to all
- **Commodity:** an economic good or product that can be bought or sold
- **Equality:** considered equal in human rights and opportunity
- **Equity:** fairness; ensuring equal access to opportunities, to achieve equality
- **Respect:** esteem for, or a sense of worth or excellence of a person; to show regard or consideration for another person's differences, likes, worth, and qualities
- **Values:** the importance, monetary worth or usefulness of something; a person's standards of behaviour to determine how they act

ACTIVITIES

- ***Introduce***
  Valuing Values (Activity 1A)
- ***Interact***
  Child Rights Four Corners (Activity 1B)
  Equality and Equity (Activity 1C)
- ***Inspire***
  Call to Action (Activity 1D)

TEACH

STEP 01

Introduce

SAY: We are going to explore the basic concepts of **values** and child rights. You value what is important to you. Think of a product, object, or good you own that has value to you (i.e. mobile phone, shoes, toys), and share why it is important to you and how much it might be worth to you. These items are called **commodities**. They are goods that can be bought or sold.

ASK: *"What are values?"*

> **Sample Answers:** Values are the importance, monetary worth, or usefulness of something; a person's standards of behaviour to determine how they act. (Examples include: trustworthiness, respect, responsibility, tolerance, obedience, loyalty, kindness.) Values are not items. Values cannot be bought or sold. These values are reflected in the way you think and act.

DO: Valuing Values (Activity 1A)

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STEP 02

Interact

SAY: The United Nations (UN) sets forth a **Universal** Declaration of **Human Rights**[15] to demonstrate the value and worth of human beings. It is designed for ***all*** people in ***all*** nations to protect human rights. Learning about universal values and rights can help us to have **respect** for everyone. When you respect someone, you demonstrate the value of showing regard or consideration for another person's differences, likes, worth, and qualities.

The protection of children and their rights is so important that the UN created a document specifically for children. All children are recognised in the UN Convention on the Rights of the Child.[16] Almost every country has signed this, which means they agree that all children, regardless of 'status' have rights, and to protect children's environments whether online or offline.

The UN declaration concerning child rights says, "... no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis" (UNCRC, 1989). It protects children from **injustice** and violation of their rights and helps to keep children safe from harm.

ASK: *"What is the age range of someone who is a child?"*

Sample Answers: Birth to 18 or 18 and under.

ASK: *"What are human rights?"*

Sample Answers: Human rights are the legal, social, and ethical principles of freedom for all human beings, which include child rights- the right to freedom of opinion and expression, the right to rest and leisure, the right to education, and the right to life, liberty, and security of person.

ASK: *"Do all children have the same rights?"*

Sample Answers: Yes, all children have the same rights. Human rights are universal, belonging to everyone.

DO: Child Rights Four Corners (Activity 1B)

SAY: Having rights and accessing rights are different. That is why even though everyone has the same rights, not everyone has access to them.

ASK: *"Do you think your rights make a difference in your everyday life? How?"*

Sample Answers: Yes. Your rights allow you to have access to food and clean water to keep you healthy, to come to school, to decide what to do after school, and to pursue your dreams.

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- **SAY:** It is important to remember that you have value, no matter who you are. Everyone has value and everyone deserves **justice** (to be treated fairly). Human rights allow for a child to have the things needed to live a full life that is safe, happy, and healthy.

- **SAY:** One way to eliminate negative responses to human rights and values is to continue to promote justice through **equality** and eliminate **discrimination** through **equity**.

DO: Equality and Equity (Activity 1C)

ASK: *"What is the difference between equality and equity?"*

Sample Answers: Equality aims to promote fairness, giving everyone the same rights. However, people live in different situations that can sometimes make it difficult to freely access these rights. That's why we also have equity. Equity is providing everyone with what they need (opportunities, resources, etc.) to achieve the same things. Sometimes this means people are given different or even more things to achieve the same outcome. For example, persons with disabilities may require extra assistance, including wheelchairs, hearing aids, or prosthetic limbs, that enable them to do the same tasks as people without disabilities.

STEP 03

Inspire

- **SAY:** We have been learning about our rights, values, and ways to protect ourselves. Now, we are going to put everything we've learned into practice and create ways to inspire and educate others.

DO: Call to Action (Activity 1D)

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Session 02

SAFE MIGRATION

PREPARE

THE BIG IDEA

Migration is a big part of our world. People migrate for a variety of reasons. Safe migration can save lives.

OBJECTIVES

01 **Safe Migration:** Introduce and apply the core concepts of safe migration.

02 **Decisions and Protection:** Compare and contrast good/safe and unsafe migration decisions.

03 **Capacity:** Analyse migratory situations in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What is migration?
- What are the similarities and differences between safe and unsafe migration?
- What are the potential risks during migration for danger from "uninvited" or "tricky" people?
- How can judicious and wise decision making help give information about safe migration?
- What are ways to receive and give information about safe migration?
- How do you eliminate migration problems and obstacles using proper reasoning and sound judgement?

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KEY TERMS

- **Immigration:** moving to another country permanently
- **Migration:** movement from one place of residence to another
- **Irregular "Unsafe" Migration:** the act of moving between countries without the correct papers or under the right laws
- **Safe Migration:** the act of migrating somewhere safely and legally
- **Refugee:** a person who has moved to a new country in response to a problem in their native country
- **Seasonal Migration:** moving from one place to another for the purpose of farming, harvesting, or because of the weather or climate

ACTIVITIES

- ***Introduce***
  Types of Migration (Activity 2A)
- ***Interact***
  Safe or Unsafe Migration? (Activity 2B)
  Migration Game (Activity 2C)
- ***Inspire***
  Call to Action (Activity 2D)

TEACH

STEP 01
Introduce

▶ **SAY:** **Migration** is everywhere. It is the movement from one place to another. Millions of families and individuals around the world want or need to move away from their home for many reasons, every year. When someone moves to live permanently in a foreign country, it is called **immigration**.

There are two main factors associated with migration, known as push and pull factors. Some people migrate by choice as they are pulled to other countries for better opportunities such as employment or an increased standard of living. Others are "pushed" or forced to migrate because of war, **exploitation,** poverty, or natural disasters (e.g. floods, fires, earthquakes).

Migration can also be influenced by factors including restricted access to food and shelter, environmental, political, and economic instabilities, and cultural differences. Often, migration is connected with the desire and hope for freedom, better living and/or working conditions, **justice,** and equal access to **human rights**.

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ASK: *"When we think about the concept of migration, what animals do you know that move (migrate) to a different place? Why do they move?"*

Sample Answer: Birds migrate to find better food and water and because of the weather.

ASK: *"Do you know someone who has moved to a different location? Why did they migrate?*

Sample Answer: Yes, my friend moved because her dad got a new job in another city.

ASK: *"How long did it take for them to get to their new location? Did they travel with a group?"*

Sample Answer: It took her a couple of days to move, and she travelled with her family.

DO: Types of Migration (Activity 2A)

STEP 02

Interact

SAY: In recent years, there has been a rapid increase in international migrants worldwide. It is very likely that you already know someone who has migrated; if not, you will probably meet someone during your lifetime. Migrants remain among some of the "most vulnerable members of society...enduring human rights violations, abuse, and discrimination."

Some people even migrate because of **discrimination** based on nationality, race, and religion. Sometimes they are forced to leave their country to escape war, persecution, or even natural disasters. This can leave a person displaced, becoming a **refugee**. Others migrate by moving from one place to another for the purpose of farming, harvesting, or because of the weather or climate. This is known as **seasonal migration**. Therefore, learning about this concept today will help explain how some people have their rights violated during the migratory process, and what kinds of **injustice** some families endure by **"uninvited" or "tricky" people** when they try to **migrate irregularly**.

ASK: *"What are some different types of migration and what are some ways that people migrate?"*

Sample Answers: You can migrate by plane, boat, foot, or car. You can also migrate internally within your country, externally to another country, or seasonally on holidays or for temporary work, and immigrate permanently by applying for residency/citizenship.

ASK: *"What can make migration unsafe?"*

Sample Answers: No passport, no visa, or unofficial border crossings.

DO: Safe or Unsafe Migration? (Activity 2B)

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ASK: *"Does the issue of migration concern you if you never migrate? Why/why not?"*

Sample Answer: Even if you do not migrate, you may need to help someone who has or will. For example, a family member or friend, or as part of your job as a teacher, lawyer, doctor, or police officer.

ASK: *"Have you ever heard a story of someone who has migrated safely or someone who has migrated unsafely? Would you like to share?"*

Sample Answer: My dad started a new job, and we had to move when I was a baby. We were safe because we migrated with our entire family together.

DO: Migration Game (Activity 2C)

SAY: It is important to remember that migration shapes our world and that migrating safely saves lives. Sometimes the way people migrate looks different and is for different reasons; it is not always by choice.

STEP 03

Inspire

SAY: We have been learning about safe and unsafe migration and ways to protect ourselves. Now, we're going to put everything we've learned into practice and create ways to inspire and educate others.

DO: Call to Action (Activity 2D)

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Session 03

HUMAN TRAFFICKING AND ONLINE EXPLOITATION

PREPARE

THE BIG IDEA

Human trafficking and exploitation exist today around the world, both online and offline. Child trafficking relies mainly on secrecy and is often one of the most difficult forms of exploitation to detect.

OBJECTIVES

01 **Forms of Human Trafficking and Exploitation:** Introduce the primary forms of human trafficking and exploitation, including both online and offline.

02 **Risks and Protection Strategies:** Identify potential human trafficking and exploitation risks for children to equip them with the knowledge and tools to protect themselves online and offline.

03 **Capacity:** Examine safe and unsafe situations in the form of exploitation in order to recognise children's potential and capacity for communication, thinking, problem-solving, technological know-how, and life skills.

ESSENTIAL QUESTIONS

- What is human trafficking and exploitation?
- What are the main forms of human trafficking?
- What are some potential risks for children to be exploited online and offline?
- What is the difference between safe (appropriate) and unsafe (inappropriate) physical touch?
- What are the differences between safe secrets and unsafe secrets?
- What rights do children have in relation to their bodies (safe and uninvited touch)?

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KEY TERMS

- **Human Trafficking:** a form of exploitation; a crime, the illegal trade of human beings mainly for the purposes of forced labour and sex trafficking
- **Child trafficking:** the human trafficking of a minor (someone under the age of 18)
- **Traffickers:** people who traffic and/or exploit other people
- **Exploitation:** the act of using something or someone in a cruel or unjust manner
- **Online Child Exploitation:** ongoing manipulation and exploitation of a child on an online platform to attract or tempt someone for the purpose of exploitation or sextortion—often using inappropriate images
- **Grooming/Enticement:** ongoing manipulation and exploitation online or offline, used by a tricky and unsafe person to lure and falsely befriend a vulnerable individual to take advantage of them
- **Safe Secrets:** information that is meant to be private or kept unknown by others but will eventually be revealed (e.g. a surprise party)
- **Unsafe Secrets:** information that could hurt someone, break a rule, or makes someone feel scared, uneasy, or confused; it is told to never be shared with others
- **Vulnerable:** a position or condition in which a person is highly susceptible to being influenced by physical and emotional harm or damage
- **Uncomfortable:** to feel bad, scared, uneasy, or icky physically or emotionally because of a situation or person
- **Uninvited and Tricky Person:** a familiar person or a stranger who does something without permission (e.g. talking, touching) or uses deception (i.e. lies, secrets), making one feel uncomfortable or cheated
- **Trusted Adult:** a safe person who is older than 18 years of age who is truthful, honest, and reliable
- **Safe and Trusted Person:** a trusted, familiar person or stranger who can be counted on to be truthful and respectful of someone's personal boundaries and who can help to keep someone from harm; a safe person can be any age
- **Safe, Appropriate Touch:** normal affection such as a handshake, a pat on the back, a high five, or a hug (if you feel safe and agree to it)
- **Unsafe, Inappropriate Touch:** unwanted affection such as touching private parts (i.e. areas covered by a swimsuit), or someone hurting you physically, such as kicking or punching you
- **Digital Footprint:** A personal trail of information including images a person leaves behind while interacting on the internet/online
- **Digital Safety:** Actions to protect someone from harm when connecting online

ACTIVITIES

- ***Introduce***

  Safe Circle/Trusted Adult (Activity 3A)

  Feelings Chart - Scenarios (Activity 3B)

  Keep Safe Secrets vs. Speak Unsafe Secrets (Activity 3C)

  Optional: What Would You Do? (Activity 3D)

- ***Interact***

  Exploring Exploitation (Activity 3E)

  Optional: Can You See Me? Activity (Activity 3F)

- ***Inspire***

  Call To Action (Activity 3G)

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TEACH

STEP 01

Introduce

SAY: Today, we are learning about **human trafficking** and **exploitation**, which are crimes that happen in every nation around the world. We will learn about ways to see when dangerous things are about to happen or are happening to better protect ourselves and others who may be **vulnerable** to **human trafficking** and other forms of **exploitation**. To do this, we will explore different safety topics, like how to identify **safe and trusted people** and **uninvited and tricky people**. We will also learn who you can talk to if you need help and how secrets can be **safe or unsafe**.

Sometimes people can be **safe and trusted**, and other times people can be **uninvited and tricky**. **Exploitation** and **human trafficking** occur because of **uninvited and tricky people**. **Safe and trusted people** respect others and their boundaries, will help protect another person from harm, and will not be upset if you set boundaries. Boundaries are things you say and do to protect yourself and make sure you are comfortable. **Uninvited and tricky people** can be strangers or people you know who try to trick you by using lies and **unsafe secrets**, or who make you feel **uncomfortable** or afraid. They may even hurt (or try to hurt) your body with **unsafe, inappropriate touch.** If someone does something that is uninvited or keeps doing something after you say no, they are not being a **safe and trusted person.**

In Session One, we learned about our rights and values. Children have the right to say no to any **unsafe, inappropriate touch. Safe, appropriate touch** can make you feel happy, calm, or loved. But **unsafe, inappropriate touch** can feel **uncomfortable**, scary, and confusing. Children also have the right to feel comfortable and safe with anything that is shared with them online and over the phone. This can include social media, emails, pictures, videos, phone calls, video calls, texting, and messaging. **Uninvited and tricky people** often use control, manipulation, and exploitation online or offline to make someone who is vulnerable trust them through **grooming**. They can violate your right to feel comfortable and safe online and offline by saying or writing something bad about you or by sharing pictures of you that you don't like or did not give permission to share. **Even if everything only happens online, you still have the same rights as if you were in person**. You have the right to say no to things that people ask you to do that make you feel **uncomfortable** or unsafe.

ASK: *"What is a **safe, appropriate touch**? What does it look like?"*

Sample Answer: Safe touch is affection like a handshake, a pat on the back, a high five, or a hug (if you feel safe and agree to it).

ASK: *"What is an **unsafe, inappropriate touch**? What does it look like?"*

Sample Answer: Unsafe touch is unwanted affection like touching private parts (i.e. the area covered by a swimsuit). It can also look like people hurting you physically, such as kicking, punching, or pushing you.

ASK: *"What should you do if someone is not respecting your **boundaries** or your no?"*

Sample Answer: You can ask the person to stop again. If they continue, you should tell a trusted adult.

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ASK: *"How can you turn an unsafe situation into a safe situation? Give examples online and offline."*

Sample Answers:

- **Offline:** Sometimes we need to walk away or ask a trusted adult for help in an unsafe situation when people are not respecting our boundaries or our "no". Sometimes this may even mean calling the police.
- **Online:** We can leave the conversation, block and report a person who is being inappropriate, and tell a trusted adult.

DO: Safe Circle/Trusted Adult (Activity 3A)

SAY: If you feel unsafe or **uncomfortable** with how someone is treating you (online or offline), tell a **trusted adult** immediately. If you are not sure who the **trusted adults** are in your life (your safe circle), ask yourselves these questions:

- Are they someone you know and trust?
- Are they a safe stranger who has a job to protect (e.g. teacher, school counsellor, school nurse, police officer, firefighter, doctor, social worker)?
- Would you feel comfortable speaking to them if someone was touching you inappropriately, hurting you, or sharing inappropriate information or images about you online?

Children have rights in relation to getting an education (e.g. going to school), being healthy, having time to play with friends, and controlling their own bodies (e.g. the right to say no to **uncomfortable** or **unsafe, inappropriate touch**). These rights also relate to using online platforms (e.g. Facebook, Instagram, TikTok, Snapchat, LINE) and ways they can be violated (e.g. what people write about them, images of their body shared, and who their online friends are). Even when **exploitation** happens online, you still have the same rights as you do in person, and you can say no.

ASK: *"What would you do if someone shared a private picture of your friend online?"*

Sample Answer: Tell a trusted adult. Report the person on the social media platform.

ASK: *"What are some rights that you have online?"*

Sample Answer: To not be discriminated against; to be treated fairly; to not be abused or exploited; to not be bullied (protection right); to have the right to freely express your views (participation rights).

DO: Feelings Chart - Scenario Activities (Activity 3B)

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SAY: We know that **discrimination** (treating a person differently, not in a good way, because of the way they were born) and **poverty** (not having enough money to get things you need) make someone more **vulnerable** (being an easy target for physical and emotional harm or damage). We also know that **vulnerable** people do not always feel safe to tell the truth or even know who they can trust if they want to speak. Therefore, many forms of abuse and **exploitation** (using people), including **human trafficking** of children, rely on telling secrets. This means that sometimes no one finds out, and no one can stop bad things from happening. Sometimes people keep secrets because they are scared of being hurt, or maybe they are worried about how the other person will treat them or the people they care about if they share their secret. As children, it is important to know the difference between **safe** and **unsafe secrets** and when you should feel safe to share a secret.

- **Safe secrets** are good secrets that bring happiness to someone. It is information that is meant to be private or kept unknown by others but will eventually be revealed. For example, wanting to surprise someone with a party or giving gifts that will be opened on a special occasion, like a birthday.
- **Unsafe secrets** are not meant to be private or unknown by others, and they can make people feel bad, uneasy, or **uncomfortable. Unsafe secrets** can bring harm or pain, or make someone feel afraid that something bad will happen. Some examples are if someone hurts you and tells you not to tell anyone, or someone asks you to do something **unsafe** or **uncomfortable** and tells you **not** to tell anyone, or you will be in trouble.

ASK: *"What can a safe, appropriate online conversation look like?"*

Sample Answer: Texting, messaging, and emailing family and friends (people you know); sharing appropriate photos with family and friends.

ASK: *"What can an unsafe, inappropriate online conversation look like?"*

Sample Answers:

- Sharing passwords or personal/private information with anyone online (e.g. addresses, numbers, names) or inappropriate photos of yourself (e.g. showing the area covered by a swimsuit).
- Having other people share unwanted, inappropriate photos of themselves or other people with you.
- Someone asking you to turn your device's camera on (e.g. phone, tablet, computer). This is particularly unsafe when you are alone, in a room with your door closed, or when your parents or guardians do not know you are doing this.

ASK: *"How do you feel when you are **uncomfortable**?"*

Sample Answer: You might feel too hot, too full, or icky in your stomach, your throat might feel dry, you might feel cold all over or frozen like you can't move, you might laugh or smile even though you don't want to, or you might get sweaty.

DO: Keep Safe Secrets vs. Speak Unsafe Secrets (Activity 3C)

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STEP 02

Interact

SAY: You have the **right** to break a promise about an **unsafe secret** and tell someone. **Unsafe secrets** can be connected to something harmful or dangerous, like **human trafficking** and **exploitation**. **Uninvited, tricky people** will often make children promise to keep bad things their "little secret." These **uninvited, tricky people** can also be called **traffickers** or predators in the field of **human trafficking**.

Human trafficking is a crime that can happen to anyone, so it is important to know what to do if you feel unsafe or uncomfortable. It is a form of **exploitation** that uses someone in a cruel or unjust manner. Some of the main forms of **human trafficking** include forced labour, bonded labour, forced begging, and child trafficking. **Human trafficking** occurs in every nation, with some being a source country (where people are exploited and forced to move to another location), a transit country (where they are trafficked through), and/or a destination country (where they are trafficked to).

Slavery has been around for thousands of years in all parts of the world and has been a big part of many cultures. It's been recorded as far back as the 18th century BCE in China.[17] In some places, enslaved people made up the majority of the population. Up until only recently, in the last 200 years or so, slavery was considered "normal" and was legal. You were allowed to own other human beings, and it did not matter how they were treated, which is horrible. Today, world leaders have worked hard to make slavery illegal. There are now laws around the world that do not let you own and abuse people.

However, just because something is illegal does not mean that it no longer exists. Modern-day slavery may look different from the kinds of historical slavery you learn about because people do not openly "own" a person. However, there are many bosses that exploit their employees to work long hours without pay or any breaks; family members who force their children to beg on the street, missing school; people who are forced to do things they don't want to do for money; house cleaners who cannot leave the homes where they work; men, women, and children who are forced to live and work in the most horrible conditions, without access to food or medicine; and people who are forced to move to different parts of their country or city, without any control over their passport, money, or phone. Even though it might look different, there are more people trafficked and exploited today than at any other point in history.

ASK: *"What do you think **exploitation** and/or **human trafficking** might look like today?"*

> **Sample Answer:** Being forced to work long hours in a factory, cleaning someone's house and not being allowed to leave or sleep, or different forms of online **exploitation**—like taking and selling inappropriate images of children online.

ASK: *"Can you remember some of the different types of human trafficking?"*

> **Sample Answer:** Forced labour, bonded labour, forced begging, and child trafficking.

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SAY: Let's have a look at what each of these different types of human trafficking include:

- **Bonded Labour:** Forcing a person to work for low wages to pay back an excessive amount of debt.
- **Child Soldiers:** Forcing a child to participate in an armed force.
- **Child Trafficking:** Any type of trafficking involving someone under 18 years of age.
- **Forced Labour:** Forcing a person to work in captivity for little or no pay.
- **Involuntary Domestic Servitude:** Forcing a person to work and live in the same place for little or no pay.

***Note to Facilitators:**

Depending on the age of the children, this definition may not be appropriate to share. Please use your discretion.

- Sex Trafficking: Forcing, deceiving, or coercing a person to perform a commercial sex act;
- Sex Trafficking of a minor: Inducing someone who is under the age of 18 to perform such an act.

ASK: *"If someone was trying to offer another person a job without paying them a lot of money or any money at all and was going to make them work in a place that was dangerous, do you think they are a 'tricky' or 'trusted' person?"*

Sample Answer: They are a tricky person. A trusted person would be upfront about the pay and working conditions. They would not try to trick another person into working somewhere dangerous. They would not want another person to struggle to pay their rent or be able to afford food.

ASK: *"What should you do if you suspect they are a 'tricky' person?"*

Sample Answer: You should always tell someone you trust if you don't feel safe.

OPTIONAL ACTIVITY: What Would You Do? (Activity 3D)
This activity provides potential human trafficking scenarios that you can talk through with the children and see what they would do.

DO: Exploring Exploitation (Activity 3E)

SAY: In Activity 3E, we played a game that showed us how easy it can be to trick someone into doing something by offering them rewards in exchange for work and then not following through. It's not always easy to decide what to do in a tricky situation, which is why it's important to talk to a **trusted adult**. Even though **human trafficking** and **exploitation** can be frightening, the good news is that there are so many amazing people and organisations around the world fighting to stop it. It can be prevented when you know how to protect yourself. Therefore, it is important to recognise safe and unsafe personal boundaries, rights, online safety, and privacy needs to better protect yourself and others from becoming victims of trafficking.

We're going to have a look at a potentially unsafe situation online involving two friends.

DO: Read A21's digital safety comic book Staying Safe Online
(Ask the children to open their own comic books if they have them).

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SAY: It is important that if we see something that's tricky or makes us feel **uncomfortable**, we say something and do something. For you as children, this could mean telling a **trusted adult**, who could be your teacher, parents, grandparents, or a family member. In the comic book we just read, we saw Eva and Aisha tell a teacher when they were unsure whether an online situation was safe or unsafe. Even though you are young, your voice matters! If you think someone is being hurt or is in danger, you have the right to speak up. We know that you have rights as children under the United Nations Convention on the Rights of the Child: you have the right to be protected (Article 3), and you have the right to be heard (Article 12).

ASK: *"How do you think Eva first felt when the stranger contacted her and complimented (said nice things about) her dancing?" (Using the feelings chart, have children pick different emojis and explain why, if they feel comfortable doing so).*

Sample Answer: Maybe she felt happy, special, or glad that someone was paying attention to her; Excited that someone is interested in her dancing; She could have been nervous because she doesn't know the person.

ASK: *"How do you think Eva felt after she told her best friend, Aisha, about their opportunity for fame and Aisha wasn't excited?" (Children can also use their feelings charts for this activity).*

Sample Answer: Eva may have felt sad that Aisha wasn't excited; Eva may have felt worried she had done something wrong; Maybe Eva thought Aisha was jealous of her because no one said nice things about Aisha's dancing.

ASK: *"Do you think the girls did the right thing by going to their teacher (a **trusted adult**) and asking him for help? Why or why not?"*

Sample Answer: Yes. They were being safe and found a **trusted adult** to speak with.

ASK: *"What could have happened if they didn't report it to a **trusted adult**?"*

Sample Answers:

- The person could have contacted them again.
- Maybe they would have trusted the stranger and shared personal/private information like where they live, pictures, or something else.

ASK: *"When playing games online or using social media platforms, do you always know who you are talking to?" (Allow the children to share their answers. There are no right or wrong answers to this question).*

Sample Answers: It is possible you don't always know who you are talking to online. To be safe, it is important not to speak to strangers; You might feel okay talking to someone online, and you may feel like you know them as if you met them in person, but they are still a stranger.

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SAY: Whenever you interact online, for example, posting images, videos or information, you create a personal trail known as a **digital footprint**. Your **digital footprint** is the information and images that you leave behind while interacting online, that stays online forever. Everyone who uses the internet has a **digital footprint.** What we share online is no longer private, so we need to think before posting. **Digital Safety** protects individuals from harm when connecting online. Practicing **digital safety** allows you to play and participate online, socialise and learn through digital technologies in a safe environment. Some helpful questions to ask yourself before posting are: "Would I want my family, teacher, or principal to see this post?", "What are the possible consequences of posting this image?", "Would I want this image to last forever on my **digital footprint**?", "Do I have permission from the other person/people in the image to share it publicly?", "Will the image I post be harmful, hurtful, or offensive?".

ASK: *"What are some appropriate **digital safety** practices to protect a person from having negative consequences while interacting online?"*

Sample Answers:

- Have a trusted adult manage your privacy settings.
- Think about what digital footprints you are leaving before sending, and ask, "Would I want this post seen by my family?"
- Avoid sending provocative photos by asking, "Is this post true, helpful, inspiring, necessary, kind?"

OPTIONAL ACTIVITY: Can You See Me? Activity (Activity 3F)

STEP 03

Inspire

SAY: We have been learning about **human trafficking**, **exploitation**, and ways we can stay safe online and offline. Now, we're going to put everything we've learned into practice and create ways to inspire and educate others.

ASK: *"How can you use what we've learned (safe touch, safe secrets, **digital safety**) to stop human trafficking and exploitation before it happens?"*

Sample Answers:

- Using my right to say no to unsafe touch
- Creating a safe circle with trusted adults
- Identifying my feelings
- Identifying signs of grooming and knowing who to talk to
- Learning about the forms of human trafficking and exploitation

DO: Call To Action (Activity 3G)

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Activities Guide



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Activities - Session 01

VALUES AND CHILD RIGHTS

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ACTIVITY 1A

Valuing Values

PURPOSE

To demonstrate the intrinsic value of every human being and explore the concept of values that shape a person's standards of behaviour and focus on the process of determining a value.

MATERIALS

A banknote (of any value), trustworthiness concept words on index cards

STEP 01 Show a banknote to the children

ASK: *"How much is this banknote worth?" (Wait for student answers)*

STEP 02 Fold the banknote in half a few more times, letting it get smaller.

ASK: *"How much is it worth now, when I fold it in half? Is it half the value now?"* (Wait for student answers)

STEP 03 Fold the banknote in half a few more times, letting it get smaller. Ask the children the same question after each time you fold the banknote. Try to convince the children the banknote loses value each time it is folded in half. Once you cannot fold the note any smaller, unfold it, back to its regular size.

SAY: It does not matter how many times I fold this banknote, it has the same value. I can still buy the same things with it, even if it is folded in half. Now imagine that this banknote is a person and every time it is folded in half, that person is having a difficult experience because of something they have no control over.

ASK: *"If you are born in a different country, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because of where they were born.

ASK: *"If you are born with a disability, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because they have a disability.

ASK: *"If you are born into a poor family or a rich family, should your value as a human being change?"*

Sample Answer: No. A person's value doesn't change because they are rich or poor. In fact, no matter where we are born, who our family members are, or what our circumstances are, our value as human beings does not change. We all have the same values and human rights. Just like this banknote; no matter how many times I fold it, its original value never changes. Now that we know we all have value, we are going to talk about what we value.

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ACTIVITY 1A - VALUING VALUES CONT.

STEP 04 Using the index cards with the trustworthiness concept words, choose one card and show it to the class. Discuss the value on the card and determine if it represents what trust is (healthy values) or what it is not (unhealthy values).

STEP 05 Read the following scenarios to the class and have them determine if the person in the scenario is trustworthy or tricky based on the values that you discussed as a class:

SCENARIO 01

Jai's mum asks him to pick up his toys before he goes outside to play. Instead, he hides them under his bed. When his mum asks, "Did you pick up your toys like I asked?" He says, "Yes."

ASK: *"Do you think Jai is being trustworthy, or is he being tricky?"*

Sample Answer: He is not being trustworthy. He is being tricky by lying and deceiving.

SCENARIO 02

Amina tells her friend a secret about what she is giving as a gift to their friend for her birthday. Amina does not tell anyone about the gift because she wants it to be a surprise.

ASK: *"Is she trustworthy or tricky?"*

Sample Answer: She is being trustworthy to her friend by being dependable, someone her friend can count on, being loyal by keeping a secret.

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SCENARIO 03

Isabella was the team captain and always chose to use Jared as the key player, knowing that it was unfair to the other players who were not getting their turn to play. Isabella knew that Jared cheated when he played, which is why she always chose him; she just wanted to win the game at all costs.

ASK: *"Is she being trustworthy or tricky?"*

Sample Answer: She is being tricky through exploiting, playing unfair, and taking advantage of Jared.

SCENARIO 04

Mel didn't study for her test, so she asked her friend to give her the answers she needed to pass.

ASK: *"Is she being trustworthy or tricky?"*

Sample Answer: She is being tricky by cheating on her test.

SCENARIO 05

Mitch sees Emma accidentally drop some money out of her pocket. Mitch picks it up and returns it back to Emma.

ASK: *"Is he demonstrating the characteristic of being trustworthy or tricky?"*

Sample Answer: He is being trustworthy by being honest, showing integrity, and being faithful.

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HONEST

LYING

TRUTHFUL

TRICKING

SINCERE

DECEIVING

INTEGRITY

CHEATING

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DEPENDABLE

TAKING ADVANTAGE OF SOMEONE

LOYAL

BEING FAKE

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ACTIVITY 1B

Child Rights Four Corners

PURPOSE

To explore the four main, overarching categories of rights found in the United Nations Convention on the Rights of the Child.

MATERIALS

Rights of the Child categories (cut out all 4)
Rights of the Child cards (cut out all 12)

STEP 01 Label each corner of the room with one of the four categories of child rights (developmental, survival, participation, protection).

STEP 02 Select a child rights card and read the example to the students. Ask the children to proceed to the corner of the room which they believe represents the appropriate category for the specific right. This can be played as a game, where the children move to the corner they think is correct. (Optional: Children who go to the right corner get the opportunity to remain playing and continue to stay in the game).

STEP 03 Discuss each of the child rights cards, as each one is selected throughout the game. Ask the children which category they believe best aligns with the current right and justify the reason why they are standing in the corner of the room they chose.

RIGHTS OF THE CHILD CATEGORIES	
SURVIVAL RIGHTS Clean Air, Clean Water, Nutritious Food	**PROTECTION RIGHTS** No Bullying, Safety from Abduction or Sale, No Harm from Exploitation
PARTICIPATION RIGHTS Share Opinions, Associate with Religion, Freedom of Expression	**DEVELOPMENTAL RIGHTS** Education, Play and Be Active, Rest

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ACTIVITY 1B - CHILD RIGHTS FOUR CORNERS CONT.

STEP 04 Summarise the activity with the following discussion questions:

ASK: *"What ways do you think children can be harmed if these rights are not protected?"*

Sample Answer: If rights are not protected the air, water, and food can be dirty and make a child sick; and allowing others to bully can produce fear and lack of self-confidence.

ASK: *"Who is responsible for making sure these children's rights are protected?"*

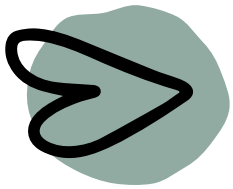
Sample Answer: The local and national leaders, parents, and even other children are responsible in helping to protect our children and their rights.

ASK: *"How can wise decision-making protect children from harm?"*

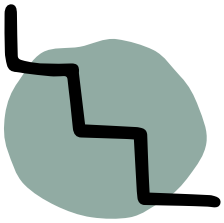
Sample Answer: Making wise decisions protects children from harm as they learn to choose healthy foods to eat, ask for water to be clean, and are wise when they see something, they say something.

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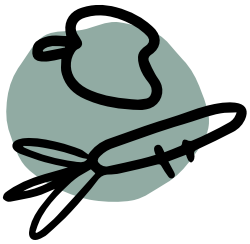
PROTECTION RIGHTS



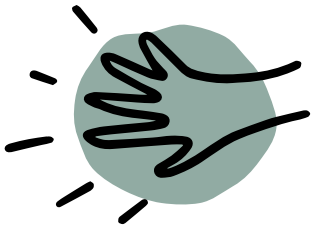
DEVELOPMENTAL RIGHTS



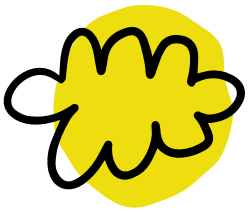
SURVIVAL RIGHTS



PARTICIPATION RIGHTS



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THE RIGHT TO

Clean Air



THE RIGHT TO

Clean Water



THE RIGHT TO

Nutritious Food



THE RIGHT TO

No Bullying



THE RIGHT TO

Being Safe from Abduction or Sale



THE RIGHT TO

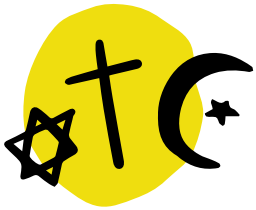
No Harm from Exploitation

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THE RIGHT TO

Share Opinions on Issues



THE RIGHT TO

Associate with Religion



THE RIGHT TO

Freedom of Expression



THE RIGHT TO

Play and Be Active



THE RIGHT TO

Relax



THE RIGHT TO

Get an Education

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ACTIVITY 1C

Equality and Equity

PURPOSE

To explore the concept of equality and equity toward understanding discrimination, exploitation, and justice.

MATERIALS

Equality and Equity Image Cards

STEP 01 Display the first image of Equality and Equity

ASK: *"What do you notice about the first image?"*

Sample Answer: Equality: giving each child the same size box regardless of their height differences.

ASK: *"Do you think all the children in this image think the box size is fair? What is unjust about it?"*

Sample Answer: Even when there is equality with the box sizes, it does not necessarily mean an equal outcome. Sometimes people need more help to reach the same goals.

ASK: *"What can be done to make the situation more just?"*

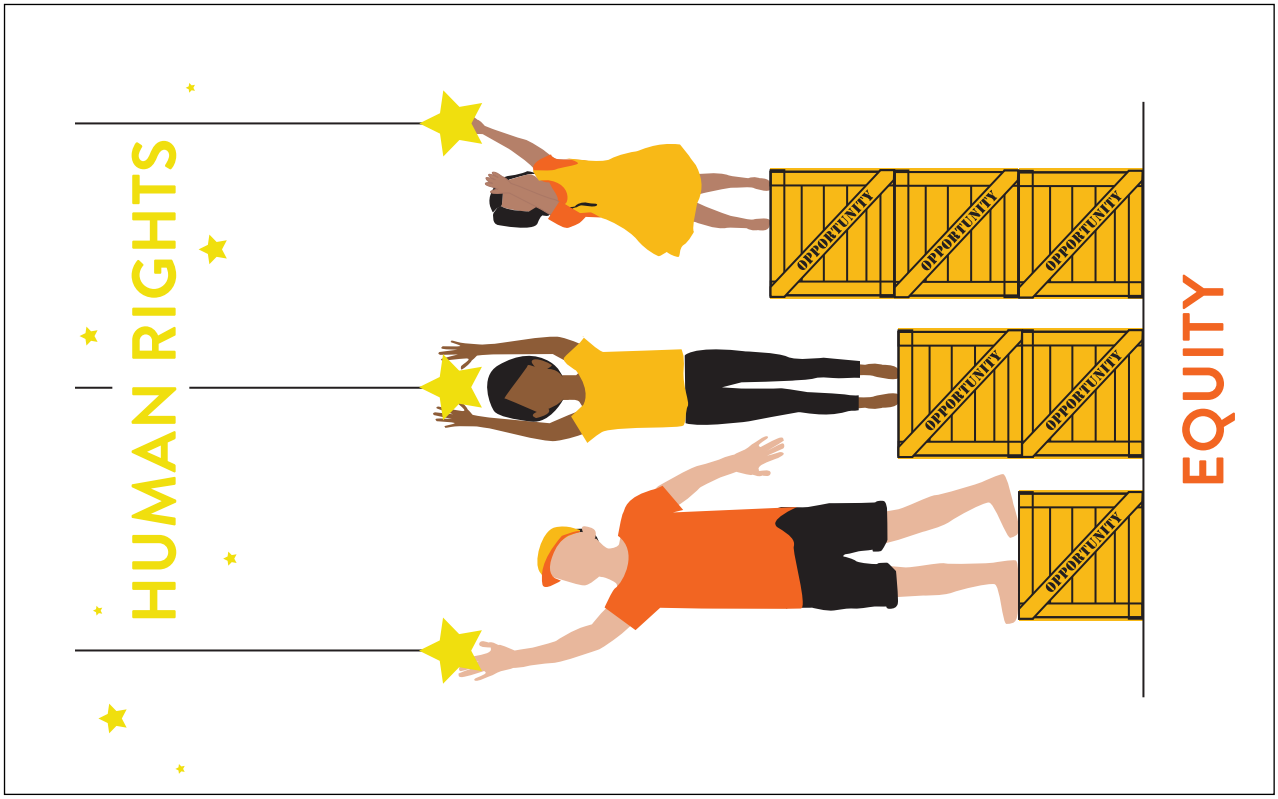
Sample Answer: Equity: giving the shorter child a taller box or more boxes to stand on so they can reach their rights.

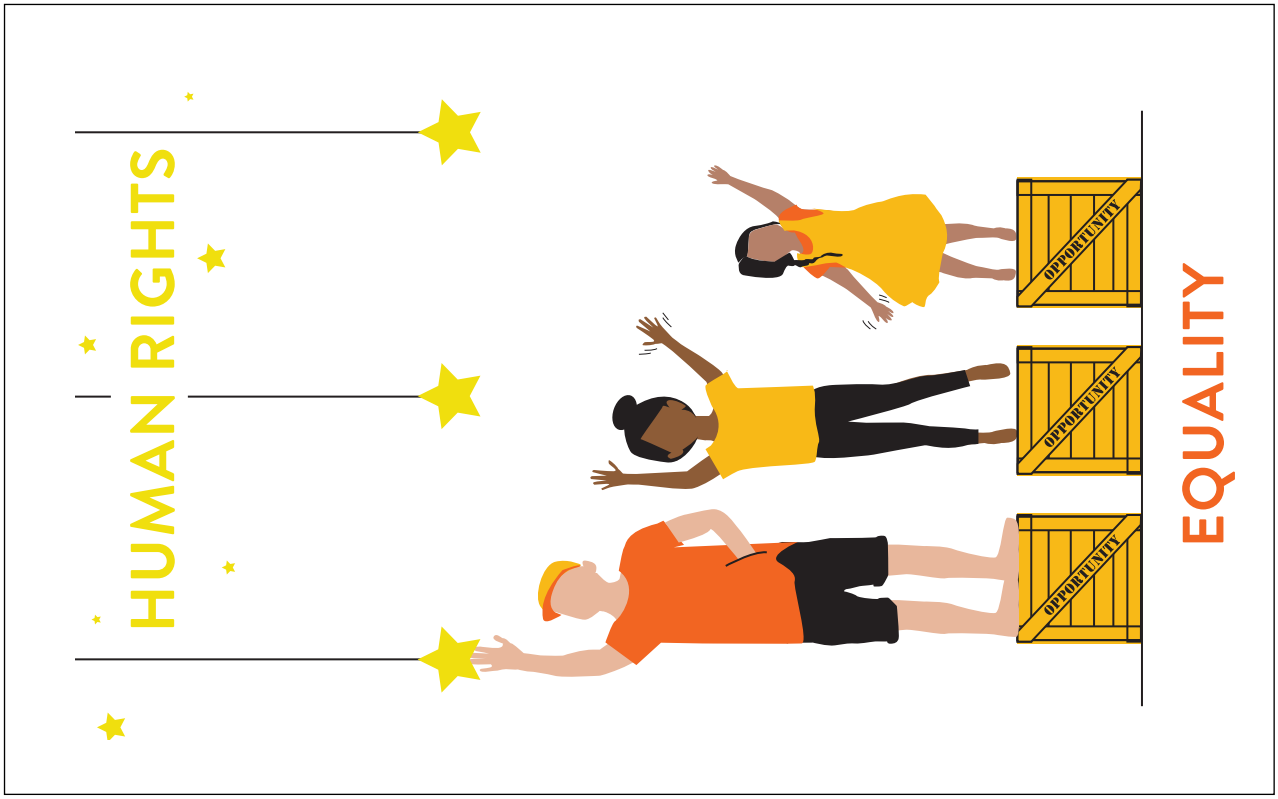
STEP 02 Have students discuss what the results would be if the situation stayed the same.

Sample Answer: The results would be the same gap between the boxes, therefore not reaching their rights or having fairness for equal human rights.

STEP 03 Pick a safe and respectful solution. There may be other ways to reach an equitable solution and allow justice for all. Share the equity image for allowing support where it is needed to attain equal human rights for all.

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ACTIVITY 1D

Call to Action

Have students reflect on the importance of child rights using one of the methods below. Invite them to demonstrate how these rights contribute to a world where every child is free. For an extra challenge, have the children think about a world without human rights and without any rules. Ask them if they think this would be good or bad? Why? Invite them to further explain using their chosen method.

CREATE IT (ARTISTICALLY)

Students draw or paint a picture that represents what child rights look like or what they mean to them. Students can also work together to create a mural, posters, or campaign advertisement.

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

ACT IT (DRAMATICALLY)

Students work as a group to create a play, drama, or skit based on protecting the rights of a child. They will write a short script and assign a character to each group member.

MATERIALS: Pens, pencils, paper, dress up clothing, props

WRITE IT (EXPRESSIVELY)

Students will journal what their "peaceful world or perfect community" looks like where every child has rights by writing or drawing their creative ideas and thoughts. Have them analyse certain rights to their 'perfect community' and what would happen if those rights were violated.

MATERIALS: Pens, pencils, paper

TELL IT (MUSICALLY)

Students work as a group to create a song, rap, or poem to either express how they feel about their rights as children, or explain what child rights are and share "why" they chose that particular right to include in their musical interpretation.

MATERIALS: Pens, pencils, paper, musical instruments

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Activities - Session 02

SAFE MIGRATION

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ACTIVITY 2A

Types of Migration

PURPOSE

To identify and explain the four types of human migration: internal, external, seasonal, and immigration.

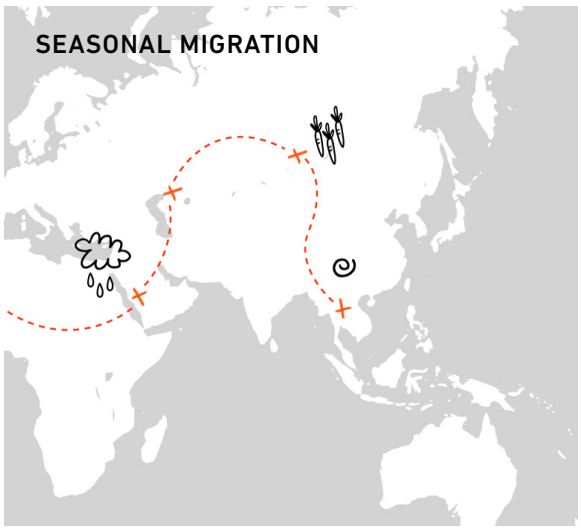
MATERIALS

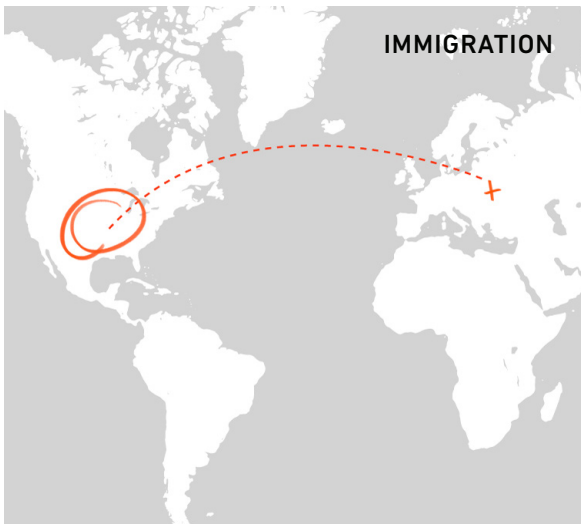
Migration Images; optional "box" activity: box, ball, glass of water.

STEP 01 Introduce the four types of migration by asking, "Why do people move? What are some various types of human movement?" Then, display one of the images below to show one of the four types of migration (or use the optional 'box' activity). Have the students interpret what the image represents.









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ACTIVITY 2A - TYPES OF MIGRATION CONT.

TYPES OF MIGRATION	
INTERNAL MIGRATION moving **within** a state, country	**EXTERNAL MIGRATION** moving **to** a different state, country, or continent
SEASONAL MIGRATION moving **from** one place to another for the purpose of farming, harvesting, weather/climate	**IMMIGRATION** moving from a country to a new one permanently

OPTIONAL: "BOX" ACTIVITY

Use two clear boxes and a few balls. Relocating the balls between the boxes to illustrate the concept of migration and its different types:

- **External migration** - move one ball from one box to another
- **Internal migration** - move the balls inside the box
- **Seasonal migration** - fill one box up with some water and move the balls to the other box
- **Immigration** - move a ball from one box to the other, and then write "citizen" on a piece of paper and place it in the box

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ACTIVITY 2B

Safe or Unsafe Migration?

PURPOSE

To review possible scenarios of migration to determine if they are safe or unsafe; to discuss as a class ways that migration can be safer.

MATERIALS

Migration Scenarios, Safe and Unsafe Cards (one set per student)

STEP 01 Distribute a "safe" and an "unsafe" card set to each student.

STEP 02 Read the following scenarios to the students. Ask them to raise up the card that they believe applies the best to the scenario (safe or unsafe). Once all students have raised up a card, share with them the correct answer, and take some time to explain why the scenario is either safe or unsafe.

SCENARIO 01

Sarah's father got a new job so now Sarah and her family are moving to London. They went to the embassy and applied for their visas.

SAFE | They followed the legal process and applied for a visa.

SCENARIO 02

Isabella gets up very early every morning with her parents and walks to the border. There is a special path they take, so no one will see them cross. They stay there for the day to work and then come back.

UNSAFE | They took a path that might not be legal or safe; they do not want to be caught.

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ACTIVITY 2B - SAFE OR UNSAFE MIGRATION? CONT.

SCENARIO 03

Maya's neighbour comes running over to their house and yells, "We have to leave; they're coming!" Maya's mother starts filling a bag with clothing and her father grabs his wallet. They run out of the house so fast that Maya doesn't even have time to grab her favourite book. Their neighbour knows a man who can get them on the next boat to escape.

UNSAFE | They had to leave so fast that they trusted a stranger that could be unsafe.

SCENARIO 04

Jared has been offered a very cool job in Bangkok. Because he is not from Thailand, he needs to get a work permit and visa, but it's expensive. Jared's cousin knows where he can get the documents made, so they can skip the proper/legal way and they won't be expensive.

UNSAFE | He is likely using fake documents which are unsafe.

SCENARIO 05

Amina is planning a holiday to Australia. She looked online to see what she needs before she travels.

SAFE | She researched and prepared before she travelled so she could stay safe.

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ACTIVITY 2B - SAFE OR UNSAFE MIGRATION? CONT.

SCENARIO 06

Mario has been travelling with his family for a few weeks. They are on their way to his uncle's house in Sydney, where it will be safer. Mario's mother has been filling out paperwork and talking to a trusted organisation that is helping them arrange their visas.

SAFE | He received help from a trusted organisation that used the official process to complete his paperwork.

STEP 03 Class Discussion

SAY: These scenarios are real life situations for many people. When we look at these together, it is easier for us to see what needs to happen and how we can make wise decisions to help promote safe migration.

ASK: *"Can anyone identify some of the major differences between the 'safe' and 'unsafe' ways to migrate? Can you think of anything that can make an unsafe scenario safer?"*

Sample Answer: If we apply for a visa, have a passport, travel with a trusted group these are ways to help migration to be safer. If we try to migrate on our own, or allow a "tricky" person to help us migrate without proper documents, we place ourselves in unsafe situations.

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ACTIVITY 2C

Migration Game

PURPOSE

To introduce and apply the core concepts of safe and unsafe migration; to work collaboratively to "migrate across" a pretend river.

MATERIALS

Paper, tape, chairs or rope for marking off the river bank

STEP 01 Write the following words on pieces of paper (one word per sheet).

SAFE MIGRATION	UNSAFE MIGRATION
Visa	No Visa
Passport	No Money
Money	No Support
Family	No Passport
Safety	
Trust	
Legal	

STEP 02 Create a pretend river using chairs or ropes to show the marked off river bank area. Then, take the seven pieces of paper with words from the "safe migration" category and line them up on the floor, leaving a small gap in between them so that the students are able to step from one piece of paper to the next piece of paper with ease. The words should be face-down, and you can add tape to the bottom to help them stay in place. Next to that line of paper, create another parallel line, this time using four pieces of paper that represent "unsafe migration" so that the gaps in between them are larger. This line is meant to be hard for the students to be able to cross from start to finish while only stepping on paper. Make sure these words are also taped face-down.

STEP 03 Divide students into two teams. (The first team is called "safe migration" and the second team is called "unsafe migration.") Have each team line up behind the first piece of paper in their corresponding line.

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ACTIVITY 2C - MIGRATION GAME CONT.

STEP 04 Explain the rules and objective to both teams.

- **Rule 1:** Their feet can only touch the paper. If anyone touches the ground, they must start over.
- **Rule 2:** The whole team must be joined together at all times, holding hands, like a human chain.
- **Objective:** To cross the river as fast as they can while following the rules.

STEP 05 Begin a countdown from three, and let the students begin. Note: The "safe migration" team will be able to get started relatively fast, whereas the "unsafe migration" team will struggle. Stop the game once the first team finishes.

STEP 06 Bring both teams together and publicly congratulate the winning team, "safe migration." Discuss why the "unsafe team" had such a hard time.

ASK: *"Why didn't you finish first? What happened?"*

> **Sample Answer:** "We had too many gaps and it made us break our group, which would cause isolation, and then we would have to start over. It was almost impossible for us."

Explain that these two groups represent safe and unsafe migration in the world today. Review the words on each path and explain how they contribute to either safe or unsafe migration.

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ACTIVITY 2D

Call to Action

Invite students to make up a migration scenario using one of the methods below. Be sure to include reasons why the scenario is an example of safe or unsafe migration. For an extra challenge, have the children think about if they were a leader in your city or nation. What could they do to make an unsafe situation safer? What could they do to make a safe situation unsafe? What would the reactions of others be in both situations? Invite them to further explain using their chosen method.

CREATE IT (ARTISTICALLY)

Students draw or paint a picture that represents what safe and unsafe migration looks like. Students can also work together to create a mural, posters, or campaign advertisement.

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

ACT IT (DRAMATICALLY)

Students work as a group to create a play, drama, or skit based on safe and unsafe migration. They will write a short script and align characters to each of the group members, so everyone is included.

MATERIALS: Pens, pencils, paper, dress up clothing, props

WRITE IT (EXPRESSIVELY)

Students will journal about a scenario of migration through writing or drawing. Have them analyse the type of migration (internal, external, seasonal or immigration) and determine whether their scenario would change if they choose a different kind of migration. Have them include reasons why this type of migration is safe or unsafe.

MATERIALS: Pens, pencils, paper

TELL IT (MUSICALLY)

Students work as a group to create a song, rap, or poem to express how they feel about safe and unsafe migration. This may be a simple rhyme or a full song, and share "why" they chose the particular kind of migration scenario to include in their musical interpretation.

MATERIALS: Pens, pencils, paper, musical instruments

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Activities - Session 03

HUMAN TRAFFICKING AND EXPLOITATION

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ACTIVITY 3A

Safe Circle/Trusted Adult Activity

PURPOSE

To help children think about who the trusted adults are in their world, using a simple safety tool.

MATERIALS

N/A

STEP 01 Hold up your hands and point to each finger. Point to your hand and draw a circle in the air around it to represent a safe circle.

STEP 02 Have the children draw a circle in the air around their own hand to represent their safe circle. Explain that they are going to think about five people who they can trust to be part of their safe circle.

***Note:** If there are any children in your class who may have difficulty using their hands for this activity, to ensure inclusivity the children can also use five toes on one foot. They could even use two eyes, two ears, and a nose to remember.

STEP 03 Discuss as a class.

- **SAY:** This circle represents your **trusted adults**. Anyone in your safe circle should be a trusted adult; someone who is a safe person. When you trust someone, you should feel safe and comfortable around them.

  ASK: *"What could you say or do to ask a person to move out of your safe circle if you are **uncomfortable**?"*

  Sample Answers: You could step away or politely ask them to move away. If they don't listen and you've asked them to move away, you can push them away and tell a trusted adult.

STEP 04 (Optional) If you have time, you can have the children trace their hand and write down the names of their trusted adults. (This would require paper and pens/pencils.)

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ACTIVITY 3B

Feelings Chart and Scenario

PURPOSE

To explore the concepts of who can be safe and trusted and who can be uninvited and tricky people. Also, to give children the opportunity to discuss their feelings.

MATERIALS

Feelings Chart

STEP 01 Print or display the Feelings Chart image.

STEP 02 Read the following scenarios to the children. Ask the children the list of questions, share the correct answers, and take some time to explain the answers.

STEP 03 Using the Feelings Chart, as you ask the questions, have children pick different emojis to explain how the character would feel and why (if they feel comfortable doing so).

SCENARIO 1:

SAY: Let's take a look at this feelings chart. We are going to read through a couple of stories. I want you to think about the characters in the stories and how they may be feeling. I also want you to think about who is being **safe and trusted** and who might be **uninvited and tricky**.

Olivia used to love spending time with her uncle when she was younger. He was the only adult in her family who would ever play games with her; he was like a really big kid, and she always had fun with him. Since her 10th birthday, she has noticed him starting to act strangely. Olivia is not sure what to think. He started touching her more on her shoulders, back, and belly; sometimes, he pats her on her bottom. He stares at her a lot, and he always asks her to sit on his lap, even though she feels she's too big now. He says things like, "We can't play like we used to because you're not a little kid anymore. You're growing up into such a beautiful young lady." It makes Olivia feel uncomfortable, but she trusts and loves her uncle, so she tries to forget how she feels and tells herself that he would never do anything to hurt her. But now, whenever they are alone, he gets really close to her and tells her sad stories about when he was little. He always says, "You're the only one who really loves me." He asks her not to tell anyone else and says this can be their special secret. Olivia can't help but feel sad for him. She just wants him to be happy.

ASK: *"How do you think Olivia feels about her uncle and what he does?" (Using the feelings chart, have children pick different emojis and explain why, if they feel comfortable doing so.)*

Sample Answers: Olivia may feel **uncomfortable** or scared; She may feel like she needs to help her uncle; She may feel pressure to make sure her uncle is happy.

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ACTIVITY 3B - FEELINGS CHART AND SCENARIO CONT.

ASK: *"Do you think Olivia's uncle is **safe and trusted** or **uninvited and tricky?** Why or why not?"*

Sample Answers: His actions are uninvited. They make Olivia feel **uncomfortable**; He asks her to keep his stories and their time together a secret; In doing all of these things, he is acting **uninvited and tricky**, even though Olivia knows and loves him.

BONUS QUESTION:

ASK: *"Do you think Olivia gave her uncle permission **(consent)** to touch her? Explain why or why not."*

Sample Answers:

- No. We know that Olivia feels **uncomfortable**.
- We know that Olivia is a child and that children cannot **consent** to any kind of unwanted touch.
- Even though Olivia has not resisted her uncle, which may seem like permission or **consent**, her uncle is using his relationship to convince (manipulate) her that what he is doing is fine.
- Olivia hasn't given **consent** because her uncle is using their close **relationship** to trick Olivia into not telling anyone that she is **uncomfortable**.
- Olivia's uncle manipulates (tries to use) her by telling her sad stories about when he was a child so that she will be less likely to fight him, refuse him, or tell a safe, **trusted adult** what is happening.

SCENARIO 2:

SAY: Let's have a look at this feelings chart. We are going to read through a couple of scenarios. I want you to think about the characters in the scenarios and how they may be feeling. I also want you to think about who is being **safe and trusted** and who might be **uninvited and tricky**.

For Levy's 13th birthday, his parents gave him a new phone. He's so excited because he can finally play games online and watch videos whenever he wants. However, his parents are pretty strict and don't let him download all the apps he wants. They check his phone every week to make sure he's not doing anything he shouldn't be. He's also not allowed to play on his phone in his room with the door closed and has to charge his phone in the kitchen overnight. Levy thinks this is unfair and complains to his friends at school. One of his friends tells him about an app that he can use to hide things from his parents. He first downloads that app and then all the other apps his parents won't let him have. Within a few hours, he already has a lot of cool new people sending him DMs and inviting him to play games online. One guy, @Jjdawg01 starts chatting with him and invites him to come hang out at the skate park after school with his friends. Levy doesn't know this person or his friends, but he really wants to go. @Jjdawg01 asks Levy for his phone number and to send a picture of himself, so they can find each other easily at the skate park. Levy tells @Jjdawg01 he's not sure if his parents will let him hang out. @Jjdawg01 says it's probably better not to ask them because they'll say no. He tells Levy that his parents are the same way and that's why he doesn't tell them everything.

ASK: *"How do you think Levy felt when he got the message inviting him to the park?" (Using the feelings chart, have children pick different emojis and explain why, if they feel comfortable doing so.)*

Sample Answers: Maybe Levy is feeling excited to meet new people; Levy may also be feeling nervous about meeting new people; He may be worried about getting into trouble.

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ACTIVITY 3B - FEELINGS CHART AND SCENARIO CONT.

ASK: *"Do you think the person Levy was chatting with (who invited him to the park) was being **safe and trusted** or **uninvited and tricky**? Why or why not?"*

Sample Answers:
Sometimes, it can be hard to tell if a person is being **safe and trusted** or **uninvited and tricky**. It is likely that @Jjdawg01 is being tricky because Levy doesn't know the person he is speaking to and they are asking him to share **personal/private information**, which is not safe.

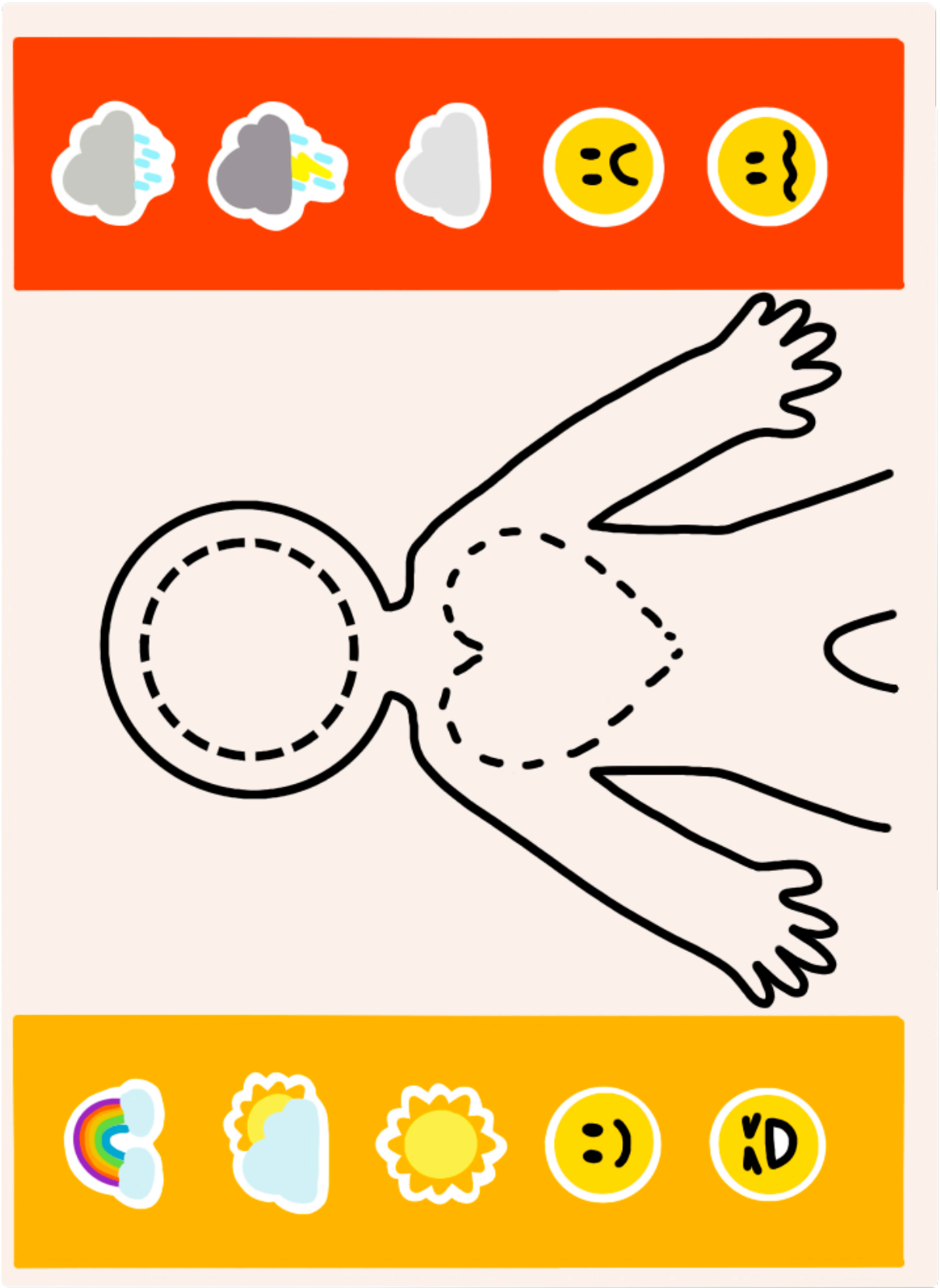
ASK: *"Do you think Levy's parents are doing the right thing, monitoring how he uses his phone? Why or why not?"*

Sample Answers:

- Levy's parents are trying to protect him. It might seem harsh or strict, but they are using online safety at home and on his phone, so they can keep him safe.
- By checking his phone and making sure he uses it in public places when he is home, his parents are trying to keep an eye out for anything unsafe that Levy might not notice. Sometimes the trusted adults in our lives can recognise unsafe situations better because of their life experiences.

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ACTIVITY 3B - FEELINGS CHART AND SCENARIO CONT.



ACTIVITY 3C

Keep Safe Secrets vs. Speak Unsafe Secrets

PURPOSE

Examine safe and unsafe "secret" situations in order to recognise children's potential and capacity for communication, thinking, problem-solving, and life skills.

MATERIALS

1. *Keep Safe Secrets vs. Speak Unsafe Secrets Scenarios*
2. Paper or computer for creating a new safe and unsafe secret scenario

STEP 01 Read the *Keep Safe Secrets vs. Speak Unsafe Secrets* Scenarios and determine as a group whether or not it is a safe or unsafe secret by asking these questions:

- Should you keep the secret? Why or why not?
- Should you speak up and tell someone about the secret?

STEP 02 Invite children to create a new safe or unsafe secret scenarios and have them share it with a partner or within a group. Have them repeat step one in response to the new scenario.

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ACTIVITY 3C - KEEP SAFE SECRETS VS SPEAK UNSAFE SECRETS CONT.

SCENARIO 01

***Kaylee** was playing with her best friend and saw bruises on her friend's arms and legs. **Kaylee's** friend told her that her father gets mad sometimes and hurts her.*

SCENARIO 02

*One of **Mia's** family members took inappropriate pictures of her. He said he would buy her a toy if she didn't tell anyone about the photographs.*

SCENARIO 03

***Mario** was playing on a computer with his friend. He saw something that makes him feel very uncomfortable and knew his parents would not approve.*

SCENARIO 04

***Mel's** uncle makes her dance at his work after school. She is not old enough to be in the club, so he told her she cannot tell anyone; it will be their secret.*

SCENARIO 05

***Jared** was making a special dessert for his dad's birthday. His mother told him not to tell his father about the dessert, so he would be surprised.*

SCENARIO 06

***Jai** met a famous "producer" on a chat group. The producer invited him to come over and audition, but wants him to keep it a secret.*

SCENARIO 07

***Amina** made a special card for her mother at school and asked her sister not to tell.*

SCENARIO 08

***Sarah** decides to get a job after school. She doesn't have a contract. When it is time to get paid, her boss always gives her less than what she was promised. She doesn't tell her parents.*

SCENARIO 09

***Lee** wants a new mobile phone but cannot afford it. Lee's new online friend says he will buy it for him, if he sends him pictures of himself. He tells Lee not to tell his parents.*

SCENARIO 10

***Joy's** mother decides they will travel to visit her sister (Joy's aunty) for New Years, but they are not going to tell her. They have been arranging the trip with Joy's older cousin and have asked her not to tell anyone.*

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ACTIVITY 3D

What Would You Do?

PURPOSE

To introduce the basic forms of exploitation and human trafficking as a crime and a violation of human rights.

MATERIALS

Human Trafficking Icons, optional: paper, crayons, pencils

STEP 01 Discuss the definition of human trafficking. (A form of exploitation; a crime, the illegal trade of human beings, mainly for the purposes of forced labour and sex trafficking; child trafficking is human trafficking of a minor (someone under the age of 18)).

ASK: *"What are some types of human trafficking?"*

Record responses and introduce each type of trafficking using the icon and the definitions provided. Compare and contrast the different types of trafficking, and explain how human trafficking is modern-day slavery.

STEP 02 Have children choose one type of human trafficking to illustrate. In groups, have them discuss how and why this type of human trafficking is considered a crime.

TYPES OF HUMAN TRAFFICKING

- **Bonded Labour:** Forcing a person to work for low wages to pay back an excessive amount of debt
- **Child Soldiers:** Forcing a child to participate in an armed force
- **Child Trafficking:** Any type of trafficking involving someone under 18 years of age
- **Forced Labour:** Forcing a person to work in captivity for little or no pay
- **Involuntary Domestic Servitude:** Forcing a person to work and live in the same place for little or no pay

NOTE TO FACILITATORS *Depending on the age of your students, this definition may not be appropriate to share.*

- **Sex Trafficking:** Forcing, deceiving, or coercing a person to perform a commercial sex act; inducing someone who is under the age of 18 to perform such an act.

STEP 03 Explain that human trafficking is a crime that can happen to anyone, and so it is important to know what to do if you feel unsafe or uncomfortable. Discuss the difference between "tricky" people and "trusted" people, and that students should always tell someone they trust if they don't feel safe.

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ACTIVITY 3D - WHAT WOULD YOU DO? CONT.

STEP 04 Read the following scenarios and invite students to share what they would do if they were in the situation. Discuss as a group possible safe responses. Then, identify which type of human trafficking is the most likely to occur based on the scenario presented.

SCENARIO 01

You are playing in the street, out the front of your house with your friend. A friendly couple pulls over in front of your home, leans out the car window, and sadly tells you that they have lost their dog. They are not familiar with the neighbourhood and want you to ride around and help. They offer you $10 if you go with them to help find their puppy. *What would you do?*

SCENARIO 02

Your friend, Isabella, has been talking to new friends on Facebook. One of the friends she has been talking to is not a person she really knows but he seems like a very nice young man. His name is Jake. Lately, Jake's conversations have led him to ask Isabella to meet him at a local shopping centre. He even offered for her to bring a friend with her. Isabella knows her parents will not approve of the meeting. *What would you do?*

SCENARIO 03

Your friend, Jai, has invited you to a party at his home after school. Several of your friends plan to be there. Your mother is working, so Jai invites you to ride home with him and his mother after school. Your mother has given you permission. When school is over, a man that says he is Jai's uncle from out of town arrives to take you both to Jai's house instead of Jai's mother. Jai does not seem happy to see his uncle. *What would you do?*

SCENARIO 04

You decide to ride your bike with your friend around the neighbourhood. While you are riding your bike, a truck begins to slowly follow you. You are in an unfamiliar section of the neighbourhood, and both of your homes are too far away to go home. *What would you do?*

SCENARIO 05

The movie is over and you and your friend are at the movie theatre waiting for a parent to come and take you home. A nice gentleman walks up to you and offers to take you home. You tell him no because your parents will be there very soon. He begins insisting, takes you by the elbow and urges you toward his car. *What would you do?*

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ACTIVITY 3D - WHAT WOULD YOU DO? CONT.

SCENARIO 06

Your mother went to the supermarket to purchase some ingredients for a special meal she is making for dinner. The supermarket is near your home and she will only be gone for a few minutes. You hear someone knock at the door. You see an uninvited person standing at the door. *What would you do?*

SCENARIO 07

You are online, and a stranger asks to add you as a friend, so you do. A couple of days later they begin to chat with you and seem really friendly. They ask if you would like to turn on your webcam, so you can see each other. *What would you do?*

SCENARIO 08

Your parents have announced that they are taking your 15 year old sister overseas to be married. Your parents tell your sister that if she doesn't agree to the marriage she won't be able to come back to Australia, and you will never see her again. *What would you do?*

SCENARIO 09

A stranger approaches you and says they will buy you a laptop with cash, but you have to come work for them. *What would you do?*

SCENARIO 10

You are having dinner with your parents and the waitress at the restaurant is showing signs of distress. When she goes to the kitchen you hear her boss yelling at her. You can see something is wrong. When your parents asked if everything is okay, she tells them her boss hasn't paid her for months and if she says something she will lose her job. *What do you do?*

SCENARIO 11

You are at school with your friend, when they tell you someone in their family is inappropriately touching them when no one is around (they are an uninvited/tricky person). *What do you do?*

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ACTIVITY 3E

Exploring Exploitation

PURPOSE

To create an immersive learning task, designed to have the children experience or witness what exploitation is and the concepts of injustice or unfairness. To allow the children to feel frustration when promises are broken and to give them the opportunity for open and honest conversations about exploitation.

MATERIALS

About 5-10 small prizes (e.g. stickers or lollies)

STEP 01 Discuss how this activity is going to help us understand the concept of injustice.

ASK: *"Who can do push-ups?"*

Select two volunteers from the audience who said they could do push-ups and promise these volunteers that they will receive a reward (e.g. stickers, lollies) when they complete a specific task.

STEP 02 Have the two volunteers do three push-ups (or another task). When they have completed the three push-ups, only give one of the volunteers a sticker. Ask both to do three more push-ups. When they have finished, only give the same volunteer a reward, ignoring the other one.

ASK: *"Do you think this is fair? Why or why not?"*

Sample Answer: No, it does not seem fair. Even though they both did six push-ups, only one person received a reward.

STEP 03 Repeat step two giving the same volunteer the reward and ignoring the other one.

STEP 04 Explain how the activity was an example of exploitation, and how it can be in the form of someone asking a person to do a task (i.e. a job), promising to reward them (e.g. a wage), and then not following through on their promise. In this activity, the task was to do push-ups to get a reward. While both volunteers were promised the same reward, only one person was rewarded.

STEP 05 Give two rewards to the volunteer who did not receive any, and thank both volunteers for participating. As they are returning to their seats, say the following: *"Sometimes people are offered false job opportunities where they are promised a job and money, however they have been lied to. So, they work without being paid. In many situations, they are unable to leave. Everyone deserves to be paid for their hard work and deserves to work in good conditions. When people are forced to work without pay and cannot freely leave, we call this forced labour, which is a form of human trafficking. When this happens, and a child is involved, we call this child trafficking."*

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ACTIVITY 3F

Can You See Me Activity

PURPOSE

To help children recognise indicators of online exploitation, learn different safety tips, and know how to report suspected scenarios.

MATERIALS

Can You See Me? (CYSM) video game scenario

STEP 01 Watch the CYSM video game scenario.

STEP 02 Have the students read over the safety tips.

STEP 03 Discuss what safety tips the boy in the scenario could have implemented to have been safer.

ASK: *What is **Digital Safety**?*

> **Sample Answer: Digital Safety** focuses on prevention actions to protect oneself against online exploitation and provides tools to help reduce vulnerability to grooming and trafficking.

ASK: *"What could you do in a similar situation?"*

> **Sample Answer:** Tell a trusted adult if you are contacted online by someone you don't know and they are asking for personal, private information or if anyone is making you feel uncomfortable or unsafe. Report and block.

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SAFETY TIPS

- When creating a username, don't use your real name or parts of your real name.
- Keep personal information private—don't give out any private information online, such as school name, sports team name, activities, phone number, or address.
- Be careful of your posts that tell people too much—avoid posting any information that could be used to find out where you live, where you go to school, who your family is, etc.
- Only accept online friends who you have met in real life.
- Learn how to block any user who makes you feel uncomfortable or report them to the platform provider.
- Tell your parents, guardian, or trusted person about anything uncomfortable or suspicious.
- If you're uncomfortable talking to your parents, talk to a teacher or make a
- report to the Australian Centre to Counter Child Exploitation (ACCCE) at accce.gov.au/report.
- Remember that pictures are forever, so be careful about the type of picture you give your boyfriend/girlfriend, and whether you would want that shared with others later.
- Remember, once you give someone a private picture or video of you, you lose all control of where that picture or video goes.
- Even your "hidden" and private photos and screenshots can easily be saved and shared, so make sure to understand all the features of the online platforms you use.
- Tell someone if you receive a photo that includes unwanted or uninvited content.
- Be careful of someone who wants to chat with you online who you don't know in real life—especially when they start asking personal questions. They may not be who they say they are.
- Don't engage in video chats or webcam activity with anyone you don't know in real life.
- Remember that the picture of that online friend can be fake along with everything they've told you.

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ACTIVITY 3G

Call to Action

Read the following script of a human trafficking scenario (or watch the "Can You See Me?" video linked in Session 3 Resources). Invite children to respond to the concept of human trafficking using one of the methods below. For an extra challenge, have the children think about the scenarios they've written and highlight two push factors and two pull factors. Once they have identified these, ask them what they can do to better protect people. Invite them to further explain using their chosen method.

LABOUR TRAFFICKING SCENARIO

While travelling throughout his own country, Anton was offered a chance to work overseas. Excited about this new opportunity, he accepted. But Anton was lied to. When he arrived, everything was different from what he had been promised. His identification documents were burned, and he was beaten by his traffickers. They forced him to work in a factory, on a farm, and in a household for little or no pay—he was enslaved and abused for three years. After multiple attempts, Anton finally managed to escape. Today, bondage is no longer his daily reality.

CREATE IT (ARTISTICALLY)

Children draw or paint a picture that represents what human trafficking and exploitation looks like (e.g. one of the main forms of trafficking) or what it means to them. The students can also work together to create a mural, posters, or a campaign advertisement.

MATERIALS: Pens, pencils, paint, paper, stickers, glitter, other available craft items

ACT IT (DRAMATICALLY)

Children work as a group to create a play/drama/skit based on the secrecy around human trafficking and exploitation. They are expected to write a short script that outlines what they want to do and then align characters to each of the group members, so all of the students can be included.

MATERIALS: Pens, pencils, paper, dress up clothing, props

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ACTIVITY 3G - CALL TO ACTION CONT.

WRITE IT (EXPRESSIVELY)

Students will journal about a scenario of human trafficking and include how they would respond to the scenario. This can be through writing or drawing their own creative ideas and thoughts.

MATERIALS: Pens, pencils, paper

TELL IT (MUSICALLY)

Students work as a group to create a song, rap or poem to either express how they feel about human trafficking and exploitation, or explain how this is a crime that exists today. This may be a simple rhyme or a full song.

MATERIALS: Pens, pencils, paper, musical instruments

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