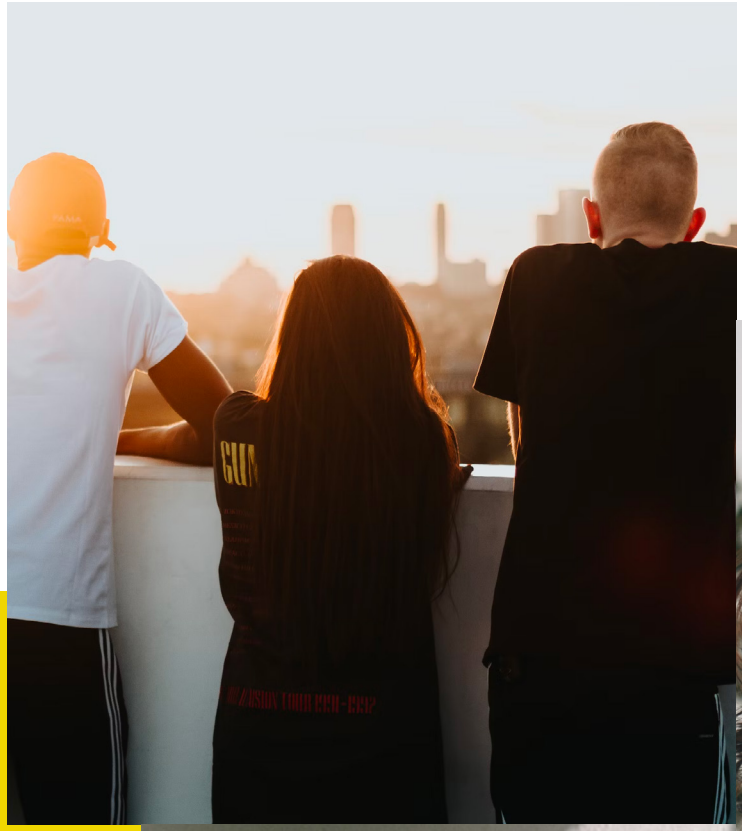
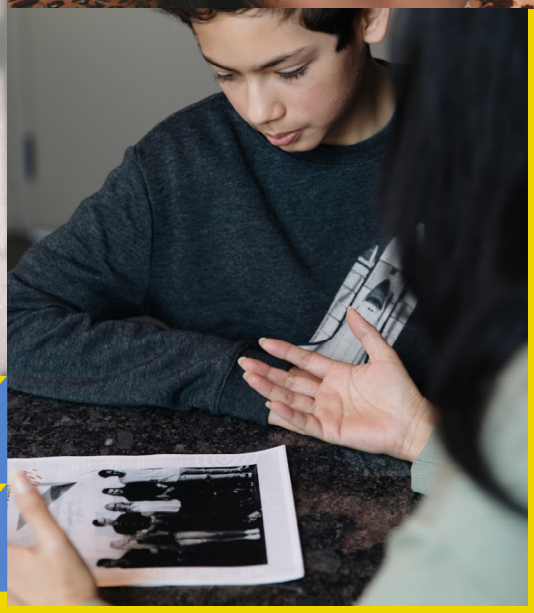
SECONDARY PREVENTION PROGRAMME

UK VERSION





About A21: A21 is a global anti-human trafficking organisation dedicated to abolishing slavery everywhere, forever. While there are millions enslaved in the world today, A21 continues to focus on the one—the one man, the one woman, and the one child trapped in slavery. Through partnerships and the efforts of supporters all over the globe, A21 believes slavery can be prevented, victims can be identified and assisted, perpetrators can be brought to justice, and millions of survivors can step into a life of independence. For more information, visit A21.org.

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

Content Note: It is important to understand that children who have experienced abuse and trauma can be triggered by reminders of their trauma. This programme discusses topics including human trafficking and exploitation (online and offline), safe and unsafe relationships, and unsafe secrets, which often relate to abusive situations. Children and young people may be reminded of past or current abuse and may disclose this to the facilitator (or may have an emotional or physical response). Please ensure that you are aware of safeguarding and reporting procedures in your school, organisation, and/or country before facilitating this programme.

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OVERVIEW

PURPOSE

Human trafficking, online exploitation, peer pressure, negative self-talk, and the desire for fame, wealth, and influence online and offline are just a few of the many issues our children and young people face today. Children and young people are at an increasing risk of online sexual exploitation and abuse through online grooming, false job opportunities, and peer-to-peer–generated materials (e.g. sexting, live streaming). Many of these risks can be prevented through basic education and a better understanding of rights and values.

The Secondary Prevention Programme (SPP) is a prevention education programme that addresses the topics of human rights and values, human trafficking and exploitation, safe migration, safe relationships, and digital safety. It is designed to be used by caregivers and professionals working with children and young people ages 13 to 17, in formal and informal school environments, in youth centres, in communities, and at home. The SPP is designed to assist children and young people in learning how to be accountable for their actions and choices by fostering a culture of respect and tolerance towards others.

GOALS

This programme aims to provide children and young people with practical tools that enable them to understand their own worth as autonomous individuals with rights and the capacity to make decisions to change the world around them. It also aims to support children, young people, and facilitators to:

- Recognise the importance of human rights in their lives.
- Identify safe and unsafe relationships.
- Develop strategies for personal safety actions.
- Understand digital literacy and digital safety tools.
- Take action to combat human trafficking and exploitation (online and offline).

FORMAT

The programme:

- Consists of three interactive sessions, with two parts per session.
- Has a suggested time frame of 45 minutes to one hour, which is flexible and can be tailored to suit the context of your audience and the length of your class period.
- Is designed to be facilitated in the session order presented. However, each activity can also be facilitated independently.

FACILITATION AND RECOMMENDATIONS

The programme:

- Can be used in a community-based setting or in a formal school setting.
- Is flexible and can be easily tailored according to the needs of the facilitators and children (i.e., conducted as a one-day workshop or spaced out over a few days, weeks, or even months).

It is recommended that the programme is facilitated over a longer duration, encouraging continuous discussions throughout the term or year. This approach enables children and young people to comprehend essential information effectively. For a general outline on how the programme can be divided into shorter sessions, see **Appendix 19**, which offers a breakdown of lessons.

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It is also recommended that you allow the children and young people time to consider the questions and answer freely before providing the sample answers. Wherever possible, try to encourage discussion and reassure them that there are no silly questions.

AUDIENCE

Children and young people ages 13–17 years old.

- The SPP can be facilitated with individuals (e.g. parents, guardians, social workers) or any sized group (e.g. in a classroom setting, community programme, religious group, foster care home, youth centre).

EXTENDED QUESTIONS

Throughout the sessions, there are additional questions. These are intended for higher-level questioning and are recommended for use with children ages 15–17 years old.

INDIVIDUAL SESSION STRUCTURE

- **Prepare:** Highlights the necessary resources and key terms needed for the facilitator to accomplish the session.
- **Introduce:** Creates anticipation for the content of the session.
- **Interact:** Engages the children in experiential learning situations and allows time to process the content of the session. (An optional activity is included to reinforce the session's content on an ongoing basis.)
- **Call to Action (Optional):** At the end of every session, an optional call to action prompts the children and young people to put the session content into practice through an oral or written response and a partner or group project (e.g., a school campaign, distributing posters, a social media campaign, writing letters to government officials, recording a video).

KEY TERMS

Key terms will be defined in bold font and spread throughout the programme.

SAMPLE ANSWERS

Each ASK section provides answers to the questions listed to guide the facilitator as needed. Sample answers are provided when responses will vary based on a child's experience.

ACCOMPANYING RESOURCES

Digital Safety Student Guide: This guide provides insight into digital safety for children and young people, safety tips, and red flag indicators of digital safety, and also exposes tactics used by traffickers to recruit victims online, highlighting the differences between safe and unsafe communication.

ADDITIONAL RESOURCES

FACILITATOR TRAINING

FEEDBACK SURVEY

DIGITAL SAFETY GUIDE

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IF YOU SUSPECT IT, REPORT IT.

Report Human Trafficking or Exploitation:
National Society for the Prevention of Cruelty to Children (NSPCC)
0808 800 5000
Help for children and young people
Call Childline on 0800 1111
https://www.childline.org.uk/
Suspect Child Exploitation, Call 101: Quote Operation Make Safe

Report an Emergency:
999

KEY TERMS

Key terms will be defined in bold font and spread throughout the programme.

Human Rights: legal, social, and ethical principles of freedom for all human beings, which includes child rights
Child Rights: legal, social, and ethical principles of freedom specifically designed for the rights of children under the age of 18
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: human trafficking of a minor (someone under the age of 18)
Exploitation: the act of using something or someone in a cruel or unjust manner
Trusted Adult: a safe person older than 18 years of age who is truthful, honest, and reliable
Trusted Person: a safe person (of any age) who is truthful, honest, and reliable
Digital Safety: actions to protect someone from harm when connecting online
Digital Literacy: an individual's ability to effectively navigate, assess, evaluate, and communicate information by using digital devices, technologies, and platforms; encompasses the ability to critically evaluate online content, safeguard one's digital identity, and engage responsibly in the digital world

THANK YOU

We are grateful that you have chosen to learn more about human trafficking and exploitation and how to take action to prevent it. This programme is designed to empower children and young people, to champion their voices, and to teach them that they are capable of making informed decisions to protect themselves and others. Created using a child-centred, age-appropriate approach, facilitators will guide children and young people in peer-to-peer collaboration and activity-based discussions. Have fun, make it your own, and do not hesitate to reach out with questions via A21.org/contact. We look forward to hearing about the impact that you have in the fight for freedom.

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SESSION 1

HUMAN RIGHTS AND VALUING RELATIONSHIPS

PREPARE

PART 1

Four-Corner Human Rights Activity [Appendix 1]
Contact and Human Rights Table [Appendix 2]
The World Without This Right Activity [Appendix 3]
What Happens Next? Activity [Appendix 4]
"Can You See Me?" Video Discussion Activity [Appendix 5]
Scissors
Blank paper
Pens
Sticky tape, adhesive tape
"Can You See Me?" video link

PART 2

Pens, pencils
Rope or chalk
Unhealthy vs. Healthy Relationship Indicators Activity [Appendix 6]
Relationship Scenarios [Appendix 7]
Personal Reflection Journal Activity [Appendix 8]
Call To Action [Appendix 18] (Optional Activity)

KEY TERMS

PART 1

Human Rights: legal, social, and ethical principles of freedom for all human beings, which includes child rights
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Trusted Adult: a safe person older than 18 years of age, who is truthful, honest, and reliable
Trusted Person: a safe person (of any age) who is truthful, honest, and reliable
Exploitation: the act of using something or someone in a cruel or unjust manner
Modern Slavery: an umbrella term referring to situations of exploitation that individuals are unable to leave, including slavery and slavery-like practices, forced labour, forced marriage, debt bondage, and human trafficking

PART 2

Healthy Relationship: a connection between one person and another based on respect, honesty, trust, communication, compromise, and healthy boundaries
Unhealthy Relationship: characterised by one person forcing the other person (in any kind of relationship) to sacrifice friendships, family, school, personal goals, independence, or even their emotional well-being while in the relationship
Personal Boundaries: limits we set that create physical and emotional space with others; provide clear expectations about what is and isn't acceptable behaviour, particularly in regard to how we want to be treated
Safe, Appropriate Touch: a positive touch that makes a person feel cared for, important, and safe
Unsafe, Inappropriate Touch: secretive or negative touch that makes a person feel uncomfortable or harmed
Uninvited Touch: someone touching you in either a safe or unsafe way without your permission/consent
Invited Touch: a positive touch that makes a person feel cared for, important, and safe; requires your permission/consent

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INTRODUCE

SAY:

Whether we know it or not, we all have **human rights**. But what exactly are **human rights**? Do we all have equal access to these rights? Are certain individuals treated differently based on their appearance, gender, place of residence, or religious beliefs? Do governments make efforts to protect vulnerable populations and enact laws against discrimination and hate crimes? Do the same types of abuses occur online, or has the internet made things safer? As children and young people, is there anything you can do to contribute to the safety of your communities? These are just some questions we will explore and address throughout this programme.

Throughout Session 1, we are going to talk about **human rights** and values, **human trafficking**, **healthy relationships**, and **personal boundaries**. We are going to explore how all these different issues overlap, how they are all impacted by our access, or lack thereof, to **human rights**, and how to implement different strategies to keep ourselves and our friends safe. We are also going to learn about different ways we can work together to promote **human rights**, dignity, equality, and safety in all spheres of life, both online and offline.

INTERACT

ASK:

Q: *"What are **human rights**?"*

Sample Answer: Access to clean drinking water, food, medicine, school, shelter, living safely without abuse or discrimination, freedom from war, etc.

DO:

Read the following sections or ask someone to volunteer to read.

Universal Declaration of Human Rights (UDHR)[1]

Article 1: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Article 2: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty."

Convention on the Rights of the Child (UNCRC)[2]

Article 1: "For the purposes of the present Convention, **a child means every human being below the age of eighteen years** unless under the law applicable to the child, majority is attained earlier."

Article 2: "1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."

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"2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members."

ASK:

Q1: *"Can you see any similarities between the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (UNCRC)? Yes or no? Provide examples."*

Sample Answer: Yes. Article 2 of both says that everyone should be treated equally, regardless of "race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."

Q2: *"Can you see any differences between the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (UNCRC)? Yes or no? Provide examples."*

Sample Answer: Yes. The Convention on the Rights of the Child specifically relates to a child, which they define as "every human being below the age of eighteen years" (Article 1). It also says that States Parties, which means our governments, law enforcement (i.e., police, immigration officers), and legal system (i.e., courts, judges) shall all do their best to take "appropriate measures to ensure that the child is protected against all forms of discrimination or punishment." This means that the people in charge of our nations are ensuring special protection for children.

SAY:

The protection of children and their rights is so important that the United Nations (UN) created a document specifically for children. All children are recognised in the Convention on the Rights of the Child (UNCRC) (which we have just taken a look at above). Almost every country has signed and ratified this, which means they agree that all children, regardless of their 'status' (i.e. if a child is legally in a country or not), have rights and need to be protected from any form of harm, both online and offline.

The UNCRC also outlines, in the children's version, that children have rights "...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".[3] Every child has the right to say no and be assertive in unsafe and uncomfortable situations. This convention is designed to help protect children from injustices and violations of their rights and keep children safe from harm, even if that harm occurs online.

ASK:

Q: *"Why do you think it is important that our governments create laws and systems to ensure that children have special protections and opportunities?"*

Sample Answers: There are many things that minors cannot do. For example:

- A 6-year-old cannot work, so they need an adult to provide for them.
- A 14-year-old may not be able to drive or have a licence, so they need to rely on an adult to drive them to school or to see friends.
- A 3-year-old cannot cook meals for themself or their family, so they rely on their parents or an adult to make sure they have access to food.
- A 16-year-old cannot be a surgeon, so if they have an accident, they need to rely on a trained adult who has gone to university to help them.
- A 7-year-old cannot go to university before they have finished school, which means they need to rely on an adult to wake them up, get them ready, and take them to school.

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SAY:

There are so many things that children are not able to physically or legally do because of their age, which means they require special protections to ensure that the adults in their world are looking after them. For some children and young people, the adults in their world may not be able to provide for them because of poverty or may not want to provide for them because they are unsafe or unkind people. This is why the government [remember: MPs, which mean our governments, law enforcement (i.e. police, immigration officers), and legal system (i.e. courts, judges)] has committed to do its best to make sure all children are protected and have access to their basic needs and **human rights**. These special protections are designed to help all children stay safe, regardless of their situation at home. And when someone is mistreating a child or causing harm, these special protections allow people to intervene.

There are 54 different articles in the UN Convention on the Rights of the Child that outline all the different rights aimed at ensuring the safety, well-being, and welfare of children. That's a lot of rights to remember. However, these rights can be broadly categorised into four key areas: survival, protection, participation, and development rights. These are rights that you need to survive (e.g., water and food), rights to keep you protected (e.g., able to live without exploitation), rights allowing you to participate (e.g., freedom of expression), and rights to ensure you have a healthy development (e.g., access to school).

DO:

Four-Corner Human Rights Activity **[Appendix 1]**

ASK:

Q1: *"Do you think these scenarios happen in real life? Yes or no? Why or why not?"*

Sample Answer: Yes. These scenarios all happen in real life.

Q2: *"Do you think these scenarios happen in your country? Yes or no? Why or why not?"*

Sample Answer: Yes. Even if you have not seen these situations happening in your own country, it is very likely that different forms of abuse, neglect, poverty, and even **human trafficking** are all occurring in your country. Different countries may experience these human rights violations more than others, but no country is free from these issues.

Q3: *"Can you think of anything your city, your country, or a global organisation that you know of is doing to address these issues?"*

Sample Answers:

- Yes. Our city has a homeless centre that provides hot meals for people who do not have a home (i.e., no access to shelter).
- Yes. Our country provides free healthcare for people who cannot afford it.
- Yes. There are many organisations that collect money to provide food and clean drinking water for people living in poverty all around the world.

Q4: *"How does the following statement (Article 1, UDHR) impact how you think you should act in your daily life? 'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.'"*

Sample Answer: We should treat everyone equally. A spirit of brotherhood means we should treat people how we would like to be treated or like we would treat our family and close friends. We should have empathy for each other and the different situations we all go through and find opportunities where we can help each other.

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SAY:

We know that the UN Convention on the Rights of the Child is an international convention. It's also important to remember that every country has its own laws and policies to protect children as well. Even different regions have special protections; for example, the Council of Europe's Convention for the Protection of Children against Sexual Exploitation and Sexual Abuse. When we look at **child rights** as a big picture, we know that nations and governments want to protect the rights of children in all capacities. However, when we consider individual stories, we also know there are still bad actors around the world who want to exploit, abuse, or harm children and young people in other ways, both online and offline. This is why it is so essential to know your rights as a child or young person and know who you can talk to if you or a friend needs help. Let's take a look at the laws in your region.

DO:

Human Rights and Laws Table **[Appendix 2]**

ADDRESSING HUMAN RIGHTS

SAY:

We know that human rights violations (e.g., lack of access to food, clean drinking water, medicine, shelter, or education, or no protection from harm, abuse, or violence) are the reality for many people around the world, even though we have global instruments like the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (UNCRC). Most nations have great laws, conventions, and intentions to do the right thing; however, without a commitment to the implementation of these laws and conventions, good intentions may fall short. Human rights violations also continue to occur when human beings are treated as a mere 'commodity' instead of "free and equal in dignity and rights".[4] A commodity is a product that can be bought or sold, such as a can of soda/soft drink, a new pair of jeans, or a telephone. When you treat a human being as a commodity, you are removing their **human rights** and treating them as nothing more than an object that can be used, abused, or discarded.

The Sustainable Development Goals (SDGs) are a proactive step created by the United Nations in 2015 to achieve the human rights goals set out in the Universal Declaration of Human Rights and the Convention on the Rights of the Child to ensure people are treated with value and respect, and not as commodities to be exploited or discarded. These goals help countries make plans and commit to achieving them within a certain time frame.

For example, in the Four-Corner Human Rights activity, you can see how each scenario connects to a different SDG. In Maria's scenario, she couldn't attend school because of poverty—this was a developmental right (access to education), which is **SDG 4.1**: "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."[5]

The SDGs were "adopted by all United Nations Member States in 2015, providing a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries—developed and developing—in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth—all while tackling climate change and working to preserve our oceans and forests."[6]

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Sustainable Development Goals (SDGs) Table

17 SUSTAINABLE DEVELOPMENT GOALS (SDGs)					
1. No poverty	2. Zero hunger	3. Good health and wellbeing	4. Quality education	5. Gender equality	6. Clean water and sanitation
7. Affordable and clean energy	8. Decent work and economic growth	9. Industry, innovation, and infrastructure	10. Reduced inequalities	11. Sustainable cities and communities	12. Responsible consumption and production
13. Climate action	14. Life below water	15. Life on land	16. Peace, justice, and strong institution	17. Partnership for the goals	

ASK:

Q1: *"By show of hands, do you believe these are important goals? Why or why not?"*

Sample Answer: Yes, they are important because they are encouraging countries to reach goals like eliminating hunger and ensuring all children, particularly girls, have access to school. These goals are set to be achieved in the next decade. Even if these cannot be achieved, they are encouraging countries to work towards important goals that will change the lives of people around the world.

Q2: *"How does eliminating poverty or achieving zero hunger relate to **human rights**?"*

Sample Answer: We know that poverty means people lack access to food, clean drinking water, shelter, medicine, or education. All of these are important **human rights**. Eliminating poverty would mean people would have the right to work, and to a fair wage. They would be able to afford food and access clean drinking water, giving them energy to work and sustenance to live a healthy, happy life. They could send their children to school to get an education, which would open up more opportunities for their future. Going to school also allows children to have the right to leisure and play, instead of maybe needing to go to work to help support their family.

EXTENDED QUESTIONS

Q3: *"Gender equality is one of the SDGs. Which **human rights** might that relate to?"*

Sample Answer: The right to gender equality can relate to multiple **human rights**, including the right to education, the right to work, the right to own property, and the right to vote. For example, ensuring equal access to education for girls and boys can help promote gender equality and empower women to pursue their career goals.

Q4: *"How might climate change relate to **human rights**?"*

Sample Answer: Climate change can have significant impacts on **human rights**. Not taking care of the planet can lead to more frequent natural disasters, which can displace people from their homes, damage infrastructure, and lead to loss of life. Climate change can also affect access to water and food, which are essential for survival.

DO:

The World Without This Right Activity **[Appendix 3]**

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SAY:

As you have seen in *The World Without This Right activity*, the lack of access to one **human right** has a huge impact in many areas of life. For example, access to food is important not only for your physical health and keeping you alive, but also for your physical and mental development , your ability to concentrate at school or work, and your joy and quality of life. Lacking access to one right can impact access to other rights and can even impact multiple people, like your family, school, and communities. They are all interconnected.

In the same way, gaining access to one **human right** and the implementation of one SDG can have a positive effect. For example, achieving zero hunger (SDG 2) means that people are healthy and able to develop strong bodies and minds. Zero hunger impacts the integral growth of the community through the implementation and development of local jobs, sustainable farming, agricultural practices, and technological advancements. It also reduces malnutrition and empowers children and young people to be able to go to school and focus on their future.[7]

HUMAN TRAFFICKING: EXPLORING ONE HUMAN RIGHTS VIOLATION

SAY:

You can see from The World Without This Right activity that human rights violations can be successfully addressed in different ways. There are many solutions, like the SDGs, that can work towards eradicating these violations. For example, SDG 16 (Peace, Justice and Strong Institutions) aims to "Significantly reduce all forms of violence and related death rates everywhere," including the eradication of **human trafficking** and **exploitation**.[8]

Let's look at another scenario. Imagine a world where you cannot decide where you work, what you wear, or when you get to sleep, eat, or have fun. You have no control over your money, if you have any. You are separated from your friends and family, maybe even removed from your home city or country. In this world, you are treated unfairly and physically abused sometimes. You cannot do the things you want to do and cannot say no to the things you do not want to do. This is a world without freedom.

ASK:

Q: *"Do you think a world without freedom is a reality for people today? Why or why not?"*

> **Sample Answer:** Yes. There are millions of people around the world today that who without freedom: freedom to access nutritious food and drinking water, freedom to leave their homes, freedom to travel to other countries, freedom to practice their own religion, freedom to access medicine when they or their family members are unwell, freedom to go to school or study whatever they want, or freedom to choose where and when they work. Millions of people live in poverty and millions more are trafficked and exploited, living in **modern slavery**.

SAY:

A life without freedom is the reality for millions of people around the world today. In fact, there are more people in **modern slavery** now than at any other point in history. This reality is what we call **human trafficking** and **exploitation**, even though everyone has **human rights** and should be treated equally with dignity and respect regardless of what they look like, where they were born, their gender, or their religious or political ideologies (UDHR Articles 1 & 2). As we have learned, this does not mean everyone has access to **human rights**, or that they are always followed or respected. **Human trafficking** and **exploitation** is an example of **human rights** being violated, sometimes in plain sight.

So what is **human trafficking**? Simply, it is the illegal trade of human beings. It is the recruitment, control, and use of people for their bodies and their labour.

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Definition from the United Nations in the Palermo Protocol[9] (TIP Protocol):
Article 3

a. "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
b. The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
c. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
d. "Child" shall mean any person under eighteen years of age.

SAY:

Individual and social factors may contribute to **human trafficking** and **exploitation**. Economic instability and poverty, persecution, substance use, and lack of education—as well as a desperate desire for a better life—are all factors that can place individuals, families, or even whole communities in a position of vulnerability. There is often something negative or unsafe pushing a person away from their current life and the promise of something positive and safe pulling them somewhere else. In Session 2, we will explore the concept of push and pull factors in more detail. For now, it is important to understand that while anyone can become a victim of **human trafficking**, certain groups of people are more vulnerable to trafficking and **exploitation** because of their physical situation or their position within society. The following list includes examples of people who may be at a higher risk of becoming trafficking victims:

- Children and/or unaccompanied minors
- People living in poverty
- People experiencing housing and employment instability, financial insecurity, and debt
- Migrants, irregular migrants, stateless populations, and refugees
- Minority populations, including religious, racial, and ethnic minorities and LGBTQ+ individuals
- Persons with Adverse Childhood Experiences (ACEs) (stressful or traumatic events that occurred during childhood), low self-esteem (self-concepts), or mental health-related struggles
- Persons with physical or intellectual disabilities
- Persons with a substance use disorder or addictions
- Children and youth in foster care, runaways, or minors in child welfare systems

These groups remain some of the most at risk of being trafficked and exploited, due to their reliance on others for assistance (e.g., children, persons with physical or intellectual disabilities), or their lack of security and protection within their communities (e.g., irregular migrants, stateless populations, refugees, ethnic minorities). Many struggle to access their rights or services, which increases their vulnerability and often leads to people searching for alternative solutions. For example, stateless persons may not be able to access employment rights in their country or get a passport, so they may search for alternative ways to move between nations and search for jobs elsewhere, by using unsafe alternatives. When someone is in a vulnerable position, whether due to physical, economic, emotional, or age-related factors, there are typically individuals who will attempt to exploit those vulnerabilities for their own benefit. Traffickers are experts in identifying weaknesses and using deception. They may force victims into unwanted activities, such as forced labour or sexual exploitation, in order to make money. Unfortunately, due to the violence and intimidation tactics employed by traffickers, many victims are unable to escape or find help and are forced into slavery.

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ASK:

Q: *"So what is a vulnerability? We have mentioned it a few times already as a risk factor, but what does being vulnerable mean to you? Can you think of any examples?"*

> **Sample Answers:** To me, vulnerability means being exposed or open to harm or danger. It's like when you don't have a shield to protect you from something bad that might happen. For example, if I am left alone in an unfamiliar place and I don't know how to get home.

DO:

What Happens Next? Activity **[Appendix 4]**

SAY:

As we discussed earlier, people can be vulnerable because of physical, economical, emotional, or age-related factors. This can lead to exploitation of those vulnerabilities for the benefit of others. When people lack access to opportunities, resources, and support, getting help can be difficult because they may not know who they can trust. For example, as we can see from the What Happens Next? activity, Andrea's family members were part of the problem, whether they knew it or not. We also know Andrea was fearful of the police, who we would usually hope to rely on to help in this situation. Sometimes decisions that may seem obvious to an outsider can actually be incredibly difficult for an individual in a vulnerable situation to make. Making an informed decision when you are faced with a desperate situation, like Andrea, is not always easy.

The choices you made in the What Happens Next? activity may have led to frustrating outcomes and it may have felt like Andrea was going in circles no matter what decision you made. This is an example of the cycle of poverty. Andrea's family did not have enough money to provide basic needs for Andrea and the whole family, including schooling. Instead, the only options her family could see as a way out were for Andrea to either marry an older man or go to work at a very young age. You may have also noticed that Andrea did not have access to her identification papers, which is essential for many areas of her life, including freedom of movement. A cycle of poverty often leads to inadequate education, job opportunities, and access to other basic **human rights**, which in turn minimises the choices available for a person to escape this cycle. This can often be generational and difficult for entire families to break, as we can see in this scenario.

Remember, poverty is a vulnerability that exposes individuals and whole communities to a greater risk of exploitation. In the What Happens Next? activity you probably noticed that some of the outcomes would land Andrea in an exploitative situation. You likely saw some red flags (i.e., things that didn't seem right) that influenced the choices you made. These are called "indicators." In this scenario, Andrea was not only stuck in a cycle of poverty but also at risk of **human trafficking**. It is important that we understand the indicators of **human trafficking**, in order to identify and help protect people who are being trafficked.

COMMON INDICATORS OF TRAFFICKING[10]

- **Controlled by someone else:** It seems that someone else makes their decisions. May be accompanied by a controlling person. May not speak on their own behalf, but refer to someone else (possibly a family member). Sometimes the person is even forced to live in the same place where they work or is tracked via GPS whenever they leave the place where they live.
- **Lack of income:** They are unable to keep their income. It is "held for safekeeping." In many cases, the person has a debt that they are working to pay off.

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- **Excessively fearful, depressed, and submissive behaviour:** The person is afraid to talk to strangers and authorities, as they are closely monitored and controlled by their trafficker(s). They may appear fearful, anxious, depressed, or excessively submissive and avoid eye contact.
- **Lack of documentation:** They are not in possession of their passports, identity cards, or legal documents. May even say that someone is in care of their documentation.
- **Lack of personal belongings:** They may have few or no personal belongings.
- **Deceived by a false job offer:** Their real job is different from the advertised job they accepted.
- **Lack of language skills:** They have recently arrived in the country and do not speak the local language or only know words related to their work or with high sexual content.
- **Signs of physical abuse, poor health, and malnutrition:** They may have bruises, scars, and other signs of physical abuse and torture. Victims of **human trafficking** are often beaten in areas that do not harm their appearance, such as the lower back. There may be signs of mistreatment or signs that they have been denied food, water, sleep, and/or medical care.
- **Lack of confidence:** They may be distrustful and suspicious. A victim of **human trafficking** may be distrustful of anyone who offers help or attempts to converse with them.
- **Signs of dependency:** They may show affection, attachment, or dependence on their abuser, or their abuser may even be someone they know or with whom they have some type of familial or romantic relationship.
- **Feeling of being trapped:** The person talks as if it is impossible for them to change their current situation.

SAY:

While no single indicator can confirm the existence of **human trafficking**, several indicators combined increase the likelihood of **exploitation**. The indicators listed previously are a reference to guide you in what you should be looking for; however, not all **human trafficking** situations look the same. The most crucial thing is to trust your instincts. If you notice that something seems unusual or someone looks uncomfortable or appears to be controlled by another person, that could be a sign of **human trafficking**. It's probable that you may never be entirely certain if what you are seeing is a **human trafficking** situation, and that's okay. However, if you see something suspicious, saying something could mean the difference between someone's freedom or enslavement. If you are ever in a situation where you need to make a report, it is always good to ask a **trusted adult** for help if possible. Remember, a **trusted adult** is a safe person older than 18 years of age, who is truthful, honest, and reliable.

Here are some tips to help you and your **trusted adult** make an effective report:

- Be as specific as possible!
- Do you know the exact time, date, and location of what you observed?
- Do you have any identifying information, like names or nicknames?
- Does anyone involved have tattoos or piercings? Or anything that could serve as an identifiable trait?
- Did you see any vehicle information, number plate, or hotel room numbers?
- Do you have the web address, screen names, or email addresses if you saw something concerning online?

DO:

"Can You See Me?" Video Discussion Activity **[Appendix 5]**

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SAY:

Now that you have seen an example of what **human trafficking** could look like, you may ask why this is still happening in our world today if we all have rights. **Human trafficking** is the fastest-growing transnational crime (a crime happening around the world) and a complex issue. Trafficking not only happens because of the bad intentions of some people, but also because many others who are directly or indirectly involved are unaware of the issue or indifferent to it—which is why there is a market for the supply and demand of human beings and their labour. When an individual is treated as nothing more than a commodity to be bought, sold, traded, or discarded, it is easy to use and exploit them over and over again. What makes the exploitation of an individual even more enticing to traffickers is that they can exploit a victim as many times as they want, unlike perishable items which can only be bought or sold once (e.g., a soft drink, petrol/gas, a sandwich).

This is why it is important to be aware of the problem, so we can make informed decisions to help stop the demand for products/services created by victims and be aware of potential **human trafficking** situations. As we have learned, **human trafficking** is more common than we think; it often is hidden in plain sight. **Human trafficking** is so common that its impact is present in the clothing we wear, the products we eat, the people we see asking for money on the street, the person working at the car wash, and so on. It is critical that when faced with any suspicious activity, we know how to act and stay safe. Although our instinct often prompts us to act and do something, the best thing we can do is:

1. ASSESS THE SITUATION (Look out for indicators)

- Make sure you are always in a safe position. Find a trusted adult to talk to or ask for help.

2. TAKE NOTES (Discreetly)

- If you see something, write down some of the key elements you remember to later make an effective report when you are somewhere safe with your trusted adult. Some important information may include:
    - Location of the event
    - Detailed description of the observed facts
    - Physical description and appearance (tattoos, clothing, distinguishing marks, and any other useful description)
    - Vehicle number plate

3. REPORT

- If you think you are in or have witnessed a possible situation of human trafficking, do not hesitate to call the hotline and provide all the information you have observed.
- 999: Police
- 0808 800 5000: National Society for the Prevention of Cruelty to Children (NSPCC)
- 0800 1111: Call Childline for help for children and young people
- A21.ORG/REPORT: Online report

Note: It is always the most important thing, as a minor, to make sure you are safe. If you are ever suspicious of a situation, make sure you talk to a **trusted adult**.

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INTRODUCE

SAY:

In Session 1, Part 1, we learned about **human rights** and values, and how everyone has **human rights** and should be treated with dignity and respect. We also learned that children and young people require extra protection, which means they have special **child rights** (as listed in the UNCRC). We also spoke about the Sustainable Development Goals (SDGs) and how all human beings have a responsibility to protect each other and the most vulnerable people in their communities, as well as animals and the planet. In everyday life, we have different interactions and relationships with people, whether they are our family, friends, classmates, sport or faith communities, or even strangers. Valuing and promoting **human rights** not only requires us to help at a global level (i.e., addressing poverty and assisting persecuted groups), but it also impacts how we act in our daily lives, how we relate to one another, and whether we communicate with kindness and respect or indifference and hate.

In Session 1, Part 2, we are going to talk about relationship values, **healthy relationships**, and **personal boundaries**. We will provide useful tools that you can use in your daily life to keep you safe and build **healthy relationships** and **personal boundaries**. Part 2 will also give you tools to identify risky situations and provide practical examples of setting healthy boundaries and saying no to unhealthy situations.

Relationships are an important part of our lives. Relationships are essential for both our mental and physical well-being. While no relationship is perfect, there are ways to identify if your relationships are healthy or unhealthy. Traffickers (also known as "loverboys" in certain situations) and abusers can sometimes use relationships to approach vulnerable victims and deceive them into what appears to be a **healthy relationship**. They may pretend to be a friend, romantic partner (boyfriend/girlfriend), or **trusted adult** to gain the trust of their victims. The recruitment process can happen quickly or over an extended period of time. However, in reality, these relationships are unhealthy and can be exploitative. It is important to be aware of the warning signs of **unhealthy relationships** and to seek help if you suspect that you or someone you know may be a victim.

INTERACT

ASK:

Q: *"What should happen in a relationship to make it healthy?"*

Sample Answer: A **healthy relationship** should be built on trust, love, kindness, and honest communication.

SAY:

A **healthy relationship** is one that is based on respect, honesty, trust, communication, compromise, and healthy boundaries. To have **healthy relationships**, it is crucial to have a clear understanding of your rights, identity, and values and to have good self-esteem. **Personal boundaries** are limits that we set that create physical and emotional space with others. They provide clear expectations about what is and isn't acceptable behaviour, particularly in regard to how we want to be treated. By working on these aspects, you will be able to create a strong foundation for building **healthy relationships** and **personal boundaries**. Such relationships are usually built on honesty, trust, and safety, which foster mutual respect and understanding. This is not only for physical interactions, but also for how we communicate with and about each other, online and offline. Although no relationship is perfect, trust is an important quality in all **healthy relationships**. Remember, a **trusted adult** is a safe person, who is truthful, honest, and reliable. If an adult behaves dishonestly, urges you to keep **unsafe secrets**, makes you feel uncomfortable, or inflicts harm, they are not a **trusted adult** and this is not a **healthy relationship**.

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ASK:

Q: *"What would make you think a relationship is unhealthy?"*

Sample Answer: An **unhealthy relationship** can have abuse, aggressive communication, a lack of trust, and jealousy.

SAY:

An **unhealthy relationship** is characterised by one person forcing the other person to sacrifice friendships, family, school, personal goals, independence, or even emotional well-being while in the relationship. For example, a toxic friendship could be a friend who always asks for help or money but never has time to listen or offer support in return, speaks down or rudely to you, and always takes without giving. Another indication of an **unhealthy relationship** would be if the other person pressures you to keep secrets or issues threats to prevent you from confiding in others. In more serious situations, **unhealthy relationships** can be physically, emotionally, verbally, or mentally abusive and can lead to trauma bonding. This is when there is a deep bond, loyalty, or emotional attachment between two people in the relationship that is destructive. It is important to recognise the warning signs of an **unhealthy relationship** and seek help if needed, and to remember, don't make decisions from a place of desperation.

DO:

Unhealthy vs. Healthy Relationship Indicators Activity **[Appendix 6]**

SAY:

As we have seen, some relationships can be healthy, and others can be unhealthy. Even when a relationship feels good or looks healthy from the outside, it can still have unhealthy elements in it. For example: an attractive and attentive partner who is very critical in private and demands intimacy; a popular friend who always gossips about you when you are not around; a proud parent who boasts about you publicly but at home, you feel like you can never please them.

Sometimes, you can identify these elements and do something to change them. Other times, you or a friend/family member may need to leave the relationship. Therefore, it is important that you not only understand the indicators of **healthy** and **unhealthy relationships** but also know the tools/actions needed to stay safe and what to do in an unsafe situation. We call these relationship safeguards.

Safeguard is a word used when we apply protective measures to ensure safety in different scenarios. Safeguards in relationships are, therefore, the application of protective measures designed to help us establish safe boundaries in our relationships and ensure that what we believe in, and what makes us feel comfortable, is respected. Some important relationship safeguards to remember include:

- **Setting personal boundaries:** Establish consent boundaries in your relationship (i.e., what you feel comfortable doing).
- **Open and honest communication:** Use assertive communication to make personal decisions. Assertive communication involves expressing oneself clearly and honestly. Individuals who are assertive stand up for themselves and their rights in a respectful manner.
    - Normally, when we have a bond with another person, we avoid saying things that we know will make them look bad. Ask questions about your partner, friend, or the other person to get to know them personally.
    - Let your partner, friend, or the other person know if something makes you uncomfortable. If your honesty is met with aggression or punishment, inform a trusted person or the police.
    - You always have the right to say no. You should not feel pressured to change your 'no' if another person feels offended or gets angry or upset when you set a healthy boundary.

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- **Create a safety network (safe circle) with trusted adults in your life:** Your safety network can also include a safe stranger who has a responsibility to protect, such as a teacher, school counsellor, school nurse, police officer, firefighter, doctor, social worker, therapist, or someone who has a mandate (responsibility) to report. Share about your new relationship with your safety network. Seek support from people you trust.
    - What is a Safe Circle? An easy way to remember who can be in your safe circle is to think about five people who you can trust. Those in your safe circle should be trusted adults. When you trust someone, you should feel safe and comfortable around them and confident that they can help you if needed.
- **Protect your rights:**
    - Think of protective ways to respond rather than react if danger arises or you feel threatened.
    - Remember, your identification documents and personal property belong to you. It is your decision who you share these with. Keep your own personal items and identification in your possession (e.g., phone, passport, bank cards) and make digital backups or store them with a trusted friend.
- **Trust your judgement:** If something feels wrong, uncomfortable, or dangerous, listen to yourself (your inner voice) (e.g., do not get into a car with a stranger or anyone if you feel unsafe or uncomfortable).
- **Ask for help:** Contact the police, a trusted person, or a hotline.

SAY:

Now that you have learned about indicators of **healthy** and **unhealthy relationships** and some different relationship safeguarding tools, apply what you have learned to these scenarios.

DO:

Relationship Scenarios **[Appendix 7]**

SAY:

One of the reasons it is important to recognise **healthy** and **unhealthy relationships** and know how to safeguard them is because as individuals we have rights and inherent value. Recognising these rights teaches us that we can choose to say no when a situation makes us feel uncomfortable or unsafe.

It is also important to respect the **personal boundaries** of others by practising safe and appropriate physical contact with our friends and family. Remember that if anyone, including a friend, sibling, or family member says no or feels uncomfortable when you touch them, you should respect their request and stop. Each person may have different **personal boundaries**, influenced by childhood experiences or traumas, etc. This means that what you consider a **safe**, **appropriate touch** may be triggering for someone else. Therefore, it is important to listen to others and for them to listen to you.

These boundaries also apply to social media. You and others have the right to feel comfortable and safe with anything that is shared with you online and over the phone, including social media, emails, pictures, videos, phone calls, video calls, and text messaging. Other people can violate your right to feel comfortable and safe by writing something negative about you or by sharing photos of you without your permission. **Even though everything is online, you still have the same rights as if you were in person, and you can say no to things that people ask you to do if you feel uncomfortable.**

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ASK:

Q1: *"How can we recognise when a touch is safe and appropriate?"*

Sample Answer: A touch is safe and appropriate when both people agree it is okay, it does not make anyone feel uncomfortable or threatened, and it makes sense for the situation.

Q2: *"How can we recognise when a touch is unsafe and inappropriate?"*

Sample Answer: Unsafe and inappropriate touching occurs when someone does not want to be touched or feels uncomfortable, threatened, or violated. This type of touching can also be sexual or not make sense in a given situation. It is important to respect others' boundaries and ask permission before touching someone, especially if you are not sure if it is okay.

SAY:

As we have discussed, the concept of **safe**, **appropriate touch** can vary from person to person. However, some basic definitions can help us identify these types of interactions. For example, we can define **safe**, **appropriate touch** as invited affection, such as a handshake, pat on the back, high five, or side hug (if you feel safe and agree to it). On the other hand, we can define **unsafe**, **inappropriate touch** as unwanted affection, such as touching intimate/private parts of the body or physical harm, such as kicking or punching.

It is also important to recognise that unsafe and inappropriate actions can also occur online in our conversations and how we interact or are asked to interact. Safe and appropriate online conversations include texting and emailing family and friends and sharing appropriate photos with them. On the other hand, unsafe and inappropriate online conversations include sharing passwords or personal information (such as addresses, numbers, or names) with people you don't know well', posting inappropriate photos of yourself (such as of your private parts), or someone you don't know asking you to turn your webcam on. It can also include someone sharing unwanted, inappropriate, or sexy photos of themselves or other people with you. Remember that **unwanted exposure to sexually graphic material and sexual abuse material is a form of sexual harassment and is not okay.**[11] Overall, be aware of what constitutes safe, appropriate behaviour in both physical and online interactions and speak up if something makes you uncomfortable or if someone violates your boundaries.

DO:

Personal Reflection Journal Activity **[Appendix 8]**

SAY:

In Session 1, Parts 1 and 2, the focus has been on understanding your rights as an individual and championing your voice to protect those rights. We have also looked at how **human rights** fit into a bigger picture, impacting our communities, nations, and world, and how to recognise different indicators and red flags when rights are being exploited, especially by **human trafficking**. We have also explored the importance of **healthy relationships** and **personal boundaries**, recognising that these can be with family or friends, at school, with employers and colleagues, within intimate relationships, or with strangers in the community. When we understand the importance of **healthy relationships** in our daily lives and treat everyone with dignity and respect, our actions have an even bigger impact on promoting human rights in our community.

Optional Activity: Appendix 18: Call To Action

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SESSION 2

MIGRATION/MOVEMENT

PREPARE

PART 3

Who Am I? Activity [Appendix 9]
Continent/Country Tally Game Activity [Appendix 10]
Scissors
Blank paper
Pens

PART 4

Pens, pencils
Blank paper
"Don't Go" video link
Analysing a Job (Spot the Difference) Activity [Appendix 11]
"Don't Go" Video Activity [Appendix12]
Call To Action [Appendix 18] (Optional Activity)

KEY TERMS

PART 3

Migration: movement from one place of residence to another
Irregular, "Unsafe" Migration: moving to another country without the correct papers or under the right laws
Safe Migration: moving somewhere safely and legally
Internal Migration: moving to a different city within the same country for work, family, or other reasons (e.g., internal migration from rural to urban areas)
External Migration: moving from your home country to another country, for work on a visa; often not a permanent move
Seasonal Migration: moving for seasonal work (often for fruit picking, rice harvesting, etc.); usually affects lower socio-economic families; sometimes because of the rainy season or flooding
Immigration (Immigrant): moving to another country permanently (with a passport/residency)
Refugee: a person who has moved to a new country in response to a problem in their home country

PART 4

Irregular, "Unsafe" Migration: moving to another country without the correct papers or under the right laws
Safe Migration: moving somewhere safely and legally
Labour Trafficking: the recruitment, harbouring, transportation, provision, or obtaining of a person for labour or services through the use of force, fraud, or coercion for the purposes of involuntary servitude, peonage, debt bondage, or slavery
False Job Advertisements or Opportunities: the false promise of a job in order to traffick people for both labour and sex, with labour trafficking being one of the most common outcomes

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INTRODUCE

SAY:

In Session 1, Parts 1 and 2, we learned about human rights, values, safe relationships, and personal boundaries. In Session 2, we are going to learn about **safe** and **unsafe migration**, **labour trafficking**, and how to identify **false job advertisements or opportunities**. You may have heard the word **"migration"** before, but what is it? Simply, **migration** describes the movement of people across an international border or within their own nation. Today we will unpack the different forms of migration and some reasons why people move.

INTERACT

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 every year. **Migration** can happen regardless of a person's legal status (i.e., whether they have a passport or visa to enter another country or not), whether the movement is for any reason, voluntary or involuntary (e.g., job opportunity, moving for family, natural disaster, war/conflict), and can be any length of time (short or long/permanent).[12]

THE ISSUE AT A GLANCE

"Today, more people than ever live in a country other than the one in which they were born. According to the Population Division of the United Nations Department of Economic and Social Affairs (UNDESA), as of 1 July 2020 the global number of international migrants was estimated to be 281 million. International migrants comprise some 3.5 per cent of the global population, compared to 2.8 per cent in 2000 and 2.3 per cent in 1980."[13]

Just as there are many reasons why a person may migrate, there are different types of **migration**:

Internal Migration: moving to a different city within the same country for work, family, or other reasons (e.g., internal migration from rural to urban areas)

External Migration: moving from your home country to another country, for work on a visa; often not a permanent move

Seasonal Migration: moving for seasonal work (often for fruit picking, rice harvesting, etc.); usually affects lower socio-economic families; sometimes because of the rainy season or flooding

Immigration (Immigrant): moving to another country permanently (with a passport/residency)

EXTENDED DEFINITIONS

Refugee: a person who has moved to a new country in response to a problem in their home country. For example, fleeing your home country because of persecution or war. Seeking asylum or refugee status in another country can let you live and work safely and legally while you are unable to return home.

Internally Displaced Persons (IDP): being forced to move to a different city within the same country due to conflict, natural disasters, or other human rights violations; different from internal migration

Forced Migration: being forced to cross international borders against your will (often without legal documents), sometimes due to conflict, natural disasters, or physical force from another person (This type of migration often occurs for the purpose of human trafficking and exploitation as well, as we learned in Session 1, Part 2.)

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As you can see, there are many reasons for movement, and not all of these are predictable or within a person's control. Therefore, it is possible that everyone may be vulnerable, at some point in their lives, to forced or unplanned movement for unexpected reasons. This is why it is important not only to recognise the risks and different reasons why people move, but also to have compassion and understanding towards people who migrate. You never know what that person has gone through to get where they are now.

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 or cities for better opportunities, such as employment or an increased standard of living (e.g., **internal** and **seasonal migration**). Others are "pushed" or forced to migrate (**forced migration**) because of war, exploitation, poverty, or natural disasters (e.g., floods, fires, earthquakes). Individuals can be pushed from their homes and forced to leave their country, or they may experience internal displacement, where they are forced to leave their homes/cities, while staying within their country. (i.e., **internally displaced persons**).

These push and pull factors contribute to why an individual, family, or whole community may wish to move in search of work, safety, or a better life, sometimes leading people to take bigger risks or trust strangers who ultimately wish to traffic or exploit them.

DO:

Read out the push and pull factors in the table[14]:

Push Factors	Pull Factors
• Economic difficulties • Environmental disasters • Fear of persecution or violence • Insufficient employment opportunities • Political unrest and war • Poor medical care • Precarious living conditions • Religious persecution/lack of religious freedom	• Security and safety • Employment/job opportunities • Higher standards of health care • Education • Family reunification • Improved living conditions/welfare • Personal realisation, enjoyment, and leisure • Religious freedom

SAY:

Migration can be influenced by negative factors including the lack of access to food and shelter, cultural differences, and environmental, political and economic instabilities. You may recognise some of these from the list of fundamental human rights we learned about in Session 1. **Migration** can also be influenced by positive factors, like moving for family, a new, exciting job opportunity, a new relationship, or fun. When there is choice and freedom associated with **migration**, it can be a safe and exciting opportunity. However, there is often a greater risk of vulnerability when an individual is pushed into moving ("push factors") without choice or freedom because of poverty, economic instability, persecution, violence, or conflict. In these situations, **migration** is often connected with the desire and hope for freedom, better living and/or working conditions, justice, and equal access to human rights there ("pull factors"). These vulnerability factors can lead to individuals being more susceptible to being tricked into making unsafe decisions, taking bigger (unsafe) risks, and ultimately, being exploited. Let's take a look at some different examples between **safe** and **unsafe migration**.

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DO:

Ask the children and young people to read out the different indicators of **safe** and **unsafe migration** in the table below.

Safe Indicators	Unsafe Indicators (bigger risk)
• Have the correct documentation (e.g., visa, passport) • Travel with someone or make sure someone knows where you are • Have enough money for your journey • Do research before travelling (i.e., learn some local phrases, understand the culture and what is accepted or not) • Travel with people you know or trust • Have travel or health insurance • Use formal and legal routes of travel • Maintain communication with family and friends (e.g., buy a local SIM card, put roaming on your phone, use internet cafes) • Know emergency numbers or how to get help if you need it	• No visa/incorrect visa status • Travelling alone or no one knows your travel plans • No income/limited financial means • Not speaking the language of the country • Not knowing the culture of the place you are going to • Not having a safe circle or people you trust • Not having access to the healthcare system in the country • Travelling through illegal routes • Being cut off from your family and trusted people in your country of origin • Not knowing the country's law enforcement or reporting numbers

ASK:

Q: *"If your friends or family are going overseas, what would you need to prepare if you were going with them?"*

Sample Answers:

- Do some research on the location.
- Ask a parent or guardian if you can go.
- Prepare the correct documentation (e.g., visa, passport).
- If you are old enough to travel on your own, prepare an itinerary that can be shared with a trusted adult or friend.
- Make sure you have enough money.
- Purchase travel or health insurance (if necessary).

SAY:

Migration is a normal part of our world. In 2020 "there were around 281 million international migrants in the world", "which equates to 3.6 percent of the global population."[15] To put this into perspective, 281 million people is almost the population of the United States; it is more than double the total population of Mexico, and it is more than quadruple the population of nations like Spain, the United Kingdom, Thailand, South Africa, Australia, or Cambodia.[16] As you can imagine, that is a massive number of migrants. The global estimate of "people living in a country other than their countries of birth" has almost doubled since 1990, and more than tripled since the 1970s.[17]

We know that some people move by choice and others have moved due to force. Throughout history, there have been natural disasters or conflicts that have forced people from all continents and countries to leave their homes quickly and without choice. Sustainable Development Goal (SDG) 16 promotes "Peace, Justice and Strong Institutions" to work towards building a more peaceful and inclusive society.

ASK:

Q1: *"How do you think a peaceful and inclusive society can have a positive impact on **migration**?"*

Sample Answers:

- If there was peace and acceptance of all people, we wouldn't have wars, which are a huge contributing factor as to why people are forced to flee their countries.

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- If everyone were more accepting of each other, it would be easier for people of all nationalities to seek safety and a new home in any country.

Q2: *"Can you think of any historical events that caused a mass movement of people (e.g., a war)?"*
Sample Answer: (See Historical Refugee Crises and Migratory Movements table)

Q3: *"Can you think of any more recent examples of a crisis or situation that has caused people to move?"*
Sample Answer: (See Historical Refugee Crises and Migratory Movements table)

Historical Refugee Crises and Migratory Movements table

Century	Historical Event	Year	Place	Description
16th to 19th	Slave Migrations	Between 1501–1900	Africa—Americas	The slave trade from Africa to the Americas is estimated to have impacted more than 12 million enslaved Africans.
	Great Famine	1845–1855	Ireland—United States	About 1.5 million people fled from Ireland to the US at the beginning of one of the largest migration periods in world history (more than 50 million Europeans to the United States).
20th	World War I	1914–1918	Although the combat took place mainly in Europe, many countries around the world were involved.	A military conflict that started mainly because of the assassination of the Austro-Hungarian heir to the empire that caused a chain of events to develop into a war. The war caused millions of displacements due to the conflicts that affected civilians.
	World War II	1939–1945	This conflict took place all around the globe, affecting millions of people in different ways.	The conflict had many dimensions and was one of the most significant events on human rights matters. The Holocaust resulted in the mass killing of millions of Jews and minority populations as well as the displacement of millions more Jews, which partially led to the creation of Israel in 1948.
	Partition of India	1947	India—Pakistan	The partition of India due to religious disagreements led to the migration of around 14 million people between India and Pakistan.
21st	Earthquake	2010	Haiti	After a destructive earthquake, thousands fled. However, some countries denied entry to people seeking safe refuge and attempted to avoid a possible mass migration.

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Century	Historical Event	Year	Place	Description
21st	Lack of Resources	Since 2021	Somalia	Around 1 million Somalis have fled Somalia due to drought.
	Afghanistan Humanitarian Crisis	2021	Afghanistan	8.2 million Afghans are being hosted by neighbouring countries, and an additional 3.2 million are internally displaced.
	War between Ukraine and Russian Federation (Russia)	2022	Ukraine	The invasion of Ukraine by Russia in early 2022, after a long period of tension, led to millions of Ukrainians fleeing across the border and resettling into Europe or being internally displaced.

THE RECENT REFUGEE CRISIS AND MIGRATORY MOVEMENTS
(Taking place at different times between 2015-2023)[18]

Syria	14 million displaced
Ukraine	13 million displaced
Afghanistan	8.2 million displaced
Venezuela	6 million displaced
South Sudan	2.4 million displaced
Central African Republic (CAR)	2.7 million displaced
Myanmar	1 million displaced

As we have just learned through the tables above, there have been so many historical events through the years that have led to tens, if not hundreds, of millions of people being forced to flee their homes and move to different countries. Some have migrated permanently, others have become refugees in refugee camps, some have been internally displaced, and many have been able to return to their homes to rebuild their lives. Some **refugees** and migrants have gone on to do incredible things in the face of adversity.

SAY:

We're going to do an activity now that identifies some of the most influential **refugees** and migrants in modern times.

DO:

Who Am I? Activity **[Appendix 9]**

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SAY:

Many people move from cities or even countries at some point in their lives, either by choice or by force. We know that many people who migrate/emigrate/seek asylum/etc., end up bringing their culture and experiences to their new homes, making their new communities and nations culturally rich and diverse. In our Who Am I? activity, we saw that some **refugees** and people seeking political asylum have achieved incredible things in their lives. This is true of many migrants who end up becoming Nobel Peace Prize winners, inventors, artists, musicians, athletes, actors, business leaders, lawyers, politicians, religious leaders, teachers, doctors and nurses, or mothers and fathers. Our cities, our nations, and even our own families are what they are today because of the influence of many cultures.

If you look around the room today, it is likely that there are people sitting beside you that have an interesting family story, whether they themselves were born abroad, or their parents, grandparents, or great-grandparents were born in another country.

ASK:

Q: *"Have you ever considered living and working in another country when you're old enough? Why or why not?"*

> **Sample Answer:** Yes, I would love to have the experience of living and working in another country when I am older. It would be an incredible experience to learn about new cultures, meet people from all over the world, and broaden my horizons.

DO:

Continent/Country Tally Game Activity **[Appendix 10]**

SAY:

Today, we learned about the different forms of **migration**, who can be impacted (e.g., **refugees**), the different push and pull factors of **migration** and what **safe** and **unsafe migration** can look like. We also learned that there are so many reasons why people migrate. Whether it is forced migration or by choice, there are often economic reasons attached to why people move. Recognising the indicators of **safe** and **unsafe migration** and vulnerability factors makes us aware of the risks attached to migration and helps us understand the action steps needed to stay safe. It also teaches us to understand the rich culture and diversity that comes with **migration**, as we have seen through this session and the stories of the different characters, and how the inclusion of different cultures can lead to new and positive developments for society.

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INTRODUCE

SAY:

Earlier in this session (Session 2, Part 3), we learned about migration and what might cause people to move or flee from their homes. We also learned about some people throughout history who were migrants and have had incredibly influential lives and significant impacts on the world.

We have also learned about the various factors that can influence a person's decision to leave their home or country, often related to the search for employment opportunities. Remember, when people face challenges related to unfamiliarity with new environments, such as language, culture, or local job practices, they may be at a greater risk of exploitation. Migrants, irregular migrants, stateless populations, and **refugees** fall into a category of people who may be more vulnerable to trafficking and exploitation because of their situation or their position within society. **Labour trafficking** and recruitment through **false job advertisements or opportunities** are a big part of this problem and are often connected to **irregular "unsafe" migration**, because false employers will not issue the correct papers or hire people under the right laws.

INTERACT

SAY:

Q1: *"What is your dream job? Why?"*

Sample Answers:

- An influencer, because it will be fun and I'll have a lot of money.
- A teacher, so I can help other children learn.
- A lawyer because I will get paid a lot.
- A doctor, so I can help people.
- A professional football player, because I will be able to do what I love and get paid loads.
- Anything, so I can afford my own place to live.

Q2: *"What are the most important things to look for in a good job? Why?"*

Sample Answers:

- Money/good salary
- Flexibility/work from home
- Opportunity to travel
- Fun networking opportunities
- Health benefits
- Nice colleagues
- Work/life balance
- Why: A good job should be enjoyable, with a healthy work/life balance (i.e., not spending all of your time at work unhappy). It should provide you with a living wage (i.e., enough for you to pay all of your bills, purchase food and have money left over to enjoy fun things too).

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Q3: *"What are some red flags in a job that would make you not want to work for that business/company?"*

Sample Answers:

- Bad/unkind boss or colleagues
- Underpaid or not paid at all (i.e., unlivable salary)
- Unsafe working conditions
- No flexibility
- No option for benefits (e.g., health care, overtime pay, annual leave, sick leave)
- No possibility for growth within your job (i.e., promotion)
- Why: Even if you don't love your job, it should be a safe place to work and you should be appropriately compensated for the work you do. A safe place doesn't just mean safe from physical harm, but also safe from bullying and other kinds of abuse.

EXTENDED QUESTION

Q: *"What would you do if a friend or family member told you that they have accepted a job that has some of the red flags of an unsafe working situation?"*

Sample Answers:

- If you're concerned but unsure, you could ask for more details.
- Tell them to be careful and not share personal, private information.
- Tell a trusted adult.
- If you and the trusted adult feel they are at risk, call the police or the local human trafficking hotline.

SAY:

We have just spoken about our dream jobs and what would be positive and negative aspects of work (e.g., a good salary, a kind boss, safe working conditions). It is easy to think about these things, but can you identify them in practice? Sometimes jobs may seem "too good to be true" because they are. However, when people are trying to leave a negative or unsafe situation or make a better life for themselves, they may ignore the red flags they recognise and become more susceptible to being deceived by traffickers.

DO:

Analysing a Job (Spot the Difference) Activity **[Appendix 11]**

SAY:

False job advertisements or opportunities are a main recruitment method used by traffickers. When individuals are looking for work, desiring to start a new life, and seeking a better future, coupled with their unfamiliarity with the context, language, or general working conditions in the new destination, they are more susceptible to becoming victims of different types of abuse, exploitation, or even human trafficking. Let's take a look at some red flags that may indicate a job opportunity is false.

BEFORE EMPLOYMENT: Be wary of offers that seem too good to be true. If they offer you great benefits without requiring experience or researching your skills, they may be trying to trick you. Here are some examples:

- **Offered a job without a clear explanation:** They don't provide clear information about salary, work schedules, breaks, and other important details could be a sign that something is not right. You may have even been offered the job by a complete stranger who does not know your capabilities.
- **Offer is too good to be true:** They promise to pay all your expenses, including your travel documents (e.g., visa) and offer you accommodation, but don't give you enough information about it. It is important to be clear about the housing conditions and any other benefits before accepting an offer.

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- **No background checks or interviews:** They offer a job without conducting an interview or investigating your previous work experience. A serious and reliable company should be interested in meeting you and evaluating whether you are the right candidate for the job.
- **No online presence:** You can't find any information about the company or if it seems unreliable. Legitimate companies usually have an online presence and references from other employees or customers. The street address of the company does not appear on GPS systems like Google Maps.
- **Inaccessible languages:** If the job posting is in a language you don't understand and no translation into your language is provided, be cautious. The lack of translation may hide important details or unfavourable clauses in the contract.
- **Potential discrimination:** The job offer emphasises nationality, gender, age, or physical characteristics as requirements or advantages. This can be discriminatory and unprofessional. Look for employment opportunities that value your skills and competencies rather than your personal profile.

Remember that it is important to trust your instincts and use common sense when evaluating a job offer. If something seems suspicious or unclear, it is best to investigate further or look for other options before committing. Before making the trip, you should know the exact place, address, or city where you are going to stay, have contact details and telephone numbers of the people you will be with, and have the security numbers and addresses in case of emergency (such as police of the country, medical services, or organisations that can help you).

DURING EMPLOYMENT: Sometimes people do not become aware that their employment situation is different from what they were promised until they arrive. Here are some red flags that can help you or someone you know identify an exploitative or trafficking job situation:

- **Lack of control:** Your identification documents (e.g., passport, driver's licence, birth certificate) are taken away from you. Your identification documents are the most important documents you have. When abroad, avoid giving these to anyone and always keep a copy for emergencies.
- **Lack of freedom:** You are taken to a job in a location that is different from where you agreed to work and are forced to do work you didn't agree to do. Sharing your location and maintaining control of your travel documents may help you and your family or friends know where you are at all times.
- **Conditions against your rights:** You are forced to sleep and work in the same place as your employment. You are not allowed to talk to your family or friends. You are not allowed to take breaks while working. You are not allowed to move freely or leave the workplace. No safe employment opportunity should violate your human rights.
- **Physically or emotionally uncomfortable or abusive environment:** You are treated in an aggressive manner, physically or verbally. Or your employer refuses to seek medical help if you or a colleague are injured. If your employer or colleagues are being physically or emotionally abusive or refusing to provide medical care, you should try to leave or get help. Don't hesitate to call the police or a trafficking hotline if something is not right.
- **Limited or no financial compensation:** You do not receive adequate compensation for the work you do. Everyone should be compensated for their work. If you are not, this is not a legitimate workplace. You need to contact your local authorities for assistance.
- **Threats and blackmail:** Your employer threatens to report you to the police for visa issues or threatens to hurt your family if you speak up about working conditions or compensation. No one has the right to threaten or blackmail you. If something is against your rights, you have the right to speak up. If you don't feel safe to do so, you can make an anonymous report to your country's hotline (Childline: 0800 1111).

Don't be deceived by false promises. If you find yourself in a dangerous situation or you suspect someone else is in one, seek help by calling an emergency number. This kind of exploitation is illegal, and it is not your fault.

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SAY:

False job advertisements or opportunities can lead to things like an uncomfortable or unsafe work environment, unfair salary or reimbursement for your work, or even a form of exploitation known as **labour trafficking**. **Labour trafficking** is the recruitment, harbouring, transportation, provision, or obtaining of a person for labour or services through the use of force, fraud, or coercion for the purposes of involuntary servitude, peonage, debt bondage, or slavery. Millions of people around the world today are forced to work in dangerous working conditions, for little or no pay, in unlivable conditions, and/or with limited or no freedom to leave.

Education and awareness around what **labour trafficking** looks like and how to identify the red flags of **false job advertisements or opportunities**, as we have just discussed, are vital prevention tools. When people can identify the potential risks of a job prior to accepting it, they can make an informed decision on whether this is something they want to do or not. As mentioned, some people are desperate to leave poverty or unsafe situations and believe that any job is better than their current situation. The reality is that **labour trafficking** and any form of exploitation is a form of modern-day slavery. This is where your rights and freedom are taken away. When you know the real dangers of human trafficking, you have perspective on your current situation and can see that the **false job advertisements or opportunities** are unlikely to be any better.

DO:

"Don't Go" Video Activity **[Appendix12]**

SAY:

This video captures two different outcomes from the same situation: one where the father/family did not have awareness of the red flags of **labour trafficking** and exploitation, the other where the father/family knew what to look for and recognised the risks. The ability to recognise indicators of **false job advertisements or opportunities** and potential labour exploitation are protective factors that can keep you and the people you love safe.

Optional Activity: Appendix 18: Call To Action

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SESSION 3

DIGITAL SAFETY

PREPARE

PART 5

Fake Account Activity (English version) [Appendix 13]
How Would You Respond? Activity [Appendix 14]
Digital Safety Guide
Scissors
Blank paper
Pens, pencils

PART 6

Pens, pencils
Blank paper
Dress-up clothes/props
What Would You Do? Scenarios [Appendix 15]
Change the Outcome Activity [Appendix 16]
What Would You Do? (Drama) [Appendix 17]
Call To Action [Appendix 18] (Optional Activity)

KEY TERMS

PART 5

Digital Footprint: a personal trail of information including images left behind while interacting online
Digital Literacy: knowledge, skills, and attitudes that allow children to be both safe and empowered in an increasingly digital world; encompasses their play, participation, socialising, searching, and learning through digital technologies[19]
Digital Safety: actions to protect someone from harm when connecting online
Grooming: 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

PART 6

Advocate: someone who pleads the cause of another; a person who speaks, writes, or acts on behalf of another person or group to bring attention to a cause
Bystander: a person who sees unhealthy behaviours harming others and does not do anything to help stop the risky, harmful, and unsafe situation
Digital Boundaries: established guidelines, rules, or limits a person creates to protect their digital safety and boundaries against being exploited as a commodity
Safe Circle: a safety tool to identify five trusted adults who can be counted on to help protect them from harm

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INTRODUCE

SAY:

In Session 1, we learned about human rights, values, safe relationships, and personal boundaries. In Session 2, we discussed safe and unsafe migration, labour trafficking, and how to identify false job advertisements or opportunities. In this final session (Session 3), we are going to look at **digital safety** and **digital literacy** and explore how the risk factors and vulnerabilities we have learned about in the previous sessions also apply to our online lives and interactions.

In this part (Part 5), we're going to learn about our **digital footprint**. This includes who we are online and what happens to all the personal information, interactions, and images we upload over time. In our final part (Part 6), we will continue to look at how we stay safe online and explore different safeguarding practices to help us become **advocates** and not just **bystanders** to difficult or potentially unsafe situations.

INTERACT

SAY:

The internet is a huge part of our daily lives. It is likely that you, your family, your friends, your teachers, government officials, health care professionals, and almost everyone you know in your community uses the internet as a vital part of their everyday lives. This includes social media, apps, emails, instant messaging, online shopping, banking, travel plans, school assignments, medical research, science, and more. There are so many different ways that the internet has been incorporated into how we live and how our communities function.

Did you know that, according to the World Bank, it's estimated that around 63% of the global population uses the internet?[20] That's over five billion people. Of that, UNICEF estimates that "one in three internet users is a child under 18 years of age."[21] So you can see a huge percentage of the world is increasingly using the internet in their daily life. While the internet can bring so much joy, connection, and access to education, it can also open up individuals to a world of exploitation, abuse, and deception.

ASK:

Q1: *"What is **digital safety**?"*

Sample Answer: Digital safety focuses on preventive actions to protect oneself against online exploitation and provides tools to reduce vulnerability to grooming and trafficking.

Q2: *"Do you think **digital safety** is important? Why or why not?"*

Sample Answer: Yes, **digital safety** is important because our world today is interconnected and everyone needs to know how to protect themselves online and stay safe while using the internet. **Digital safety** helps you avoid different online dangers such as cyberbullying, identity theft, grooming, etc. It teaches you how to protect your personal information, be aware of what you share online, and recognise potential risks.

Q3: *"How easy do you think it is to learn about a person through their social media?"*

Sample Answer: If a person hasn't made their social media platforms private and is very open with what they share, it can be very easy to learn all about them from the pictures, videos, and stories they post. If a person has their privacy settings on, restricts uninvited people from accessing their accounts, and does not share personal or private information publicly, it can be harder to learn more about that individual.

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Q4: *"Can you list at least three different social media platforms, apps, or games you use regularly and how much time you spend on them daily?"*

Sample Answers:

- TikTok: 2 hours
- Instagram: 1 hour
- Snapchat: 30 minutes
- X (formerly Twitter): 30 minutes
- Fortnite: 2 hours
- Roblox: 1 hour

Note: This activity may help you as an educator/facilitator understand what platforms the children and young people you work with use and how long they're online and exposed to potential risks.

EXTENDED QUESTIONS

Q1: *"On a scale of 1–10 (1 being "not good" and 10 being "very good"), how would you rate the privacy of your own social media accounts?"*

Sample Answer: I would say 7 out of 10. I don't talk to strangers, don't have that many posts, and try not to post too much identifying information.

Q2: *"How would you feel if one day someone took a screenshot of all of your personal information from your private social media and made it public without your permission, in your school or in a place you often hang out?"*

Sample Answer: I would feel uncomfortable and exposed, like my privacy had been violated.

DO:

Fake Account Activity **[Appendix 13]**

SAY:

In only 5–10 minutes, you have been able to find out a lot of personal information about Adrian and Maria, because of the **digital footprints** they have left on their social media profiles. Your **digital footprint** is a personal trail of information that includes images left behind while interacting on the internet. Remember, your **digital footprint** is something that stays online forever. Everyone who uses the internet has a **digital footprint**. When an image or information is posted, it is no longer private and becomes part of your **digital footprint**.

Sometimes people will take advantage of the information in your **digital footprint** and violate your right to feel comfortable and safe online and offline. They can do this by saying or writing something bad about you or by sharing personal pictures of you that you don't like or did not give permission to share. Even if you share the image or information publicly or privately, this does not give anyone else the right to use it without your permission or to exploit it. **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. You have the right to be protected from abuse and harm, just like you do when you're offline.

Digital safety protects individuals from harm when connecting online. Learning the knowledge, skills, and attitudes needed to keep you safe and empowered in an increasingly digital world is what we call **digital literacy**. This allows you to play and participate online and to socialise and learn through digital technologies in a safe environment. Understanding the lasting impact of what you post is essential to staying safe online. By recognising the dangers of sharing personal information online and doing your best to keep that information safe and private, you can prevent people from using that information to exploit or harm you.

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You also have the right to feel comfortable and safe with anything that is shared with you online and over the phone. This can include social media, emails, pictures, videos, phone calls, video calls, texting, and messaging. No one has the right to invade your privacy or personal boundaries online or offline.

DO:

Read and discuss the Digital Safety Guide (link).

SAY:

You have just read a short text conversation between two people. At first, it appears that the stranger is 17, because that's how they introduce themselves. However, as we read, we discover that ad.17 is actually John, who is 54. He has been communicating with a 14-year-old, appearing to build a friendship and potential relationship. The 14-year-old clearly doesn't know that ad.17 is actually 54. However, you can see that they are beginning to emotionally bond with them. The minor is opening up about their life, their difficulty with their parents, etc., and ad.17 is pretending to be supportive in order to build a trusting relationship. However, as we can see, this was all for the sole purpose of wanting to manipulate, exploit, and abuse them online.

This situation is **grooming**. **Grooming** is 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. Someone establishes a relationship and emotional bond with a minor solely to manipulate, exploit, or abuse them (in person or online). It is important to remember that **grooming** does not have to look like this scenario. The perpetrator can be older or younger, of any gender, from any background, or from any country. You may never actually know where they are from or their true identity. The reality is that it will always be difficult to know who you are speaking with if you have never met a person in real life or in a safe setting. It is also difficult to know someone's intentions, particularly when the situation involves **grooming**. A groomer is someone who aims to earn your trust, impress you, or make you feel heard, often through sharing emotions and building a relationship. They usually know perfectly well how to gain people's confidence and gradually persuade them to get what they want.

DO:

How Would You Respond? Activity **[Appendix 14]**

SAY:

During the How Would You Respond? activity, we learned that seemingly small decisions made during online conversations can have major consequences. Sharing personal, private information with strangers, planning in-person meetings, or leaving your camera on during a video call can all lead to negative outcomes. These actions can make you vulnerable to extortion or exploitation by others seeking to take advantage of your weaknesses.

The internet has become an integral part of our daily lives, and technology can be a useful tool for acquiring new skills, strengthening personal relationships, and having fun. That being said, it is important for us to exercise caution when deciding what information to share, who to interact with, and what content to post online. By doing so, we can prevent ourselves, our loved ones, and our environment from being exposed to unpleasant situations. Always prioritise your safety. One way to do it is to be mindful of signs of manipulation such as feeling pressured to share information or content with someone or doing something to avoid upsetting someone.

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INTRODUCE

SAY:

In Part 5, we looked at digital literacy, learning about our digital footprint and how easily perpetrators can manipulate and groom someone online by using the personal information they have shared online. We also looked at the reality of grooming and sextortion in the Digital Safety Guide, identifying the different indicators that can be present in an online conversation. In Part 6, we will focus on how to stay safe online and what online safeguarding is. Remember in Session 1, Part 2, we introduced the concept of "safeguarding" in relationships and explained that it is a protective measure to ensure safety in different scenarios and establish safe boundaries.

In this section, we are going to look at safeguarding online, using the tools and concepts we have learned throughout this programme. Human rights are also a very important part of our digital life, which is why it is important to know how to implement these online as well as offline. It is likely that many of your social interactions and relationships develop online through chatting, sharing pictures and videos, and playing games. It may also be possible that you or people in your family have had relationships and employment begin via an online platform as well. So, now more than ever, it is essential that we know how to keep ourselves safe online, establish boundaries, and create safety networks (i.e., a **safe circle**).

INTERACT

ASK:

Q1: *"What would it look like to set **digital boundaries**?"*

Sample Answer: Avoid talking to people you don't know online. Keep your personal, private information private. Be honest with your parents or guardians about the apps you are using.

Q2: *"How can you protect your rights online?"*

Sample Answer: Even if everything only happens online, you still have the same rights as if you were in person. For example, the right to safety/protection. If someone is threatening you or bullying you online, you can tell a trusted adult or report them.

Q3: *"How do you decide that someone is part of your safety network (your **safe circle**)?"*

Sample Answer: Your safe circle should be made up of trusted adults in your life and typically safe strangers which can include police, doctors/nurses, and social workers.

EXTENDED QUESTIONS

Q4: *"What is the best thing to do if you feel unsafe or uncomfortable online?"*

Sample Answer: If something feels wrong, uncomfortable, or dangerous, listen to yourself. Trust your judgement and ask someone in your safe circle for help. Report the person online, call a designated hotline in your country, or contact the police.

Q5: *"What are some ways you can improve your **digital safety**?"*

Sample Answers:

- Reviewing my profile settings and ensuring they are set to private.
- Deleting, blocking, or restricting anyone who makes me feel uncomfortable or appears to be a fake account.
- Avoiding sharing real-time information and never displaying the addresses, badges, or logos of the places I go.
- Being mindful of the content I share online, as it can have long-term consequences for my **digital safety** and reputation.

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DO:

What Would You Do? Scenarios **[Appendix 15]**

SAY:

You can see from the scenarios we've just gone through that there are usually safety practices that we can implement to stay safe online. Some of the steps we discussed in the What Would You Do? scenarios are prevention steps, which means we do these things before we join a social media platform, app, or game. For example:

- Avoid posting any identifiable information, such as your home address, age, phone number, email, school **(Identifiable Information)**.
- Avoid adding people you don't know on social media **(Trusted Relationships)**.
- Create a username that does not reveal your age or birth year **(Privacy)**.
- Keep from taking or posting inappropriate or explicit images **(Impact on the Future)**.
- Adjust your privacy settings on social media so that only the people you allow can have access to your content **(Privacy Settings)**.
- Avoid meeting in person with people you meet online, especially by yourself **(Security)**.

Other actions are reactive. These are the steps we take after someone does something that is unsafe or makes us feel uncomfortable. These can include:

- Blocking or reporting those who make you feel uncomfortable **(Trusted Relationships)**.
- Always tell a trusted adult if someone is making you feel uncomfortable, sharing inappropriate pictures or videos with you that include unwanted content, asking for intimate pictures, or threatening you if you were to tell someone. If you're uncomfortable talking to your parents, talk to a teacher or make a report to Childline: Report Remove- https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/.

ASK:

Q1: *"If someone shared inappropriate pictures or videos with you, would you feel confident in asking a trusted adult for help reporting?"*

Sample Answers:

- I would feel confident because I know they could help me.
- I would feel nervous but would do it anyway.

Q2: *"How would you respond if someone asked you to share inappropriate pictures or videos of yourself with them?"*

Sample Answers:

- I would say no.
- I would tell a trusted adult straight away and report them.

EXTENDED QUESTION:

Q3: *"Why is it important to not share inappropriate pictures or videos online or via text message?"*

Sample Answers:

- It can be harmful to us.
- It can be harmful to others.
- It has long-lasting effects.

SAY:

We have observed how electronic tools can be utilised in harmful ways. With the emergence of artificial intelligence (AI) software and bots, should we be concerned about AI being used to also cause harm? While AI has the potential to improve our daily lives by increasing efficiency and convenience, it also presents challenges that children and

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young people should be aware of. For example, recommendation algorithms (where the internet suggests what you would like to see next) may offer unreliable or inappropriate information, and data collection can affect personal privacy. Furthermore, AI can be misused to generate inappropriate content or manipulate individuals.

To navigate the opportunities and risks associated with technology and AI, it's important to reflect on how we use them and interact with them. We need to recognise that improperly using technology to bully or harm someone or to alter their image can cause serious harm to others and result in consequences for our actions. As much as we need to safeguard ourselves against people misusing our digital information, we also need to make sure that we do not become part of the problem either.

ASK:

Q1: *"What are some positive features of AI?"*

Sample Answers:

- Creating opportunities for new inventions.
- Reducing human error in science.
- Assisting with spelling and grammar.
- Making tasks easier and faster.

Q2: *"What are some of the negative features of AI or ways AI could be harmful?"*

Sample Answers:

- Creating fake images or videos of people.
- Privacy issues.
- Could make us lazier.
- Enables people to be dishonest or bully people anonymously.
- Spreads negative or false information a lot faster.

SAY:

Just as there are positive and negative impacts when using the internet or social media, there are pros and cons to the advancement of AI. Although there are disadvantages and potential dangers, the advancements in technology and how we use the internet and AI are continuing to grow and become integral to our lives. We have been learning different ways to safeguard ourselves and to improve our **digital literacy** to keep ourselves safe online.

Throughout this programme, you have been asked what you would do in different scenarios. In some of the scenarios, the situation was happening to you, and in other scenarios, you saw something happening to someone else. It can be easy to choose the right option when you're reading a scenario in the classroom or in a hypothetical situation. However, when we face these situations in real life, we can be overwhelmed, even if it's not happening to us personally. Often, we are the **bystander** or witness to an event, rather than the person it's happening to. Without a personal connection, we can feel disconnected from the issue. For example, human trafficking, online exploitation, and poverty are massive global issues, affecting millions of people daily. But when something is so big or seems to be happening only online or across the world, we may ask ourselves, "What can I actually do in this situation?" The answer is: "A lot."

A **bystander** is "a person who sees unhealthy behaviours harming others and does not do anything to help stop the risky, harmful, and unsafe situation."[22] On the other hand, an **advocate** is someone "who pleads the cause of another"[23] and will "speak, write, or act on behalf of another person or group to bring attention to a cause."[24] When we step into the role of an **advocate**, we become **bystanders** who bear the responsibility to take action. As responsible citizens, online and offline, we should all strive to be **advocates** for others when we see injustice. So what can we do to be proactive **advocates** instead of **bystanders**?

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Five Ds of Bystander Intervention

The **Five Ds of Bystander Intervention** is a model designed to assist people who may be a **bystander** to a situation. The Five Ds are:

- **Distract:** Intervene without confrontation.
- **Delegate:** Seek assistance or support.
- **Direct:** Directly interject if safe to do so and address the behaviour.
- **Delay:** Speak to the person after the event to see if something further should be done.
- **Document:** Keep a written record of the incident, everyone involved, and as much detail as possible.

You may not be able to intervene in a situation for many reasons. However, the main point of the Five Ds is to encourage us to intervene if it is safe to do so, to help in any situation we can, and to report the situation (or suspicious behaviour) whenever possible. It encourages us to act when we see something wrong, whether it's something happening in front of us at school or online to a friend. This may often look like going to a trusted adult for help, but there are many ways you can be an **advocate** instead of a **bystander**. Here are some different examples:

Online Bullying: You see someone being bullied online or you see inappropriate photos being shared of someone you know.

- **This is what you should do:** Report the incident, tell a trusted adult, and block the person.

In-Person Bullying: You see someone being bullied at school, at the park, or at home.

- **This is what you should do:** Tell a trusted adult what you have seen.

Human Trafficking: 1) You walk past someone and recognise the indicators of human trafficking. 2) You see a documentary about slavery in cocoa and coffee farms.

- **This is what you should do:** 1) Call the hotline and report what you saw in detail. 2) Purchase ethically sourced products and educate your friends and family on the issue.

Global Human Rights Violations: You're aware of poverty, gender discrimination, and inadequate access to education, medicine, and water.

- **This is what you should do:** Raise awareness, fundraise, and purchase ethically sourced products.

SAY:

In Session 1, Part 2, you learned about indicators of trafficking situations and how important these indicators can be in identifying a potential trafficking situation. Did you know that there are also indicators we can look for to see whether online exploitation is happening?

Indicators of Online Exploitation:

- Is socially and emotionally isolated from their friends/family.
- Becomes withdrawn and/or exhibits secretive behaviour.
- Spends excessive amounts of time texting or chatting with someone online.
- Behaviour and school/work performance declines.
- Is not in school or frequently skips school or work.
- Has gifts that cannot be explained or accounted for.

Learning how to recognise these indicators of online exploitation will further equip you to be able to keep yourself and others safe. Let's have a look at more scenarios and see if we can apply what we have been learning to change the outcome from unsafe to safe.

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DO:

Change the Outcome Activity **[Appendix 16]**

SAY:

In the Change the Outcome activity, we were able to look at different situations and see what we could do to change the outcome. Sometimes when we have an opportunity to look back at unsafe or uncomfortable situations and analyse them, it can be easier for us to see what needs to be changed to make the situation safe. By looking at events of the past, we are able to learn how to prevent the same things from happening in the future. In Session 1, Part 2, we learned about safeguarding situations, which is when we apply protective measures to ensure safety. This is what we are doing here. By understanding what different risks look like and how we can safeguard situations to protect from harm, both online and offline, we are able to learn how and when we can apply protective measures.

Even our actions and the way we choose to act towards one another can be a different way of implementing protective measures to keep others safe. If we choose to treat everyone as free and equal, with dignity and respect, online and offline, we are ensuring that our actions are not hurting others—for example, when we engage online with others respectfully instead of being unkind or bullying others, or when we choose to be **advocates** instead of **bystanders** and speak out against bullying. Let's not be **bystanders** to the injustices, big and small, happening around us. As you saw in the activity, our actions have an impact and are what make the world a safe place, both online and offline.

DO:

What Would You Do? (Drama) **[Appendix 17]**

SAY:

In Session 3, Parts 5 and 6, we learned about **digital safety** and **digital literacy**. We also learned about the importance of our **digital footprint**, how to put safeguards in place so we can be safe, and how to become **advocates** and not just **bystanders**. While exploring these topics, we have learned that our actions have the same consequences, both online or offline. Remember, we always have a choice: whether we will be responsible and kind to others, or unkind and unsafe. As our world continues to grow, so will our exposure to the digital world. That is why it is so important to equip yourself with tools to protect not only yourself but others as well. When you are confident in yourself and your knowledge of different issues, you decrease your risk factors.

It is important that if we see something, we say something and do something. For you as children and young people, this could mean telling a teacher, your parents, or another trusted adult. Even though you are young, your voice matters! If you think someone is being hurt or in danger, you have the right to speak up. We know that you have rights as children under the UN 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).

Optional Activity: Appendix 18: Call To Action

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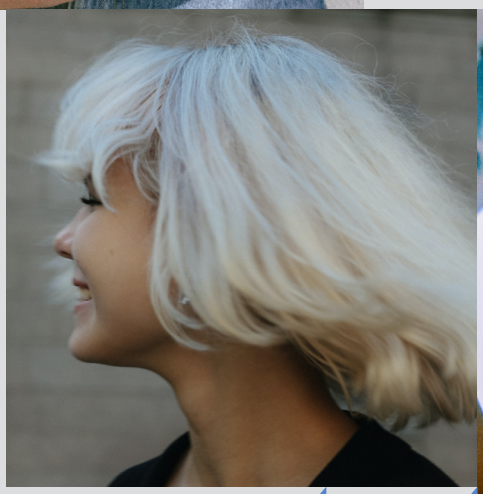
APPENDICES



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Purpose:
To educate children about the fundamental **human rights** that every person should have access to and help them understand how these rights positively impact various aspects of life.

Materials:
- Rights of the Child Categories Cards (cut out all 4)
- Example Scenarios
- Scissors
- Sticky tape, adhesive tape, or blu tack

Step 1:
Using the Rights of the Child Categories Cards, label each corner of the room with one of the four categories (Participation Rights, Development Rights, Protection Rights, and Survival Rights).

Read aloud the definitions in the Categories of Rights Table and the different rights in the Human Rights Cards Table.

Step 2:
Select and read an example scenario (below) to the children and young people.

Ask the children and young people 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 and young people move to the corner they think is correct. (Optional: Children and young people who go to the right corner get the opportunity to remain playing and continue to stay in the game.)

Step 3:
Once the children and young people have chosen their corner, ask them to explain why they chose that category. After this, you can explain whether they are correct or not and why, using the sample answers.

Step 4:
To summarise the activity, use the following discussion questions:

Q1: *"In what ways do you think children can be harmed if their rights are not protected?"*

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

Q2: *"Who do you think should be responsible for making sure these children's rights are protected?"*

Sample Answers:
- Local and national leaders
- Government
- Humans
- Parents and guardians
- Sometimes ourselves and other children and young people can help protect their rights and the rights of others

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EXTENDED QUESTION:

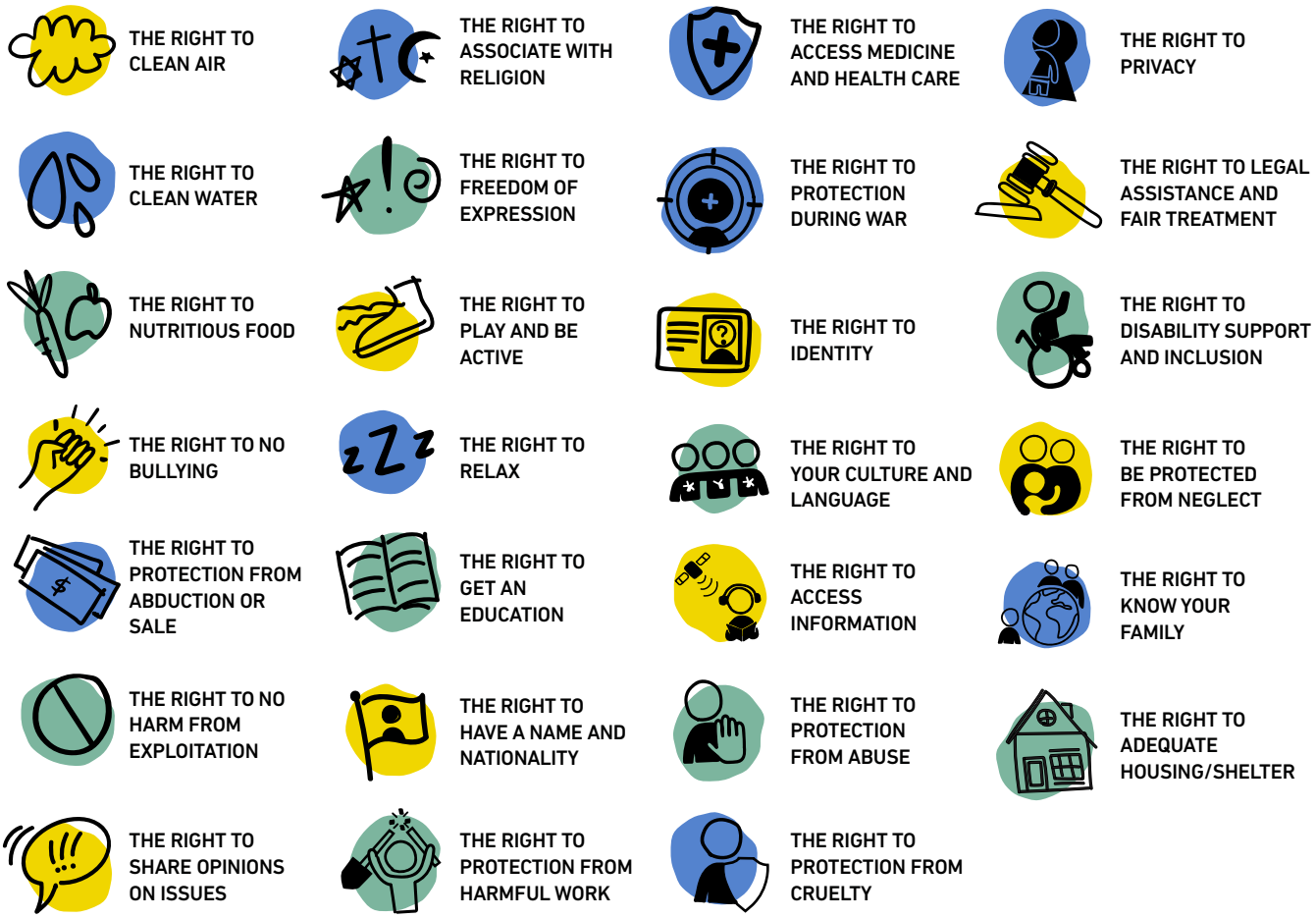
Q3: *"How can wise decision-making protect children from harm and keep them safe and healthy?"*

Sample Answers:

- Staying physically healthy by learning to choose healthy foods to eat and being active.
- Walking away from risky and unsafe situations.
- Being kind to others and standing up against discrimination or bullying.
- Telling a trusted adult if you or a friend needs help.
- Saying something if they see something that doesn't look right.

Categories of Rights Table

Categories	Definition
Participation:	Rights related to the active and meaningful participation of people in the political, economic, social, and cultural life of their community (e.g., Share Opinions, Associate with Religion, Freedom of Expression)
Development:	Rights that enable people to reach their full potential and have the opportunity to improve their living conditions (e.g., Education, Play and Be Active, Rest)
Protection:	Rights that protect people from violence, discrimination, and oppression (e.g., No Bullying, Safety from Abduction or Sale, No Harm from Exploitation)
Survival:	Basic rights necessary to maintain life and human dignity, such as the right to adequate food, water, and housing (Clean Air, Clean Water, Nutritious Food)



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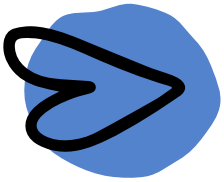
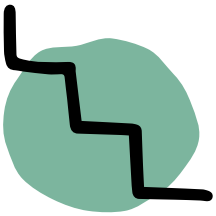


PROTECTION RIGHTS



DEVELOPMENTAL RIGHTS

SURVIVAL RIGHTS

PARTICIPATION RIGHTS

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Example Scenarios:

1. Maria wants to become a lawyer, but due to her family's financial situation, her parents cannot pay for her studies. She has not been able to finish secondary school, making it difficult for her to enter university. **(Access to Education, Development)**

   Sample Answer: Access to basic education is a fundamental right of a child. Even though Maria's family doesn't have the money to send her, most countries have made a commitment or are committing to making education affordable or free and accessible to ensure children like Maria have access to school regardless of their parents' financial situation.

2. Pete lives in a place where the water supply is not constant and, at times, the quality of the water that reaches his home is poor due to problems in the plumbing system. **(Access to Water, Survival)**

   Sample Answer: Access to safe drinking water and access to sanitation are internationally recognised human rights. International human rights law obliges states (meaning countries) to work towards achieving universal access to water and sanitation for all, without any discrimination, while prioritising those like Pete with this most basic need.

3. Since Amy's mother lost her job, her family has been struggling to meet their basic food needs. This has led to Amy and her siblings not getting balanced meals on a regular basis. **(Access to Food, Survival)**

   Sample Answer: Access to food is a human right; this is defined as having regular, permanent, and unrestricted access (either directly or by means of financial purchases) to quantitatively and qualitatively adequate and sufficient food. Countries have an obligation to fulfill (provide) the right to adequate food to people who are unable to meet their basic food needs for reasons beyond their control, like Amy's family.

4. There are things in Josh's country that just don't seem right to him. He would like to be able to make some change, but if he goes out on the streets to demonstrate, he would be put in gaol. So Josh keeps quiet and says nothing. **(Freedom of Expression and Opinion, Participation)**

   Sample Answer: Josh, like all people around the world, has the human right to freedom of expression; that includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media regardless of where you live. His country should guarantee this right.

5. Sara lives in a place where women are not supposed to work, but unfortunately, Sara has no male relatives, so she has to earn money herself. She has been employed in a bag factory where she has to work 16 hours a day in a building with no windows. She is paid little, but it is the only way she can find to have a salary, even if it is little. **(Work, Free Choice of Work, Fair and Favourable Working Conditions, Protection)**

   Sample Answer: Although Sara lives in a place where she is not supposed to work, she has a human right to employment, choice of work, and fair working conditions. She deserves to exercise this right free from abuse and exploitation; however, she currently works 16 hours in inadequate conditions. The government has a responsibility to ensure safe conditions and prevent companies from exploiting or taking advantage of vulnerable people like Sara.

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6. Mohamed has been working in agriculture and feels that his bosses are exploiting him; they have taken away his passport and tell him that he has to pay them a large debt for his housing and transportation to work. He wants to report it to the police; however, in his country, the police can be corrupt, so Mohamed is fearful that his bosses work in conjunction with the police who will not help him because they are corrupt. [Note, in many countries law enforcement officers are the safest place to go for help, although this is not always the case for everyone.] **(Protection against Slavery and Human Trafficking, Protection)**

   Sample Answer: Slavery is prohibited in all forms, and Mohamed has the right to be protected by the police and the government of the country where he is against any situation of exploitation, abuse, or threat.

7. Ana sees that there are many children outside her school in the afternoons waiting for their parents to come and pick them up. She thinks it could be an opportunity to create a programme for them to be able to have fun, learn, and study somewhere, instead of just waiting for their parents. **(Play and Be Active, Development)**

   Sample Answer: The right to play and be active is important, as it helps children develop skills to interact with others, explore the world, adopt healthy habits, and foster creativity. Ana's proposal could create a space where children waiting to be picked up by their parents can continue to develop their skills and socialise.

8. Helena has heard that there are protests happening in a nearby country, and after researching it, she develops a passion for what they are protesting about. She wants to bring attention to it in her school by creating some activities or giving a presentation about it, but no one in her school is receptive to her ideas. **(Share Opinions on Issues, Participation)**

   Sample Answer: Helena has the right to share her opinion or even bring new topics of conversation to her school, without being mocked or silenced, even if her ideas are not shared by the group or the teachers. Her thoughts should be respected, and a safe and respectful space for discussion should be provided.

9. Andrew knows his step-father has been abusing his little brother, but he hasn't said anything to anyone because he's scared of what will happen if he says something. Although he wants to report it, he doesn't know who to report it to, and he believes that nothing will happen because he has no way to afford legal assistance. **(Right to Be Safe, No Harm or Exploitation, Protection)**

   Sample Answer: Andrew and his little brother have the right to feel safe and protected in their own home. Andrew should feel safe and free to tell a trusted adult about the abuse and should feel confident that his voice will be heard and action will be taken. No one has the right to harm you or another person.

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Purpose:
To provide a more specific overview of the different treaties and commitments signed by regions and countries around the world regarding **human rights**.

Materials:
- Child Rights and Human Rights Table

Step 1:

ASK:
Q: *"Can you name any laws, treaties, agreements, or international organisations related to **human rights** and **child rights** in your area?"* [Look at table for answers.]

Step 2:
Give the children time to read through the information in the table. This is a table of reference that offers a wider perspective on the significance of **human rights**, particularly regarding the rights of kids and young people. It also contains a non-exhaustive list of relevant laws and organisations for your country, giving you a more comprehensive understanding of the particular regulations for safeguarding minors and general **human rights** in your area. [Note, these lists are non-exhaustive. It is merely designed to provide an example of some of the legal instruments and organisations that focus on the rights and protection of children, young people, and **human rights** issues generally.]

Human Rights and Laws Table

LAWS/ORGANISATIONS IN UK
DECLARATIONS, CONVENTIONS, TREATIES (UK and Global) • The Human Rights Act 1998 • United Nations Convention on the Rights of the Child (Ratified in 1991) • International Covenant on Civil and Political Rights (Ratified in 1976) • International Convention on the Elimination of All Forms of Racial Discrimination (Ratified in 1969) • Convention on the Elimination of All Forms of Discrimination against Women (Ratified in 1986) • Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (Ratified in 1988) • ILO Forced Labour Convention 1930 (n.29) • UN Palermo Protocol on Trafficking in Persons 2000 **LAWS:** • Modern Slavery Act 2015 - defines criminal offences for slavery, human trafficking, and forced labour • Sexual Offences Act 2003 - criminalises human trafficking of victims for sexual exploitation • The Human Trafficking and Exploitation (Scotland) Act 2015 • The Human Trafficking and Exploitation (Criminal Justice and Support for Victims) Act (Northern Ireland) 2015 • Asylum and Immigration (Treatment of Claimants, etc) Act 2004 • Nationality and Borders Act 2022 • Crime and Policing Bill - this is not an act yet. Intended to better protect children from criminal exploitation. • Equality Act 2010 (if we want to include the discrimination-related laws) • Employment Rights Bill - intended to strengthen worker protections

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ORGANISATIONS:

- British Institute of Human Rights
- UNICEF
- Human Rights Watch
- Amnesty International
- World Vision
- NSPCC (Childline)
- A21

Step 3:

The Services and Contact Details table also provides additional information, resources and hotline numbers for you and the children and young people that can be reviewed at a later time. Remind the children and young people that the information in this table can be kept and used in an emergency, or anytime they or someone they know may be experiencing violence, abuse, exploitation or other serious issues.

Services and Contact Details Table

SERVICE/LOCATION	CONTACT
National Society for the Prevention of Cruelty to Children (NSPCC)	0808 800 5000
Help for children and young people call Childline: https://www.childline.org.uk/	0800 1111
Police (for emergencies)	999
Suspect Child Exploitation, Call 101: Quote Operation Make Safe	101
Suspect Human Trafficking Call the Modern Slavery Helpline:	08000 121 700
Samaritans (Free, 24/7 crisis support)	116 123
National Domestic Abuse Helpline	0808 2000 247

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Purpose:
To recognise the importance of **human rights** and the impact lack of access to these rights can have on everyday life.

Materials:
- Human Rights Cards
- Paper or computer
- Pencils, pens
- Musical instruments (optional)
- Costumes (optional)

Step 1:
Hand each individual or group a piece of paper and several Human Rights Cards (e.g., Get an Education, Nutritious Food, Adequate housing/shelter, Medicine

Step 2:

SAY:
For the next 15 minutes, we are going to break into groups (or work alone) to show in some creative way what the world would be like for one person if they did not have access to one of these rights. For example: medicine, education, clean drinking water, or freedom of expression. [See sample story for an example.] You can write a song, poem, or story or even film a video, depending on time and how creative you want to be.

Consider the following questions as you work:

Q1: What would the world look like without the human right on the card you have been given?
Q2: How could this impact someone's future or their children, grandchildren, or future relatives?

Step 3:
After the children have spent around 15 minutes creating their stories or scripts, discuss what the world would look like without rights or with limited access to each of the **human rights** that they have just learned about.

Have the children and young people answer the following questions:

Q1: What did your world look like without that human right?
Q2: How do you think this outcome would impact future generations?

Step 4:
Take time to review the Sustainable Development Goals (SDGs) Table in Session 1, Part 1 together.

Have the children and young people answer the following questions:

Q1: What are two SDGs that you think relate to the problems you would be dealing with in your community without that certain right?
Q2: How would implementing these SDGs change the outcome of your story?

Step 5: (Optional)
Ask the children and young people to come up with an **alternative scenario** using the SDGs they identified as addressing their human rights violations.

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Example: If some participants had access to clean water as their right that they had to live without, they could choose SDGs 1 (no poverty) and 6 (clean water and sanitation) to address this issue. They could discuss the need to make water free or accessible for all people, maybe through public plumbing systems, wells, and water tanks. They could also think about filtration systems that could clean water, etc.

Sample Story:

The community is facing a severe issue with access to clean drinking water due to a malfunctioning pipe system. This has led to frequent disruptions in schools, businesses, and other places, resulting in significant educational setbacks for children and hindering the community's economic growth. Families are struggling, children's academic performance is declining compared to peers in other communities, and the local economy is suffering. Some families have been compelled to relocate, leaving their homes behind to begin anew. Over time, the overall condition of the area is progressively worsening, ultimately becoming one of the country's most impoverished regions.

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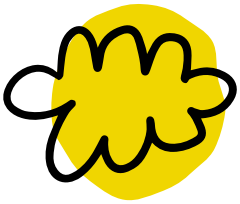

THE RIGHT TO

Clean Air

THE RIGHT TO

Clean Water

THE RIGHT TO

Nutritious Food

THE RIGHT TO

No Bullying

THE RIGHT TO

Protection from Abduction or Sale

THE RIGHT TO

No Harm from Exploitation

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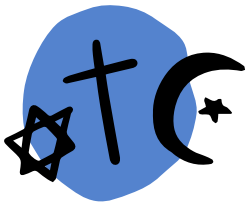
THE RIGHT TO

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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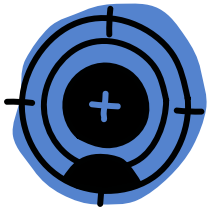
THE RIGHT TO

Have a Name and Nationality

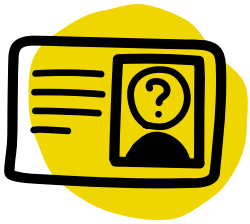


THE RIGHT TO

Protection During War

THE RIGHT TO

Protection from Harmful Work

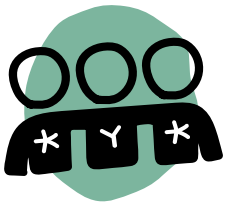


THE RIGHT TO

Identity

THE RIGHT TO

Access Medicine and Health Care



THE RIGHT TO

Your Culture and Language

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THE RIGHT TO

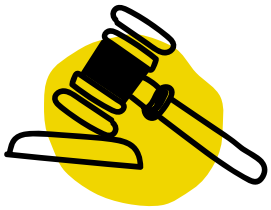
Access Information

THE RIGHT TO

Privacy

THE RIGHT TO

Protection from Abuse



THE RIGHT TO

Legal Assistance and Fair Treatment

THE RIGHT TO

Protection from Cruelty

THE RIGHT TO

Disability Support and Inclusion

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THE RIGHT TO

Be Protected From Neglect

THE RIGHT TO

Know Your Family

THE RIGHT TO

Adequate Housing/ Shelter

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Purpose:
To show students how vulnerability factors affect certain social groups, making it more difficult for them and their families to make informed decisions or ensure access to the most fundamental **human rights**.

Materials:
- What Happens Next? Table

Step 1:
Read aloud Andrea's scenario:

> Andrea lives in a remote village in a poorer nation. She doesn't really know her age, as there was no documentation or structure in her village that recorded her birth, but her family thinks she's around 15 years old. She has no passport, no credentials, and no longer has an opportunity to go to school. She can read a little but only very basic words that she's learned in the first few years at school and from books in the village. Growing up, because of poverty, it has been "normal" for her to see girls in her community forced to work and marry from a young age to help provide for their families. Andrea does not want to be forced to marry an older man, but feels the pressure to help her family, now that she's a bit older. Her extended family has found her a match. He seems like a nice man, but he is at least 40 years older than her. She knows that if she marries him, her family will be okay, but she will have to move away from her family, start working, and maybe even start having children soon.

Step 2:
Using the What Happens Next? table, read aloud the three different choices in every row. Each choice will have a different outcome. From that outcome, there will be another choice to make, and so on. There are three alternative versions, each with different questions about the situation, and depending on the answer the children and young people give, it may take them to an alternative version. Every decision that is made will lead to a different outcome.

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What Happens Next? Table

	Version 1	Version 2	Version 3
1 Choices	Andrea runs away from her village to another city to work with her cousin.	Andrea listens to her family and gets married.	Andrea tries to talk to her family and find another solution.
2 Outcome	Her cousin takes her to work with other children in a nearby factory.	Her husband is unkind and she wants to leave.	Her family listens to her and suggests another option.
3 Choices	Should Andrea take the job? Yes: continue No: go back to version 2 or 3, line 1	Should Andrea try to leave? Yes: continue No: go back to version 3, line 1	Should Andrea listen to her family and take the new option? (even though she does not know what it is yet) Yes: continue No: go back to version 1 or 2, line 1
4 Outcome	At the garment factory, Andrea is forced to work 15 hours a day. She lives and sleeps in the same place, which is in terrible condition. She cannot leave when she wants to, and she has no access to a bathroom and no access to food.	She runs away and finds a police station. She is worried they won't help her.	Her family takes her to the city to stay with her cousin. Her cousin tells her about a job in a nearby factory. She's not really sure what the job involves.
5 Choices	Should Andrea try to run away? Yes: go to version 2, line 4 No: continue	Should Andrea trust the police? Yes: continue No: go to version 1 or 3, line 1	Should Andrea ask her cousin for more details before taking the job? Yes: continue No: go to version 1, line 4
6 Outcome	Her boss told her and the other children that if they do what they're told, they will get food and be paid. If they do not, they won't.	The police ask her to tell them more details about where she was working and what happened to her.	Andrea asks her cousin what the job involves. Her cousin says he isn't really sure. He just knows that other kids her age work in the factory.
7 Choices	Should Andrea stay and try to complete all her jobs? Yes: continue No: go to version 2, line 4	Should Andrea be honest with the police and give them all the details? Yes: continue No: go to version 1 or 3, line 1	Knowing this, do you think Andrea should take the job? Yes: go to version 1, line 4 No: continue

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What Happens Next? Table Cont.

	Version 1	Version 2	Version 3
8 Outcome	Andrea tries her best to be a good worker, even though she is exhausted and hates it there. Despite doing everything right, she still hasn't been paid.	Andrea tells the police everything: that she was married, ran away, got this job, and was mistreated and that there are many other children still working in the factory. The police listen and take a statement. They tell her there is an organisation that can help her, if she wants.	Andrea isn't sure that the job is legitimate. Instead of taking this job, she decides to look online for other jobs. She goes onto a government employment website and finds an internship where she can work and study at the same time. The application outlines how much she will be paid and what the expectations are. It doesn't pay a lot, but it does give her the opportunity to go back to school and get her high school diploma.
9 Choices	Should Andrea try to run away? Yes: go to version 2, line 4 No: continue	Should Andrea accept help from the police and the organisation? Yes: continue No: go to version 1, line 9	Do you think Andrea should apply for this job? Yes: continue No: go to version 1, line 4
10 Outcome	Andrea decides to stay. Her boss becomes meaner with each day, and some days he is violent. Andrea is exhausted and starting to feel unwell. She doesn't think she can stay here anymore.	Andrea agrees to meet with a social worker from the organisation. They are very nice and bring her new clothes and food. Furthermore, they listen to her, and she shares her experiences. They tell her that they will help her find somewhere safe to stay and work with her if she wants to talk to the police more.	Andrea decides to apply. She explains her situation and the internship directs her to the appropriate places to get her ID and necessary paperwork required for the job. After getting her ID, she is successful.

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Purpose:
To show what real scenarios of human trafficking look like so that children and young people can identify them.

Materials:
- A way to play videos with sound
- Can You See Me? videos

Labour Trafficking Sex Trafficking Can You See Me?

Step 1:
Watch one or both of the videos as a group or in smaller groups.

Step 2:
Separate everyone into small groups of four or five people.

Step 3:
Have the children and young people answer the following questions in small groups.

ASK:

Q1: ***Who is the victim? Describe their profile (e.g., age, gender, employment/school, clothes).***

Q2: ***Where is the victim? Describe the location.***

Q3: ***What are the characteristics of the trafficker? Describe their profile (e.g., age, gender, employment/school, clothes).***

Q4: ***What indicators/signs allow us to see that the main character is a potential victim of human trafficking?***

Q5: ***What would you do to help in this situation?***

Note: Use this activity to give safety tips to the participants. For example, remind them to never intervene directly without a trusted adult, but to use the protocol explained in Session 2, Part 2 and to make sure they debrief with an adult to not put themselves at risk.

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Purpose:
To provide the children and young people an opportunity to critically evaluate different relationships in movies, TV shows or books, and discuss the indicators of **healthy** and **unhealthy relationships**.

Materials:
- Unhealthy and Healthy Relationship Indicator Cards (It is recommended to adapt the language of the scenarios to the age and level of the class.)
- Pens, pencils
- Rope or chalk (to create a circle)

Step 1:
Split the children and young people into smaller groups (this can also be done as one big group). Have each group draw or create a small circle. Ask the children and young people to read different cards and place the indicators that correspond to a **healthy relationship** inside the circle and the indicators that correspond to an **unhealthy relationship** outside the circle. (Note: The facilitator can use their discretion to decide on which sections to share, depending on the ages of the children and young people in the room.)

Unhealthy Indicator Cards

Manipulates Emotions

- Using seduction to deceive and "woo" someone into a relationship.
- Creating emotional ties but does not share a great deal of personal information about themselves (they are secretive or ask you to keep secrets or lie for them).
- Engages in gaslighting, trying to control the other person by causing confusion and making them doubt their own perceptions, memories, or understanding of events.

Demands Intimacy

- Requiring the other partner to do things they are uncomfortable with (e.g., forceful sex acts, videotaping sexual activity/nudity, posting pictures).
- Overstepping boundaries, making the other person feel uncomfortable with the way they relate to them. It could be how a person sees them or how they touch them or ask them to share personal content such as photos or intimate details.

Forces Isolation

- Thriving on possessiveness, jealousy, or control over their partner.
- Trying to distance their partner from family, friends, and community.

Requires Control

- Limiting or removing access to the other's personal bank accounts or documents (driver's licence, ID card, birth certificate, passport, or visa).

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Aggressive Control

- Partner is aggressive privately and/or publicly, which may include physical aggression (grabbing, pushing, hitting, slapping), verbal aggression (name-calling, screaming, swearing, shouting), or psychological aggression (belittling, ridiculing, isolating, making the victim feel inadequate)

Unrealistic Expectations (Hollywood standards)

- Expecting the other partner or the relationship itself to be perfect or imitate relationships depicted in Hollywood movies.
- Exposure to sexually graphic materials and desires to replicate them within their own relationship, without consent.

Healthy Indicator Cards

Strengthens Communication

- Respecting open and honest conversations in the relationship and valuing each other's feelings.
- Sharing personal information (job, family history, childhood memories).

Maintains Connection

- Trusting each other and allowing each other to have other relationships with family and friends.
- Happy to share mutual friendships.

Respects Boundaries

- Establishing consent boundaries.
- Feeling comfortable to express openly about their emotional and physical needs and what makes them feel comfortable.
- Partners feel comfortable and safe to say no to anything they are uncomfortable doing physically or sharing about their personal lives or relationship on social media.

Promotes Autonomy

- Giving each other space to have their own opinions and interests.
- Feeling heard and knowing their voices matter.

Supports Each Other

- Partners use respectful language and are attentive and supportive of one another.
- Partners work through disagreements by listening and seeing each point of view without violence.

Realistic Expectations

- Setting realistic expectations as a couple or group of friends, understanding that everyone has imperfections and that's okay.
- Respecting partner's and friends' boundaries, honest communication, and autonomy.
- Asking for consent and respecting the other's answer even if it isn't what you want.

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Step 2:

ASK:

Q1: *"What are some movies, TV shows or books that depict **unhealthy relationship** indicators?"*

Sample Answer: The movie *After* depicts a partner manipulating emotions. In the movie, we see Hardin being condescending and rude to Tessa. He talks down to her and this is something Tessa often complains about, but she stays in the relationship.

Q2: *"What are some movies, TV shows or books that depict **healthy relationship** indicators?"*

Sample Answer: In the TV show *Friends*, we see strong communication through Monica and Chandler. Chandler always talked about how he was bad with women, but he always made an effort to communicate with Monica and let her know how he felt. Monica also was honest and communicated with Chandler when she had doubts.

Q3: *"If a friend of yours shares that they are in an **unhealthy relationship**, what could you do and who could you speak to?"*

Sample Answer: A trusted adult (e.g., mum, dad, grandparent, teacher, police officer)

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Purpose:
To analyse and determine whether scenarios of different relationships are healthy or unhealthy and what safeguards are being used or could be recommended.

Materials:
- Relationship Scenarios

Step 1:
Read the following scenarios to the children and young people. Ask them whether they believe each scenario showed a **healthy or unhealthy relationship**.

Step 2:

SAY:
Have a look at the scenarios provided and see if they are healthy or unhealthy and what potential relationship safeguards could be used. Please refer to the different relationship safeguards discussed on pages 19–20.

- **Setting personal boundaries**
- **Open and honest communication**
- **Create a safety network (safe circle) with trusted adults in your life**
- **Protect your rights**
- **Trust your judgement**
- **Ask for help**

Step 3:
Once all participants (or those who would like to) have had an opportunity to answer, share with them the correct answers and take some time to explain why the scenario is either safe or unsafe.
(Note: To save time, the facilitator may choose one or two of the scenarios).

Relationship Scenarios

Scenario 1:
Maria has just started at a new school and is nervous about making new friends. On her first day, Kate and Billy introduce themselves and invite her to sit with them. Maria is thrilled to make new friends so quickly. As they are walking, Kate grabs Maria's bracelet and says, "If you really want to be my friend, you'll give me this bracelet as proof." The bracelet was a gift from Maria's grandma, so she says no. Billy says, "Come on, Maria. Do you want the whole school to think you are too poor to give your friends a gift?" Maria feels uncomfortable because she loves this bracelet, but she is also afraid to say no, because she doesn't want to lose her new friends.

Q1: *"Do you think this is a **healthy or unhealthy relationship**?"*
Sample Answer: This looks like the start of an unhealthy relationship because Kate and Billy are making their friendship conditional, based on negative peer pressure, manipulation, and threats. If this was a **healthy relationship**, they would be respectful of Maria's no. They would not be trying to pressure her into doing something she is uncomfortable with.

Q2: *"What relationship safeguards are being used, or which ones would you suggest implementing here?"*
Sample Answer: Maria could speak honestly with her friends about how she is feeling. If her friends respond with more aggression or bullying, she could ask for help from a trusted adult in her safety network or at the school.

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Scenario 2:
Winnie, Su, and Leena are really great friends. They have been doing everything together since they were little. They are in all the same classes at school and play on the same sports teams after school. They even spend their holidays together. Sometimes Winnie feels like going to hang out at the mall with other friends, instead of hanging out with Su and Leena. However, she never goes because she's worried about upsetting her friends. One day, she decides to talk to Su and Leena about how she's feeling. She tells them that she loves them and loves spending time with them, but she would like to go to the mall with some of her other friends sometimes. Su and Leena are very understanding. They tell Winnie that they love her too and that they don't mind if she wants to spend time with other friends. They also tell her that she's always welcome to invite her friends to hang out with them too; they just want her to be happy. Winnie feels relieved that Su and Leena are not mad at her. She is really grateful to have such good friends.

Q1: *"Do you think this is a **healthy or unhealthy relationship**?"*

Sample Answer: This is a **healthy relationship**. Winnie feels safe enough to have an honest conversation with her friends. Su and Leena listen to Winnie, understand how she is feeling, and respect her boundaries. They are also supportive of Winnie's decision and do not try to bully or manipulate her into changing her mind.

Q2: *"What relationship safeguards are being used, or which ones would you suggest implementing here?"*

Sample Answer: Open and honest communication. Safe boundaries.

Scenario 3:
Charlie is 17. He works hard at school and gets good grades, but his real passion is football. He has been training hard, so he can hopefully play professional football in a couple of years. However, his dad has a different plan for his life. He wants his son to take over the family business (the local store). Charlie doesn't want to disappoint his dad, so he gets up early before school each morning and helps his dad. On the weekends, he plays football, but recently his dad has been asking him to help at the store instead. Whenever Charlie tries to explain to his dad that it's important that he goes to practice, his dad reminds him that he can only afford to go because of the family business. His dad will say, "If the family business fails, it is going to be your fault," and "You're not even that good at football. You're never going to make a living from this. Stop wasting your time." Even though this hurts Charlie's feelings, he doesn't talk back because he knows his dad will get angry.

Q1: *"Do you think this is a **healthy** or **unhealthy relationship**?"*

Sample Answer: This is an **unhealthy relationship**. Charlie's dad might really love Charlie, but right now he is not listening to his son. He appears to be controlling of Charlie's time and not respectful of his feelings. He also appears to speak down to Charlie and belittle him. Charlie also seems to be afraid to say anything to his dad, which is not how a **healthy relationship** should be. In a **healthy relationship**, you should be able to have a disagreement without being afraid.

Q2: *"What relationship safeguards are being used, or which ones would you suggest implementing here?"*

Sample Answer: Charlie could speak honestly with his dad about how he is feeling. If his dad responds with aggression or continues to be controlling, Charlie could talk to his mum or someone else in his family. If he is worried that his dad might get violent or if his dad does get violent, he could ask for help from a trusted adult in his safety network.

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Scenario 4:
Coco is almost 18 years old and has just finished her first term in college. She gets good grades, but she is still adjusting and hasn't managed to make many friends. One day, Coco was on social media when she saw a message from a very handsome young man named Josh. He told her that he loved her style and that her posts made her look like a very interesting girl. As time went by, Coco and Josh talked more and more. She felt safe with him and told him everything about her life and what she was doing. She talked about her favourite places and restaurants, where she lived, etc.

Eventually, they arranged to meet in person. Josh was just as handsome as in the pictures. The first thing he said to Coco was "You are even more beautiful in person." After a couple of outings, Josh told Coco that he was afraid that something bad would happen to her and asked her to always share her location with him. He also asked her to change the way she dressed a little, saying, "You look too beautiful when you wear that outfit, I'm worried about others being inappropriate." One day, while they were on a date, Josh pushed Coco's physical limits. She didn't feel comfortable with the way he was touching her, but she didn't say anything because she didn't want him to be upset with her. She also saw him sending a few private, more intimate pictures of herself that she had taken just for him to his friends. It made her feel a little uncomfortable, but she also thought maybe he was doing it because he wanted to show her off and that she was overreacting.

Q1: *"Do you think this is a **healthy** or **unhealthy relationship**?"*

Sample Answer: This is an unhealthy relationship. Josh engages in unhealthy behaviours, such as controlling Coco's actions, telling her what to wear, and sharing her photos with people she doesn't know without her permission. In a healthy relationship, Coco should be able to tell Josh what makes her uncomfortable and set healthy boundaries. We can see some red flags in the way Josh is acting, which is making Coco uncomfortable (e.g., unwanted physical contact, forwarding private messages/pictures without consent). Even though Coco feels uncomfortable, she doesn't say or do anything because she is worried about how Josh will react. Fearing your partner's reaction may mean there is controlling and manipulative behaviour. In a healthy relationship, both people should feel free to express their feelings without fear of retaliation or abandonment.

Q2: *"What relationship safeguards are being used, or which ones would you suggest implementing here?"*

Sample Answer: Coco needs to establish consent boundaries. She also needs to feel safe to have open and honest communication with Josh. It is also important for Coco to trust her judgement. If she is afraid Josh will be angry or upset with her if she's honest, maybe this is not a safe relationship, and she should ask for help. Also, Coco should be able to talk to someone, like a trusted adult, about this situation.

Step 4:

SAY:

Sometimes we can find ourselves in **unhealthy and unsafe relationships**, whether they are romantic, familial, or platonic. We have seen in this activity that sometimes the best option is to ask a **trusted adult** for help. In order to do this, it is helpful to know who are the **trusted adults** in your world.

Step 5:

ASK:

Q1: *"If you encountered a scenario similar to those in this activity, who are people in your safe circle you would go to?"*

Sample Answer: A **trusted adult** (e.g., mum, dad, grandparent, teacher, police officer)

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Q2: *"How could having a safe circle help keep you safe both online and offline?"*

Sample Answer: Our safe circles are made up of **trusted adults**. When we are unsure what we should do or need help navigating a tricky situation, we have another person advising us who we can also go to in emergency situations. It is easier to stay safe when there are other people looking out for us and ready to help.

Q3: *"Who is in your safe circle?"*

Sample Answers:

- Mum
- Dad
- Grandma/Grandpa
- Legal guardian
- Extended family (e.g., cousins, aunts, uncles)
- Police officers
- Doctors and nurses
- Teacher
- Social worker

Step 6 (Optional):

Ask the children and young people to choose one of the scenarios and work together as a group to turn the scenario into a script that they can act out. You can encourage them to pause their play whenever they feel a relationship safeguard should be added to make the scenario depict a **healthy relationship**.

The children and young people can stop and speak directly to the audience, addressing the issues and what relationship safeguards could be used at the time.

For example:

- "Here we can see that our main character's friends are becoming mean and saying things that are hurting their feelings. This is a great opportunity for our main character to speak honestly with her friends about how she is feeling." **(Scenario 1)**
- "At this point, the boyfriend is not being kind to our main character and has gone too far. She could implement her consent boundaries here." **(Scenario 4)**

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Purpose:
To reflect on personal and relationship boundaries and what unwanted affection can look like, and to define the qualities and characteristics of a safe relationship.

Materials:
- Personal Reflection Form
- Pens, pencils

Step 1:
Hand out a Personal Reflection Form to every child and young person.

Step 2:
Ask the children and young people to take their time completing the following personal reflection. Each personal reflection is private and does not need to be shared with anyone else.

Personal Reflection Form

1. What qualities and characteristics do you look for in a safe relationship (i.e., a good friendship or with a romantic partner)?

_____

_____

2. What qualities and characteristics might make a person feel unsafe or uncomfortable in a friendship or with a romantic partner?

_____

_____

3. On a scale of 1–10 (1 being "not good" and 10 being "very good"), how would you rate the health of your closest relationships?

_____

_____

EXTENDED QUESTIONS

4. Do you have any "non-negotiables" in a friendship or a romantic relationship?

_____

_____

5. Who could you speak to if you felt like you were in an unsafe relationship (i.e., a friendship or with a romantic partner)? (List at least five trusted adults.)

_____

_____

_____

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Purpose:
To show that throughout history, people have been able to achieve great things, regardless of the hardships they have been through.

Materials:
- Who Am I? Scenarios and Answers

Step 1:

SAY:
We are going to play a guessing game. I am going to read out details about a person's life, and you need to see if you can guess their name. Some of the people will be famous musicians, scientists, human rights advocates, athletes, actors, inventors, or politicians.

Step 2:
Using the Who Am I? scenarios and answers, read out each individual scenario and ask the children and young people to guess who they think the person is. Let them know they can guess at any time.

Who Am I? Scenarios and Answers

Scenario 1
I was born in Germany in 1879. I lived and studied science here for many years. I was able to travel around Europe and become a specialist in the field of physics. I became a professor and lived in Germany until the war. In 1933, I renounced my citizenship for political reasons and immigrated to the United States. I am most well known for my theory of relativity and the understanding of gravity. Who am I?
Answer: Albert Einstein[29]

Scenario 2
I was born in 1946 on the island of Zanzibar. In 1964, my family had to flee our hometown after political instability destabilised the island. My family and I ended up in London, UK. It was there that I met my future bandmates and let my passion for music grow. A few years later, I joined a band called Queen as their frontman and wrote famous songs like "Bohemian Rhapsody" and "We Are the Champions." Who am I?
Answer: Freddy Mercury[30]

Scenario 3
I was born in Pakistan in 1997. My father was an educator and activist. When I was younger, I used to write a blog under a pseudonym (fake name) opposing Taliban restrictions on female education. When I was 15 years old, I was shot in the head for my views on education while coming home from school one day. I survived this attack and fled with my family to the UK. In 2014, when I was only 17 years old, I won a Nobel Peace Prize for my work fighting for all children to receive an education. I am the youngest Nobel Prize laureate in history. Who am I?
Answer: Malala Yousafzai[31]

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Scenario 4
I was born in Prague in 1937 in former Czechoslovakia (now Czech Republic or Czechia). My family fled to England to escape ethnic cleansing and political persecution under Hitler. We returned to our home, only to flee political persecution again, this time ending up in the United States. I lived in New York and was able to study at a university, later becoming a faculty member and the US ambassador to the United Nations. In 1997, I became the first female Secretary of State and the highest ranking woman in the history of the United States at the time. Who am I?
Answer: Madeleine Albright[32]

Scenario 5
I was born in Russia in 1973. I was 6 years old when my family immigrated to the United States to escape institutional antisemitism/religious persecution. My father was a professor and my mother worked for NASA. I was able to go to university and work on data mining systems with friends to help navigate information on this new thing called "the internet". Our invention revolutionised how we use the internet today. If you are not sure who I am, you can use my invention Google to find the answer. Who am I?
Answer: Sergey Brin[33]

Scenario 6
I was born in a village in Poland in 1849. My father was a teacher of French origin. My sister was my first piano teacher, and after lessons with the best teachers from the age of 6, I became a great composer and pianist, often considered one of the best of my time. I composed my first piece at the age of 7 years old. I ended up moving to France after I was exiled from my homeland for my political views. Who am I?
Answer: Frédéric Chopin[34]

Scenario 7
I was born in Jamaica in 1945 and started my music career as part of a ska and rock group, but I later continued as a solo artist. My passion was mixing different music styles, and it was through blending reggae, ska, rock, and Rastafarianism that I created my own sound, which reached different countries around the world. I would define myself as a peaceful person. My life was not always peaceful, though, and I sometimes suffered violence because of my political thinking. Who am I?
Answer: Bob Marley[35]

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Scenario 8
My Albanian parents had me in 1990 in Kosovo. Albanians were highly persecuted and there was a lot of political tension, so my parents decided that we should leave the country and go to live in the UK in 1991. I always loved singing, and I would perform at my father's pub and upload covers to YouTube. I finally made it in 2012 by being on the UK Singles Chart with the song "Hot Right Now." Who am I?
Answer: Rita Ora[36]

Scenario 9
I was born in 1856 in the Austrian Empire. My parents had a lot of financial needs, so this pushed me to study. I entered the University of Vienna at age 17. I went on to found psychoanalysis and write many important books in the field of medicine. In 1933, the Nazis began to raid Austria. Even though I was Jewish, I was reluctant to leave my country. Some of my best friends insisted on my leaving and helped get my family and me residency in England. I finally arrived in London in 1938. Who am I?
Answer: Sigmund Freud[37]

Step 3: (Optional)
Have the children and young people do their own research (whether in time allocated in class, or as homework) and create their own 'Who Am I?' scenarios and answers.

Remind them that they are looking for details about influential people, for example a celebrity, athlete, musician, politician, or scientist who has migrated, or started their lives as a refugee.

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Purpose:
To show how we may be much more connected to different parts of the world than we know.

Materials:
- Continent/Country Tally Table
- Pens, pencils

Step 1:
Hand out the Continent/Country Tally Table to everyone.

Step 2:

SAY:
Using the handout, walk around the room and ask each other questions to complete the different sections in the table. Ask your friends which countries they may have visited or have family living in or where they were born. You need to try to list the names of different countries in each column.

Step 3:
Ask the children the following questions and allow them to share with the group.

Q1: How many continents has everyone visited?
Q2: Which countries have you or your friends visited within these continents?
Q3: If you have family on another continent or in a different country, or were born in another country and feel comfortable sharing, what are some reasons you/your family moved? (e.g., work opportunities, new life, escaping conflict, natural disaster).

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Continent/Country Tally Table (Template)

Continents	Born There	Family There	Visited There
Europe			
Oceania (Australia/New Zealand/Pacific)			
Asia			
Africa			
North America			
South America			
Antarctica			

Continent/Country Tally Table

Continents	Born There	Family There	Visited There
Europe			
Oceania (Australia/New Zealand/Pacific)			
Asia			
Africa			
North America			
South America			
Antarctica			

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Purpose:
To provide a practical activity for children and young people to determine for themselves what aspects of a job advertisement are real or fake, and to identify red flags that would make them question the validity of a job before accepting it.

Materials:
- Photocopies of the Real/Fake Job Advertisement Scenarios Table
- Safe Employment Guide

Step 1:
Hand every child and young person their own Real/Fake Job Advertisement Scenarios Table. (Younger children can work in groups of two.)

Step 2:
Ask the children and young people to look at both columns and identify which one of the job applications is fake and which one is real and then have them highlight what they think the indicators of the real job are. (Note: Some of the advertisements are designed to look real/safe (left column) and others are designed to look fake/unsafe (right column). The children should not know which one is which.)

Real/Fake Job Advertisement Scenarios Table

Real	Fake
Scenario 1:	
Agriculture Job **Role:** Day manager position **Details:** We are an agricultural company founded in 1997 working in and around the county of Wiltshire. We are looking for someone responsible, hard-working, with flexible schedules. **Experience:** 3 months required **Educational requirements:** GCSE or horticulture certificate **Nationality:** Must be a resident of the UK, or must hold a valid work visa (We do NOT help sponsor visas.) **Type of contract:** Part-time, with possibility of a full-time contract **Salary:** £18,200/year **Email:** jobvalenciaag@valenciaag.com **Phone:** 07744 345778 **Facebook:** ValenciaaAgriculture **Website:** ValenciaaAgriculture.com	**Agriculture Job** **Role:** Day manager position **Details:** If you are looking for a good-paying, flexible job, surrounded by a great team, look no further!! **Experience:** 1–3 months (Preferred) **Educational requirements:** No requirements **Nationality:** No need to be a resident of the United Kingdom. We can help sponsor visas with no work done by you (NOTE: If arriving from out of the country, we will help provide living quarters). **Type of contract:** Full-time **Salary:** Competitive salary offered. Potential to work overtime for increased salary. **Contact:** John at 07744 123678

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Scenario 2:	
Construction Job **Role:** Site manager **Company:** ConstructCity **Details:** We are a company looking for someone hard-working with a passion in construction to join our team. Must be flexible regarding schedule. There exists a possibility for future leadership roles. **Experience:** Ability to work in teams and cooperate are required. 3 years experience. Leadership skills preferred. Please list desired salary in application. **Type of Contract:** Full-time (with a 3-month evaluation period) **Email:** ConstructCity@gmail.com **Phone:** 07744 345123 **Facebook:** ConstructCity **Website:** ConstructCity.org	**Construction Job** **Role:** Site manager **Company:** N/A No experience/education required. **Salary:** £38,000 (plus benefits/very competitive overtime pay) **Details:** We do construction in and around Sydney. Work visa not required. **Apply by emailing:** johnconstruction@yahoo.com

Scenario 3:	
Nail Technician (at Salon) **Company:** Happy Nails **Details:** Join a fun, people-oriented team at one of the most well-respected beauty clinics in the area. We are looking for candidates with at least two years of experience, who are able to work under pressure. Please include CV with up-to-date information; a Cover Letter addressed to Happy Nails and list of references along with your application. Applications without CV will not be considered. **Experience:** 2 years of experience are required; 2+ years preferred. Applicants who do not meet the requirements will not be considered. **Email:** Happynails@gmail.com **Phone:** 07744 345678 **Facebook:** @_HappyNails **Website:** HappyNails123.com	**Nail Technician (at Salon)** **Details:** Join a fun, people-oriented team at one of the most well-respected beauty clinics in the area. 1 year experience is necessary. Paid period of training included. GCSE preferred. Must be female. Feel free to send CV even if the above requirements are not met. You may be considered if our team finds you to be a good fit. Please include a photo on your CV. Applicants must be willing to have flexible schedules. **Contact:** Mary: 07722 345678

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Scenario 4:	
Bartender Joe's Bar 1235 Main Street 07712 345688 barjoes@gmail.com **Details:** We are seeking a creative, social person who is willing to work demanding hours (nights and weekends). **Experience:** No experience as a bartender is required. Prior experience in restaurants is preferred. Training is mandatory regardless of experience. If interested and without working rights, please contact us. **Payment:** Minimum wage + tips Email with any questions/concerns. We look forward to hearing from you.	**Bartender** Popular bar near Main Street **Details:** We are seeking a young, outgoing person who can work late hours on nights and weekends. Women preferred, but anyone can apply. **Experience:** No prior experience/knowledge is necessary. **Salary:** Over minimum wage + tips (possibility of earning several hundred pounds extra on a busy weekend). You keep all tips made on a single night! A work visa is not mandatory. Please send a photo of yourself along with the application. Please join our team!

Scenario 5:	
Housekeeper **Details:** Looking for a housekeeper. Must be a legal resident with rights to work. Work permit must be presented upon successful interview. Two days/week for 3 hours. £100 each week. Applications can be submitted through House Keepers, Inc. **Email:** HousekeepersInc@gmail.com **Website:** HousekeepersInc.org	**Housekeeper** Looking for housekeeper. Visa is not necessary. Required to show passport on arrival. Pay is £30 an hour. It is a large house, so you would be required every day for several hours. Call 07712 345677 if interested

Step 3:

ASK:

Q1: *"What are some of the red flags (warning signs) that stood out to you on the fake advertisements? Why?"*

Sample Answers:

- It lacked details. The job didn't provide a clear explanation about the salary or work schedule.
- The employer lacks online presence (no listed website, social media pages).
- The job sounds too good to be true (e.g., no skills required but a really high salary, no visa or formal paperwork required).

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Step 4:

ASK:

Q2: *"If you were interested in a job that was lacking details in the advertisement, what could you do to see if it was real?"*

Sample Answers:

- Call the number provided and ask for more details. If they are unwilling to provide more details, this is not a job you should trust.
- Search through a secure and trusted employment database or ask a third party to validate.
- Ask a trusted adult to look at the job application with you.
- If you cannot find evidence of the job online or on a trusted employment database, and no one you trust have heard of them, this is a likely sign that the job is not legitimate.

Step 5 (Alternative Option):
Step 1:
Hand every child and young person their own Real/Fake Job Advertisement Scenarios Table (Younger children can also work in groups of two). Let them know these are all pretend job advertisements.

Step 2:
Ask the children and young people to look at the fake job columns and identify the reasons why this job offer seems unsafe. Using the example scenarios and template, request that they create a real and secure option on the left side of the table, which will be empty.

Example scenario/Template:

Scenario 1:	
Agriculture Job **Role:** Day manager position **Details:**_____ _____ _____ **Experience:**_____ **Educational requirements:** _____ **Nationality/Visa requirements:** _____ **Type of contract:** _____ **Salary:**_____ /year **Email:**_____ **Phone:**_____ **Facebook:**_____ **Website:**_____	**Agriculture Job** **Role:** Day manager position **Details:** If you are looking for a good-paying, flexible job, surrounded by a great team, look no further!! **Experience:** 1–3 months (Preferred) **Educational requirements:** No requirements **Nationality:** No need to be a resident of the UK. We can help sponsor visas with no work done by you (NOTE: If arriving from out of the country, we will help provide living quarters). **Type of contract:** Full-time **Salary:** Competitive salary offered. Potential to work overtime for increased salary. **Contact:** John at 07712 345678

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Scenario 2:	
Construction Job **Role:** Site manager **Details:**_____ _____ _____ **Experience:**_____ **Educational requirements:** _____ **Nationality/Visa requirements:** _____ **Type of contract:** _____ **Salary:**_____ /year **Email:**_____ **Phone:**_____ **Facebook:**_____ **Website:**_____	**Construction Job** **Role:** Site manager **Company:** N/A No experience/education required. **Salary:** £30,000 (plus benefits/very competitive overtime pay) **Details:** We do construction in and around London. Work visa not required. **Apply by emailing:** johnconstruction@yahoo.com

Scenario 3:	
Nail Technician (at Salon) **Details:**_____ _____ _____ **Experience:**_____ **Educational requirements:** _____ **Nationality/Visa requirements:** _____ **Type of contract:** _____ **Salary:**_____ /year **Email:**_____ **Phone:**_____ **Facebook:**_____ **Website:**_____	**Nail Technician (at Salon)** **Details:** Join a fun, people-oriented team at one of the most well-respected beauty clinics in the area. 1 year experience is necessary. Paid period of training included. GCSE preferred. Must be female. Feel free to send CV even if the above requirements are not met. You may be considered if our team finds you to be a good fit. Please include a photo on your CV. Applicants must be willing to have flexible schedules. **Contact:** Mary: 07712 345678

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Scenario 4:	
Bartender **Details:**_____ _____ _____ **Experience:**_____ **Educational requirements:** _____ **Nationality/Visa requirements:** _____ **Type of contract:** _____ **Salary:**_____ /year **Email:**_____ **Phone:**_____ **Facebook:**_____ **Website:**_____	**Bartender** Popular bar near Main Street **Details:** We are seeking a young, outgoing person who can work late hours on nights and weekends. Women preferred, but anyone can apply. Experience: No prior experience/knowledge is necessary. **Salary:** Over minimum wage + tips (possibility of earning several hundred pounds extra on a busy weekend). You keep all tips made on a single night! A work visa is not mandatory. Please send a photo of yourself along with the application. Please join our team!

Scenario 5:	
Housekeeper **Details:**_____ _____ _____ **Experience:**_____ **Educational requirements:** _____ **Nationality/Visa requirements:** _____ **Type of contract:** _____ **Salary:**_____ /year **Email:**_____ **Phone:**_____ **Facebook:**_____ **Website:**_____	**Housekeeper** Looking for housekeeper. Visa is not necessary. Required to show passport on arrival. Pay is £20 an hour. It is a large house, so you would be required every day for several hours. Call 07712 345 678 if interested

Step 6 (Alternative Option):
A21's Safe Employment Guide

• Hand out A21's Safe Employment Guide and read over the guide together (or individually). • Discuss the safety tips on pages 5 and 6. • Ask the children if they can think of any additional safety tips.	

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Purpose:
To show how education and prevention can make a positive impact on people's lives and keep people safe.

Materials:
- "Don't Go" video link

Step 1:
Watch the "Don't Go" video.

Step 2:

SAY:
The video depicts the same family in two different situations. One situation results in the father being separated from his family and becoming a victim of labour trafficking, while the other keeps the family together and the father safe. In the safe scenario, we can see that the father and his daughter have received prevention and education materials highlighting the different indicators of exploitation, in addition to seeing awareness material around the city and on television. The father is able to make an informed decision about the job offer he receives because of this prevention and education material.

Step 3:

ASK:
Q1: *"What do you think the video was trying to depict?"*

Sample Answer: It shows how different decisions can impact our lives and how prevention and education can help people make safer decisions.

Q2: *"Did you recognise any risk factors or indicators of human trafficking?"*

Sample Answers:
- Yes.
- False job opportunity and unsafe working conditions.
- Forced to give up his passport.
- The employers appear physically violent.
- The location doesn't seem clean or safe.
- Limited freedom to move.
- Doesn't get paid.

Q3: *"What were the main differences in the two situations depicted?"*

Sample Answer: In one, the daughter and father both learn about human trafficking through awareness materials. In the other, they don't know about the risks of human trafficking. The father's standard of living in the scenario where he takes the unsafe job is much worse than in the alternative scenario.

Q4: *"How can you raise awareness about human trafficking in your community to help someone who may experience a situation like this?"*

Sample Answer: I can put up posters in my school/community centre.

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Purpose:
To show how easy it is to find personal information about someone through their social media and what they post online, and to teach children and young people what they need to be aware of to practice digital safety.

Materials:
- Fake Profile Pages
- Pens, pencils
- Blank paper

Step 1:
Hand out or display on a screen the Fake Profile Pages. Give the children and young people 5–10 minutes to look over each profile (Adrian and Maria).

Step 2:
Ask the children and young people to write down as many things about the person that they can find, such as their full name, age/date of birth, where they go to school or work, or activities/clubs.

Step 3:

ASK:

"Here are a few follow-up questions to see how easy it could be to find or get in touch with Maria and Adrian and pretend to know them."

Q1: "Where could you find Adrian before or after school? What about Maria?"
Q2: "What would you give Maria for her birthday?"
Q3: "If you wanted to contact Adrian, how would you do it?"
Q4: "How would you surprise Maria for a special occasion?"
Q5: "If you wanted to be friends with Maria, what would you do?"
Q6: "Who are Adrian's closest friends?"
Q7: "Do you know Maria's mum's social media handle?"

Step 4:

SAY:

In just a few short minutes, it's pretty easy to learn a lot about people from their social media profiles. For example, who their friends and family are, where they like to hang out, what their hobbies are, and maybe even the name of their school, sports club or place of work. Our social media posts are almost like little puzzle pieces about our lives. When you look at every post someone has ever posted, it is not too difficult to piece everything together and learn a lot about them.

EXTENDED QUESTION:
Q: *"What could Adrian or Maria have done to practice digital safety and keep their information private?"*

Sample Answers:
- They could make sure their profile's privacy settings are set to private, so only their family and friends can see what they post.
- They should avoid including personal, private information in their captions, like the name and location of their school, their email address or phone number.

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78
Posts

233
Followers

321
Following

Adrian
Football and Fortnite, Game lifestyle 🎮🎮🎮🎮 Snap @adr2.005

54 Likes
adr2.005 Made it to 15 🎉 #birthday #party #friends
sammie C'MON BRO 🍃
mark Congrats Handsome 😌

12 Likes
adr2.005 Gamer kind of life #gamer #fortnite #winning
sammie gonna beat your high score tonite?

32 Likes
adr2.005 classmates #2028 #ManchesterSchool
Rapha nothing like the major school of Manchester

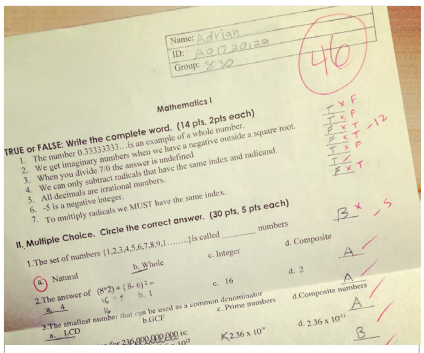
23 Likes
adr2.005 Being the big brother, it's not always easy 🙃 but I love you @jacob #bigbrother
Rapha my boys 😍

24 Likes
adr2.005 Pursue your dreams #ManUfootball club
sammie cheering for you❤️

8 Likes
adr2.005 Thank you for coming into my life @sam :)
sammie My favourite person, only you and I know 😍

18 Likes
adr2.005 Well... My football shorts broke again in the middle of the game #Help
jean Anyway, you're a terrible player 🤦‍♂️

11 Likes
adr2.005 Jenna 🐾 always messes up my shoessssss 😭😭😭😭does anyone know how to stop it? UNBELIEVABLEEEEEE (I need a new pair of shoes every month with this dog)
mark lol



16 Likes
adr2.005 Getting through math again. Honestly... this school sucks 😭#Idon'twanttostudy #ridiculous #school (I love math and math loves me)
mark what a nightmare dude 😤

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123 Posts | 533 Followers | 460 Following

Maria

Soccer. Dance, 🇪🇸 🪩 snap @maria.grace-1234

204 Likes

maria.grace OMG! I am finally 16 #birthday #selfie #2007baby (When I was siiiiiiixteen ❤️❤️ love all of you who celebrated with me)

adrian Happy birthday big sis. Luv u ❤️

muzza_11 finally!!!!

114 Likes

maria.grace Dance like it's ur last day #dance #dancer #goals

kateL can't wait to see you

muzza_11 lookin hot🔥

jo Queeeeen

32 Likes

maria.grace Another day wishin I was anywhere else but still reminiscing about Friday night #dailygrind @ChiswickSchool

muzza_11 Sameeeee

jo yup!

187 Likes

maria.grace These guys hav my heart #Smiths #family #love #mum #brothers #sisters

adrian Luv u sis

kellyyyy Best fam xx

mrs_rowels My babies ❤️

muzza_11 🔥fam

67 Likes

maria.grace At football practice again. Urghhh! Every Thursday morning is a dragggg these days #footballgirl #mood #chesterfootballclub

muzza_11 Ditch 😒

adrian Run run

13 Likes

maria.grace Luv these losers! #besties #friends #nofilter

muzza_11 Bestiesssss since 07

KateL ❤️❤️❤️

48 Likes

maria.grace Major fail at work today. Urgh, i'm an idiot! #Target #amIfired?

row2007 Noo! Rough

muzza_11 sry babes, u ok?

adrian Wot hpn'd??

302 Likes

maria.grace Luv my Fifi. I'd die if anything ever happened to her #dogs #bestfriend #love #labradors

muzza_11 Fifi ❤️

jo cuttteee

32 Likes

maria.grace D.O.N.E. Thought we were friends - guess not. #betrayed #over #canttrustanyone

muzza_11 Wat hpn'd?

jo Noooo! DM me

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Purpose:
To see how children and young people would respond to some virtual messaging scenarios that they may encounter throughout their lives, and to equip them with the knowledge of what they can do.

Materials:
- How Would You Respond? Scenarios

Step 1:

SAY:
Imagine one day, you connect with someone online on an app, a game or even a dating site. You barely know this person. You have never met them in person and have never confirmed their identity.

Step 2:
Ask the children and young people, "What would you do if you received the following message?" and then choose a scenario to read aloud. Each scenario has four responses to choose from. Once the children and young people have given their responses, you can read out the safety tip.

How Would You Respond? Scenarios
What would you do if you received the following message? Choose one of the responses provided.

1. "wanna know what'll make u feel better? A video call from me "
   Option 1: I would make the call and hang up if I felt uncomfortable.
   Option 2: I wouldn't make the call.
   Option 3: I would make the call, but have my video turned off.
   Option 4: I would text instead.

   Safety Tip: If you don't know someone well, you should not accept video calls from them. If you don't feel comfortable having a video call with someone, whether you know them well or not, you have the right to say no and they should respect your boundaries. You always have the right to feel comfortable and safe.

2. "sorry my camera isn't working, but the mic is. At least I can see your beautiful/handsome face."
   Option 1: I would make the call and hang up if I felt uncomfortable.
   Option 2: I wouldn't accept a video call if I couldn't see them.
   Option 3: I would make the call, but I would also have my video turned off.
   Option 4: I would ask if we could chat later, when their camera is working.

   Safety Tip: A known red flag of grooming is when the person you are speaking to is always making excuses for why they can't turn their video on in a video chat. Groomers/perpetrators pretend to be someone they're not, so they will often try to avoid sharing personal information and will use a fake name/personal details and a fake photo. They make excuses to keep their video off, so you cannot see that they are lying about their identity. If someone is constantly unable to turn their video on, you have to ask yourself if they are telling the truth about who they are or what they might be trying to hide.

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3. "Wanna meet up? Let me know somewhere close to you and I can meet you there. Easier for me to come to you ;-)"

   Option 1: I would pick a public place and get there early to see who they are first.
   Option 2: I would pick a public place and bring a friend to be safe.
   Option 3: I would ask them to pick a place and I go to them.
   Option 4: I wouldn't go.

   Safety Tip: Although this may seem like an innocent message, this text is actually a sneaky way of finding out more about the area where you live. Even though you may not be giving away your home location, you are providing a stranger with a place close to you (e.g., a mall, coffee shop, park). You are inadvertently providing an alternative way to find you, which can give a perpetrator an avenue to contact you, even after you stop the relationship or conversation.

4. "I wanna know more about you 😍❤️ Parents? Siblings? Cat? lol"

   Option 1: I would tell them all about my family. Names and everything.
   Option 2: I would tell them about my family, but I wouldn't share personal details.
   Option 3: I wouldn't tell them about my family.
   Option 4: I would be polite and tell them a few things, but only surface-level information.

   Safety Tip: Giving away personal information to a stranger, including details about your family and even your pets, can be used against you later. When a groomer/perpetrator knows about your life, they can use details to pretend to connect with you to form a deeper friendship. They can also use these details to try to trick, threaten, or extort/blackmail you into doing things you may not want to.

5. "I saw something and thought of you this week. I just had to buy it. Send me your address, and I'll send it to you 😉 "

   Option 1: I would send them my address. I want to know what they got me.
   Option 2: I would send them a friend's address.
   Option 3: I would ask if we could meet, and they could give it to me in person.
   Option 4: I would say thank you, but no.

   Safety Tip: Although this may seem like an innocent or even sweet message, this text is actually a sneaky way of finding out your home address. It is easy for us to feel flattered or even valued when someone thinks of us or gives us gifts. However, you should never share personal information with someone you don't know. It is also important to be aware that groomers often want to "buy" your friendship with gifts; it can be tempting if you're feeling lonely, unloved, or undervalued. If you don't know someone well and they are buying you gifts, ask yourself what their motivations may be.

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Purpose:
To provide a practical activity for children and young people to determine for themselves what they would do in a potentially unsafe situation online, using Safety Tips/Digital Safety Boundaries.

Materials:
- Safety Tips/Digital Safety Boundaries
- Scenarios

Step 1:
Read aloud the information in the Safety Tips/Digital Safety Boundaries.

Safety Tips/Digital Safety Boundaries

- **Identifiable Information:** Avoid posting any identifiable information (e.g., your address, age, phone number, email, school).
- **Trusted Relationships:** Avoid adding people you don't know on social media and block and/or report those who make you feel uncomfortable.
- **Privacy:** Choose a username that does not reveal your age or birth year.
- **Impact on the Future:** Keep from taking or posting inappropriate or explicit images, and always tell someone if you receive a photo or a video that includes unwanted or uninvited content.
- **Security:** Avoid meeting in person with people you meet online (especially by yourself).
- **Privacy Settings:** Adjust your privacy settings on social media so that only the people you allow can access your content.
- **Right to Your Voice:** Speak up. Always tell a trusted adult (e.g., your parents, an older family member, a teacher) if someone is making you feel uncomfortable, sharing inappropriate pictures with you, asking for intimate pictures, or threatening you if you were to tell someone.

Step 2:
Read aloud the two scenarios. Each scenario has four questions for the children and young people to consider, with sample answers.

Scenario 1:
Gabriella and Paul are both 12 years old. They go to school with Jane, who is also 12. Everyone at school knows who Jane is because she's always sharing silly photos and videos of herself. She even has her own website. Most people think she is a show-off. She just wants attention and it's annoying. One day, Jane sends an inappropriate photo of herself to Gabriella, Paul, and a bunch of other older students at the school. Some other students were laughing and sharing the photo with friends who don't go to the school. Gabriella and Paul don't feel comfortable with what's going on and are also a bit worried about Jane because she's a really nice person. They also know she's been going through a difficult situation at home. They are wondering why she is sharing these images and if everything is okay. Is it really just for attention?

Q1: *"What do you think is happening in this scenario?"*

Sample Answer: From the details we have, we don't know whether Jane is sharing these images and videos because she wants to or is being forced to. However, we do know that she is only 12 years old, so she is too young to understand how these actions can impact her now and in the future. The images Jane is sharing would be considered inappropriate images of a child, regardless of consent or not, because Jane is too young to consent to what she is doing. Furthermore, sharing inappropriate images of a child is a crime. In some countries, it doesn't matter how old you are or if you yourself are still a minor, sharing inappropriate images of a child can still get you in trouble.

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Q2: *"What should you do if you receive these photos and videos? Or know that they are being shared around the school?"*

Sample Answer: If you know that something like this is happening, it is important that you share this information with a trusted adult right away. We don't know what Jane's situation is, if she's in trouble or if she needs help. We don't always know what is going on in someone's life. Rather than ignoring the situation or just thinking she is "showing off," it is better to tell a trusted adult in case Jane does need help or needs to talk to someone. Even if she is doing this because she thinks she wants to, she is too young to understand the long-term consequences or impact of her actions. This is why it's important that a trusted adult knows what is going on, so they can help.

Q3: *"Are there any consequences for the other students who are sharing these images and videos?"*

Sample Answer: There may be a number of consequences for people who share the images and videos. We know that re-sharing these images and videos isn't a nice thing to do. In this scenario, we don't know what Jane's situation is or whether she is being forced to share these images and videos. At the very least, students who re-share could be in trouble for bullying Jane. In some places, even if you're a minor, re-sharing inappropriate images of a child can be a crime with serious consequences. It's also important to think twice before sharing anything online or with other people, because it may affect someone else's life or even your own.

Q4: *"Using the Safety Tips/Digital Safety Boundaries, what would you recommend?"*

Sample Answer: "Impact on the Future" and "Right to Your Voice": Jane may be struggling with something or being pressured by someone to share these images. Even if her friends, Gabriella and Paul, aren't sure of the reasons why she is sharing these images, as her friends they should try to talk to her. They should ask if she's okay and if she needs help and remind her of the future impact these images may have. Also, they should remind her she can talk to a trusted adult, and if she's worried, they can go with her.

Scenario 2:

Blake and Alex are both 16 years old. They have been dating for three months and things are getting serious. Alex thinks they're a really cute couple. Blake is going away for a couple of weeks over the summer and is going to miss Alex a lot. Alex decides to take intimate/sexy images and videos to send to Blake, so they won't get lonely while they're apart. After a week away, Alex sees Blake dancing with strangers on her social media and notices Blake liking all of a new person's photos of them together. Alex texts Blake to ask what's going on, but Blake doesn't reply. Alex waits a couple of days and then texts again, a bit more frustrated. Still no reply. Later that day, Blake posts more pictures with the same stranger on social media. Alex is upset and talks to their mutual friends at school, asking if they know what is going on. She says she is really confused about the whole situation because she thought they were serious about each other. One of their friends says, "Are you sure? You've only been dating a few months. Blake told us you weren't even a couple." Alex gets really angry and texts Blake a message asking why they're acting like this: "What's going on? I thought you really liked me?" Blake finally responds, "We're not a couple. You need to leave me alone! If you don't stop texting me, I am going to send everyone we know the video you sent me and tell them you've been stalking me."

Q1: *"What do you think is happening in this scenario?"*

Sample Answer: A number of things could be happening in this scenario. It looks like Blake and Alex started dating and then broke up. It also looks like there may have been a miscommunication on what their relationship meant to each other, and also a misunderstanding of how each other was feeling. It also looks like there could be some harassment and bullying on both sides. Alex may feel ignored or like Blake is ghosting them. Blake may feel like Alex is harassing them and not getting the hint that they don't want to talk. It may be difficult to know exactly what has happened in their relationship, but we can see that Blake is getting frustrated and threatens Alex with sextortion, which is not okay.

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Q2: *"Are there any consequences if Blake shares the video?"*

Sample Answer: Yes, there are. When another person is using personal/intimate images of another person to control them **(sextortion)**, they can use fear and vulnerability to force that person to do things they never would do otherwise. In this situation, Blake is threatening to share a personal/intimate image of Alex unless she does what Blake says. In many countries, it is a crime if Blake shares this image—and may also be a crime even threatening to do so.

Q3: *"What should you do if you were Blake?"*

Sample Answer: Even if you felt like Alex was harassing you, you should never resort to sharing personal/intimate images or videos of another person as retaliation. In many places, this is a crime, and you can be in a lot of trouble. In this scenario, it would have been best for Blake to go and talk to a friend or a trusted adult about how they have been feeling.

Q4: *"What should you do if you were Alex?"*

Sample Answer: Alex should listen to Blake's request to stop contacting them and be respectful of their boundaries. Alex should also tell a teacher or a trusted adult or even the police if Blake is threatening to share personal/intimate images of them.

Q5: *"Using the Safety Tips/Digital Safety Boundaries, what could you recommend?"*

Sample Answer: "Impact on the Future," "Trusted Relationships," and "Right to Your Voice": The decisions both Alex and Blake are making will impact their futures. It is important to think twice before sharing personal/intimate images or videos of yourself with another person. In this scenario, Alex didn't know Blake that long before sharing some personal/intimate images. They were not really in a trusted relationship. Both Alex and Blake have a right to speak up about their situation and how they are feeling and ask for help from a trusted adult if needed.

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Purpose:
To use critical thinking skills to review a potentially unsafe situation and recognise what can be changed in order to change the outcome to be safe.

Materials:
- Photocopies of the Change the Outcome Scenarios
- Pens, pencils

Step 1:
Hand out the Change the Outcome Scenarios to each child and young person.

Step 2:

SAY:
Each scenario has a part A and part B. Part A is the original scenario. Part B is the same scenario with sections blanked out. You have to use the words/options provided to fill in the blank spaces to change the outcome of the scenario. Your job is to try to change the scenario to be safe and positive.

Change the Outcome Scenarios

SCENARIO 1

A. Joe was given a new phone for his birthday. His family lets him do whatever he wants. As soon as Joe got his phone, he joined this new app and created the handle @joe_23!! He immediately added everyone. Joe was excited to go to a party later. He decided to post about it with these hashtags: #FiveGuys #Brixton #JoesBday.

CHANGE THE OUTCOME (fill in the blanks)

B. Joe was given a new phone for his birthday. His family _____. As soon as Joe got his phone, he joined this new app and created the handle @joe_23!! He immediately _____. Joe was excited to go to a party later. He decided to _____.

SCENARIO 1: Options to fill in the blanks

Blank #1:
- installed parental controls on his phone
- set clear rules for mobile phone use
- doesn't care what he does
- gave him a case, a screen protector and unlimited internet
- activated phone tracking for emergency cases

Blank #2:
- added his known and trusted people, including friends, family, and other trusted adults
- added anyone who seemed trustworthy and had a nice profile
- added every account with aesthetic profiles
- accepted any follower so he could have a lot

Blank #3:
- post the location of the private address for the party
- tag the people who would be at the party
- post a photo of the outfit he was going to wear

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SCENARIO 2

A. Mia loves to post creative and funny vlogs on her social media when she's in school, usually in English and dance class. She always tags her friends and the school's location. She is starting to build a pretty big following and is desperate to become an influencer. Mia loves to interact with new "friends" online through DMs. As soon as she "trusts" them, she gives them her phone number and asks them to "hit her up" if they're ever in town or want to collaborate.

CHANGE THE OUTCOME (fill in the blanks)

B. Mia loves to post creative and funny vlogs on her social media when she's _____, usually _____. She always tags her friends and the _____. She is starting to build a pretty big following and is desperate to become an influencer. Mia loves to interact with _____ online through DMs. As soon as she_____ and asks them to _____.

SCENARIO 2: Options to fill in the blanks

Blank #1
- visiting new places
- somewhere that's nicely decorated
- in her room
- at trendy places

Blank #2
- by herself
- with friends

Blank #3
- public address
- venue

Blank #4
- trusted friends
- friends of friends
- family friends
- anyone

Blank #5
- connects, she sends funny memes
- starts looking at their videos, she decides to connect
- connects, she asks for their number

Blank #6
- video call
- send her funny cat memes
- like her posts

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SCENARIO 3

A. Kate has always struggled with her mental health. One day, she was feeling very sad and decided to post a picture of herself crying. Her classmate @QBee1 took a screenshot and sent it to a group at school. When Kate gets to school the next day everyone is laughing at her, even her friends. She feels like no one loves/likes her. She runs to the bathroom and looks at her phone. Immediately, she sees the screenshot of her crying with the caption "I would cry too if I was this ugly." The whole school is commenting on the picture and agreeing or saying other nasty things. Even people she thought were her friends aren't saying anything to defend her. The person who took the screenshot and made the nasty comment thinks it's funny, so they keep sharing these with people. No one at the school says anything; they just laugh.

CHANGE THE OUTCOME (fill in the blanks)

B. Kate has always struggled with her mental health. One day, she was feeling very sad and decided to post a picture of herself crying. Her classmate @QBee1 took a screenshot and sent it to a group at school. When Kate gets to school the next day _____. She feels like _____. She runs to the bathroom and looks at her phone. Immediately, she sees the screenshot of her crying with the caption "I would cry too if I was this ugly." The whole school is commenting on the picture _____ or saying _____. Even people she thought _____. The person who took the screenshot and made the nasty comment thinks it's funny, so they keep doing it. _____ at the school say(s) _____.

SCENARIO 3: Options to fill in the blanks

Blank #1:
- everyone is worried about her
- her friends immediately find her and ask if she's okay
- her friends check on her and see if she needs anything

Blank #2:
- everyone thinks she was trying to get attention
- everyone is gossiping about her
- everyone is supporting her
- people care about her
- nobody cares about her
- she has been betrayed

Blanks #3 and #4:
- you need to remove this
- this isn't kind
- I admire Kate for being honest
- I hope Kate is okay
- I'm going report you for bullying
- she is just trying to get attention
- there's no need to post this
- she's such a drama queen

Blank #5:
- weren't her friends are defending her
- didn't like her are asking if she's okay

Blank #6:
- Her friends
- Everyone
- Teachers

Blank #7:
- something
- this isn't okay
- the post needs to be deleted
- to tell a teacher about the situation and ask them what to do
- to report the student
- remove the person from the group chat

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SCENARIO 4

A. You have been dating your partner for a few months now. They were really sweet when you first started dating, but you have started to see a change. Yesterday you were out with your friends and your partner started making jokes about you. Everyone was laughing. At first, you laughed as well, but then the jokes kept going and started to get quite mean. At one point, your partner started making fun of your appearance and intelligence. You see them take a photo of you eating and you're fearful that they are going to send unkind messages to your mutual friends to keep making fun of you.

CHANGE THE OUTCOME (fill in the blanks)

B. You have been dating your partner for a few months now. They _____ really sweet _____, but you have started to see a change. Yesterday you were out with your friends and your partner started _____. Everyone was laughing. At first, you laughed as well, but then the jokes kept going and started to get _____. At one point, your partner started_____. You see them take a photo of you eating and _____ with your mutual friends _____.

SCENARIO 4: Options to fill in the blanks

Blank #1:
- are
- are not
- can be

Blank #2:
- all the time
- sometimes
- often

Blank #3:
- telling funny stories about the weekend
- making lighthearted jokes
- making sarcastic comments about your relationship

Blank #4:
- a little inappropriate
- a bit unkind
- silly

Blank #5:
- taking pictures
- making fun of you
- laughing at your expense

Blank #6:
- you ask them politely not to share it
- you tell them how you feel and to please not share it
- you are worried they will continue making fun of you

Blank #7:
- and your partner listened to your request
- and your partner apologises
- and your partner ignores you

Step 3:
After the activity, ask the children and young people to share which 'fill in the blank' options they chose. Encourage everyone to share how they think their new options change the outcome of the scenario to become a safer and more positive scenario.

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Purpose:
To use creativity to highlight different scenarios, and to critically think about what can be done to change outcomes in a positive way or what needs to change to avoid a negative outcome.

Materials:
- Scenarios Table
- Pens, pencils
- Paper
- Dress-up clothes/Props

Step 1:
Have the children and young people separate into groups to create a play or sketch using the different scenarios in the Scenarios Table.

Step 2:
Ask the children and young people to write a short script. A scenario prompt, characters, and alternative outcomes (positive and negative) have been provided. They can choose to write their scenario with either a good or bad outcome first.

Step 3:
Have the children and young people rehearse and act out their scenarios. Ask everyone to assign characters to each of the group members, so everyone is included.

Step 4:
Once everyone has had a chance to write and rehearse their play or sketch, and they have shown the larger group, ask them to change the outcome.

If their original play or sketch had a good outcome, ask:

Q1: Was there an advocate in your play who stood up and helped?
Q2: What would have made your situation have a negative outcome?

If their original play or sketch had a bad outcome, ask:

Q1: Was there a bystander in your play who stood by and didn't help?
Q2: What could have been done differently to make this a positive outcome?
Q3: How could the bystander become an advocate in this situation?

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Scenarios Table

#	Scenario (group)	Characters (individual)	Outcome (positive and negative)
1	School (someone is being bullied)	Victim Perpetrator Teacher Classmates	Positive: The classmates notice the problem and communicate with the teacher, who takes action and brings a solution to the problem. Negative: The classmates join the bully, and the teacher ignores the problem.
2	Online (compromising information and photos are being shared about a girl/boy on Instagram)	Victim Perpetrator Parents Friends Online witness	Positive: Friends see what is happening and try to find a solution, encouraging them to speak with parents or a responsible adult, and they take action. Online witnesses report the offending account. Negative: Friends try to minimise the problem, and the parents don't care about their child's social media. Online witnesses ignore what is happening.
3	In the park (your friend tells you they have seen a very good job opportunity, all expenses paid and a good salary in the Netherlands)	Victim Perpetrator Friend Responsible adult	Positive: The friend advises them to do some research on the employer and ask for a second opinion from a responsible adult. The adult notices there's something wrong and offers to help find other job offers on trusted sites. Negative: The friend encourages them to take the amazing opportunity. The responsible adult shows low interest in the conditions and source of the job offer, as long as they are making money.
4	At home/within the family (a boyfriend/ girlfriend isn't respecting boundaries)	Victim Perpetrator Brother/sister Responsible adult	Positive: The brother/sister notices something is odd and encourages the victim to talk to parents or a responsible adult, who takes action. Negative: The brother/sister knows about the relationship and pushes the victim to maintain the relationship "for love." The responsible adult doesn't care about the victim's love life.
5	Adult as victim with a child witness (a group of teenagers go to the nail salon, where there's a victim of labour exploitation)	Victim Perpetrator Teenagers Responsible adult	Positive: The teenagers notice what is happening and tell a responsible adult, who reports the case to the authorities. Negative: The teenagers don't care about the possible situation. The responsible adult doesn't do anything in order to "avoid problems."

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Purpose:
To provide a creative outlet for children and young people to express themselves and what they have learned throughout the programme.

Materials:
- Pens, pencils
- Paint/art supplies/any available craft items
- Paper
- Musical instruments
- Costumes

Step 1:
Have children and young people reflect on the importance of one of these topics:

1. Child rights
2. Human trafficking
3. Safe migration
4. Digital safety
5. Any related topic they have learned in the session

Step 2:
Ask them to use one of the creative methods below.

CREATE IT (ARTISTICALLY)

Children and young people draw or paint a picture that represents what 1) protecting the rights of a child; 2) a world free of human trafficking; 3) migrating safely; 4) staying safe online; or 5) another related topic looks like or what it means to them. They can also work together to create a mural, posters, or a campaign advertisement.

ACT IT (DRAMATICALLY)

Children and young people work as a group to create a play, drama, or short film based on 1) protecting the rights of a child; 2) helping someone out of human trafficking; 3) migrating safely; 4) staying safe online; or 5) another related topic. They will write a short script and assign a character to each group member.

WRITE IT (EXPRESSIVELY)

Children and young people will journal what a "peaceful world or perfect community" looks like where every child has rights and is protected, by writing or drawing their creative ideas and thoughts. Have them analyse certain rights in their "perfect community" and what would happen if those rights were violated.

TELL IT (MUSICALLY)

Children and young people work as a group to create a song, rap, or poem to either express how they feel about 1) their rights as a child; 2) why no one should be held in modern-day slavery; 3) the importance of being able to move freely; 4) staying safe online; or 5) another related topic. They can also choose to explain what their topic is about and share why they chose that particular topic to include in their musical interpretation.

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Step 3:
Using the creative method they choose, invite each child and young person to demonstrate how their topic contributes to a world where all children are free and safe from harm.

Step 4 (optional):
For an extra challenge, have the children and young people think about their scenario within a world without human rights and without any rules.

ASK:

Q1: *"Do you think a world without human rights and any rules would be good or bad? Why or why not?"*
Q2: *"What is the most important human right or rule needed in the topic you chose?"*

Invite the children and young people to further explain using their chosen method.

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Original design
The programmes original design consists of three interactive sessions, with two parts per session. The suggested time frame is 45 minutes to one hour per part.

Extended version
The extended version of the programme consists of **three interactive sessions**, with **four parts** per session (i.e., Part 1A, 1B, 2A, 2B, and so forth).

The outlined guide below offers a structured breakdown of the programme, providing a suggestion of how each session can be extended by splitting each part into shorter lessons. By extending the lesson duration, facilitators can encourage meaningful engagement and provide students with a comprehensive understanding of the material. [Note: The text in red provides a guide to where lessons can be organically split and which activities they include].

Session 1: Human Rights and Valuing Relationships

Part 1: Human Rights and Values

A: Lesson 1: Human Rights/Sustainable Development Goals (SDGs) (p. 8–12)
- Four-Corner Human Rights Activity (Appendix 1)
- Human Rights and Laws Table (Appendix 2)
- The World Without This Right Activity (Appendix 3)

B: Lesson 2: Human Trafficking (p. 13–18)
- What Happens Next? Activity (Appendix 4)
- "Can You See Me?" Video Discussion Activity (Appendix 5)

Part 2: Relationship Values and Safe Relationships

A: Lesson 1: Healthy and Unhealthy Relationships Overview (p. 19–21)
- Unhealthy vs. Healthy Relationship Indicators Activity (Appendix 6)

B: Lesson 2: Relationship safeguarding tools (p. 21–22)
- Relationship Scenarios (Appendix 7)
- Personal Reflection Journal Activity (Appendix 8)

Session 2: Migration/Movement

Part 3: Safe Migration and Safe Employment

A: Lesson 1: Learning about Migration, Push and Pull Factors, and Indicators (p. 24–26)
- Questions, no activities

B: Lesson 2: History and Influential People (p. 26–29)
- Who Am I? Activity (Appendix 9)
- Continent/Country Tally Game Activity (Appendix 10)

Part 4: False Job Opportunities, Unsafe Migration, and Labour Trafficking

A: Lesson 1: False job opportunities (p. 30–33)
- Analysing a Job (Spot the Difference) Activity (Appendix 11)

B: Lesson 2: False Jobs and Labour Trafficking (p. 33)
- "Don't Go" Video Activity (Appendix 12)
- Optional Activity: Call to Action (Appendix 18)

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Session 3: Digital Safety: Being Safe Online

Part 5: Digital Literacy: Knowing Your Digital Footprint

A: Lesson 1: Literacy and Your Digital Footprint (p. 34–37)

- Fake Account Activity (Appendix 13)

B: Lesson 2: Digital safety guide/Grooming (p. 37)

- Digital Safety Guide
- How Would You Respond? Activity (Appendix 14)

Part 6: Staying Safe Online and Safeguarding

A: Lesson 1: Safe Circles, Boundaries, and Bystanders (p. 38–41)

- What Would You Do? Scenarios (Appendix 15)

B: Lesson 2: Practical application (p. 41–43)

- Change the Outcome Activity (Appendix 16)
- What Do You Do? (Drama) (Appendix 17)
- Optional Activity: Call to Action (Appendix 18)

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