

The background is a solid blue color with various abstract geometric patterns. A prominent feature is a large, light blue DNA double helix that curves across the frame. There are also several thin, light blue lines and dots scattered throughout, creating a sense of movement and complexity.

Part C

**Life Skills
That Can
Build
Individual
Resilience**



13 Session 13: Speaking Up (Communication Skills)



Objective

Participants will distinguish assertive, aggressive and submissive communication styles and will learn to build assertive communication skills so they don't deny their own rights.



Time

75 minutes



Prepare

Cut the communication statements into single statements and place them in the bag. Alternate option: Cut the statements and tape them to a ball one by one so that they can be taken off individually.



Supplies

- One photocopy of 'IS 13a: Communication Statements'
- Adhesive tape
- A bag
- A piece of candy for each participant
- Flip-chart paper



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

None

Introduction to Life Skills

Explain that the next few sessions are about life skills that can help protect people against trafficking.



Discussion

Explain that this session is about talking.

Explain that in this country, adults expect youth to talk in a certain way. Ask the participants:

- Do teachers ask you questions about your opinions? (Not just for facts or right answers, but for your *opinions*?)
- Do your parents ask you to give your opinion about issues that affect the family?
- Can anyone give me an example of how adults expect a child to talk to them?
- What do you talk to your parents about?
- What do you talk to your friends about? Are there things you can't talk about with adults but you can talk about with your peers?
- Are there topics that you want to discuss with your parents but adults may find it impolite to talk about? What are they?

Encourage participants to discuss the questions above and to explore differences in opinions. When they are done, see if the group can use the examples to come up with a description of how youth in this village are expected to communicate.

Explain that in the SNYC they are going to practise speaking up. Speaking up means giving opinions, answering questions and talking about important issues. In this culture it is not always normal for youth to speak up. (Since different countries in the region will have different attitudes to youth speaking up, this is a good chance for facilitators to discuss expectations of youth within their specific country.) Explain that in these modern times, it is important to express opinions in order to protect yourself from trafficking and other dangers and in order to get what you want in life.

Different Forms of Communication

Draw a long line on a piece of flip-chart paper. At one end of the line write **aggressive communication**, in the middle write **assertive communication**, and at the end write **submissive communication**.

Assertive Communication

Ask the participants what they think *assertive communication* means.

Assertive communication means that a person speaks in a way that treats the other person with respect and at the same time does not deny his or her own rights.

Explain that communicating assertively means you:

Insist politely on being treated fairly. (For example, explain politely that girls have as much right to education as boys.)

Speak directly. (For example, if a stranger on a bus offers you a job, you reply, 'No. I do not know you. I cannot accept a job from a stranger'.)

Talk in specifics. (For example, if an employer says you will receive a good salary, you ask politely how much the salary is, when the salary is paid, and how the salary is paid.)

Look at the person you are talking to. (In some cultures it is not appropriate for youth to look straight into the eyes of adults. However, if you are old enough to travel and work alone, you are old enough to look at the person you are talking to. For example, if a man at a bus stop is trying to pressure you to go with him, he is more likely to leave you alone if you look him in the eye when you say no.)

Don't get personal. (For example, if your boss is trying to force you to do illegal overtime, do not call him a rude name; just explain in a calm voice that the law says you are not required to work overtime.)

Aggressive Communication

Explain that aggressive communication means that a person speaks in a way that is not respectful and is rude or angry.

An example of aggressive communication is if a person asks politely to borrow a pen for a minute, and you yell at the person for asking.

Submissive Communication

Explain that submissive communication means a person speaks his or her mind, but in a way that is so soft or gentle that the person denies his or her own rights. In submissive communication the person cares more about the rights of the other person than about his or her own rights or needs.

An example of submissive communication is if a person in class asks to copy your homework, and you say yes even if you don't want that to happen.

Communication Statements Game

Ask the group to clap their hands. As they clap, pass around the bag of Communication Statements. Explain that when you raise your hand, the group must stop clapping, and whoever has the bag must close his or her eyes, take a Communication Statement out of the bag and read it aloud. The person with the statement must decide if the paper describes submissive communication, assertive communication, or aggressive communication.

Alternative: Use a ball with the statements taped onto the ball. Throw the ball around the room to music. When the music stops, the person holding the ball unwraps a statement and reads it. (The facilitators can decide which method they prefer.)

After a statement has been read, the participant should stick it where he or she thinks it belongs on the line on the flip chart. (For example, very aggressive statements go on the far right, whereas slightly rude statements go between assertive and aggressive.)

Candy Game

Divide the participants into two groups. Give everyone a piece of candy and tell them not to eat it until the session is over. Then take one group outside the room and tell them to ignore the first instructions and to return to the room, then eat the candy immediately. Then ask them to go to the other participants and try to tempt them to eat the candy immediately.

After a few minutes explain to the entire group that what just happened was planned. Apologise for playing a trick on half the group.

Explain that this activity was done to think about peer pressure. Peer pressure is when people do things because people their own age do them, and they want to fit in.

Discuss the following with the group:

- You had been told not to eat the candy. How did it feel when the other youth tried to persuade you to eat it?
- Did anyone suddenly feel hungrier?
- Did you feel angry or confused?
- Did you feel tempted?
- Can anyone think of times in real life when you feel pressured by others to do things you don't want to do?

Read the following scenario to the group:

S was eating noodles at a street stand in the capital. A man sat down next to her and began to talk to her. S had been bought up to be polite to elders, and so she answered his questions. She did not know that it is not always safe for migrants to talk to strangers. The man was actually a trafficker, and he asked her:

- *Do you have a job here?*
- *How long have you been here?*
- *Do you have friends in the capital?*
- *Does your family have friends in the capital?*
- *Do you want me to help you find a job that pays really well?*
- *Can I see your travel documents?*

Now ask the group to discuss these questions. Let the conversation continue as long as needed:

- What are some assertive answers S could give to the man in order to get him to leave her alone?
- Which of the answers worked the best and why?
- Is it difficult to resist this kind of pressure? Why?

- Which is worse: to be rude to a stranger or to be trafficked?
- Do you think a new acquaintance would ask you so many questions so soon after meeting you?

There is no diary or role play at the end of this session.

Session Summary

- In our culture youth are not always expected to share their opinions or views with adults.
- In these modern times we need to be able to speak up to adults in order to protect ourselves. We can use assertive communication to do this.
- Assertive communication means that a person speaks in a way that treats the other person with respect and at the same time does not deny his or her own rights.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

Ask participants to use assertive communication in their own lives over the next week.

IS 13a: Communication Statements



13

You should quit school and get a job at the brick factory.

Actually, I like school, and I want to continue.

.....

School is stupid; you should get a job like me.

You are right.

.....

Can you help me carry this bag?

No. Forget it.

.....

I will never find a job that is better than working in the fields.

That's because you are stupid.

.....

(From an old woman you met on a bus):

You won't be safe alone in the city. Come stay with me.

I'm sorry but I can't. I just met you.

.....

Do you want another beer?

No, thanks, I have had one already.

.....

Get in the car. I will give you a ride to town.

No, thanks. I would rather walk.

.....

Come with me to migrate to the city; life here is bad.

I'm sorry, but I can't. I need to finish my schooling first.

.....

(From a friend who has had too much to drink):

If you were a true friend you would ride home with me on my motorbike.

I am your friend, but I don't feel comfortable getting on a motorbike with you when you have had too much to drink.

.....

Would you like to go for a walk by the river with me?

No, thanks. I want to stay here with all my friends.

.....

It is a waste of money to send you to school because you are a girl.

I am sorry.

.....

You can't just take a bus to the capital to look for work without planning.

I don't care. You are always complaining, I do what I want.

.....

Take this pill. It will make you feel really good while you work.

OK.

.....

That boy is poor. I don't think we should play with him anymore.

OK, I won't talk to him.

.....

You could earn a lot of money if you went to work in the city.

I don't know much about the city, and I am afraid I wouldn't be safe. I would like to stay at school longer and go to the city when I am older.

.....

Session 14: Good Listening (Communication Skills)

14



Objective

Participants learn about good listening skills, so that they can avoid misunderstanding in a potential trafficking scenario.



Time

75 minutes



Supplies

- Photocopies of each 'IS 14a: Good Listening Skills'
- Flip-chart paper



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

Ask if some participants used assertive communication since the last session.

If they did, how did it feel?

How did other people respond?

Good Listening Skills

Explain that the last session was about different types of communication, including assertive, submissive and aggressive communication skills. Good speaking skills are an important part of relationships. But good listening skills are just as important. Reiterate to participants that they do not have to respond if a stranger talks to them. They can choose to be quiet. But if they do talk to strangers, explain that they should use good listening skills.

Bad Listening

Explain that when people are not listening well they:

- Think about what they want to say next instead of focusing on what the other person is saying.
- Leave out important details of what they've heard.
- Remember insignificant details.
- If the story is confusing, they make up parts in their head to try to make it clearer, even if those parts weren't in the story.
- Distract themselves with other things at the same time.

Good Listening

Explain that when people are listening well they:

- Think about what the person is saying.
- Ask clarifying questions about things they don't understand.
- Repeat in their own words what has just been said.
- Think about things they would like to know more about and ask questions accordingly.

Good-Listening Game

Place the illustrations of 'IS 14a: Good Listening Skills' in a place where the whole group can see them. Ask the participants to find a partner. Ask participants to take turns telling each other a story. If they don't know what to talk about, tell them they can tell a story of something they saw on television, something that happened in school or what they did last session in youth group.

As the first person tells the story, the other person should practise good listening skills, looking occasionally at the illustrations of 'IS 14a: Good Listening Skills' to make sure he or she is trying all the skills.

Good Listening Can Help Protect You

Explain that good listening skills can help participants protect themselves in dangerous situations. Read the following story to the group:

K was travelling on a bus to the capital to look for work. The person sitting next to her struck up a conversation. This is what that person said:

Stranger: 'You look like a good girl, nice and respectful. I have a relative who is always looking for good, respectful workers. He owns a garment factory outside Kampot.'

K: 'I don't know how to sew. I couldn't work there.'

Stranger: 'Oh, you don't need any skills. They will teach you. And they pay a high salary.'

K: 'I would need to talk to my parents to discuss it first.'

There was silence for a while. Then, after 10 minutes, the stranger spoke again.

Stranger: 'It is a really good job, more money than you could make in a regular factory. But you would have to decide now. He needs workers immediately because he has a big order. That is why the salary is high. The mini-bus to take you to Kandal leaves from the bus station as soon as this bus arrives. No time to call anyone.'

K used her good listening skills to think about what the woman was saying.

Ask the participants to think about what part of the job offer seemed contradictory. If the following are not mentioned, make sure to bring them up:

- Why the woman had said the factory was in Kampot, but then said she needed to take a mini-bus to Kandal, a place nowhere near Kampot.
- Why an employer would pay a high salary to someone with no skills.
- How an employer would have time to train her if he had a big order to be filled immediately.
- Why she had to make a decision in one day.
- Also, she had never heard of someone being hired into a garment factory without a sewing test.

Explain to the participants that K **thought about** what the woman was saying. K asked the woman **clarifying questions** about the things she didn't understand. The woman's answers became more and more contradictory.

Explain that people often contradict themselves when they are lying, because they forget what they said before. K **repeated** things the woman had said earlier in the conversation that didn't match the things she had said later. The woman was a trafficker, and she had been telling lies to try to trick K. But K's **questions** caused the woman to become confused, and she realised she couldn't trick K. The woman got off at the next stop.

Role Play

Ask for two volunteers to act in a role play as an employer and a migrant looking for work, negotiating a possible job. The other participants can form the audience.

Explain that the first time the volunteers act out the story the employer should use **aggressive communication** and the migrant should use **passive communication** and **bad listening skills**.

Allow the volunteers to discuss the details of what they think should happen in the role play for a few minutes. Then ask them to act it out.

When they are finished, ask the group to comment on how aggressive communication, passive communication and bad listening made the situation worse.

Then ask new volunteers to repeat the role play with the employer using **assertive communication** and the migrant using **assertive communication** and **good listening skills**.

Again, ask them to comment on how assertive communication and good listening skills made the situation better.

Session Summary

When people are listening well they:

- Think about what the person is saying.
- Ask clarifying questions when they don't understand.
- Repeat in their own words what has just been said.
- Think about things they would like to know more about, and ask questions accordingly.

Good listening skills can help you to protect yourself in dangerous situations, including during migration.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

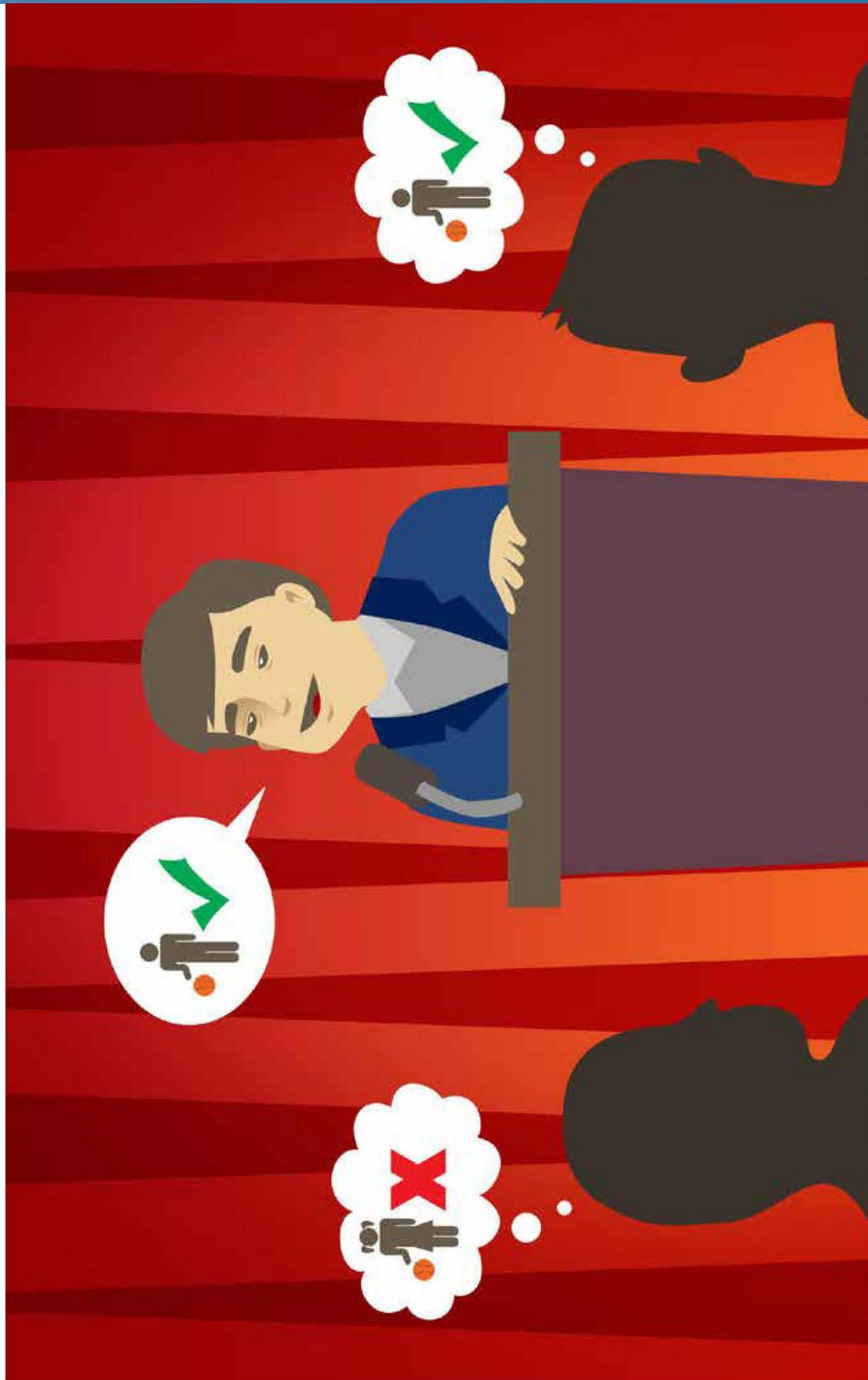
Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

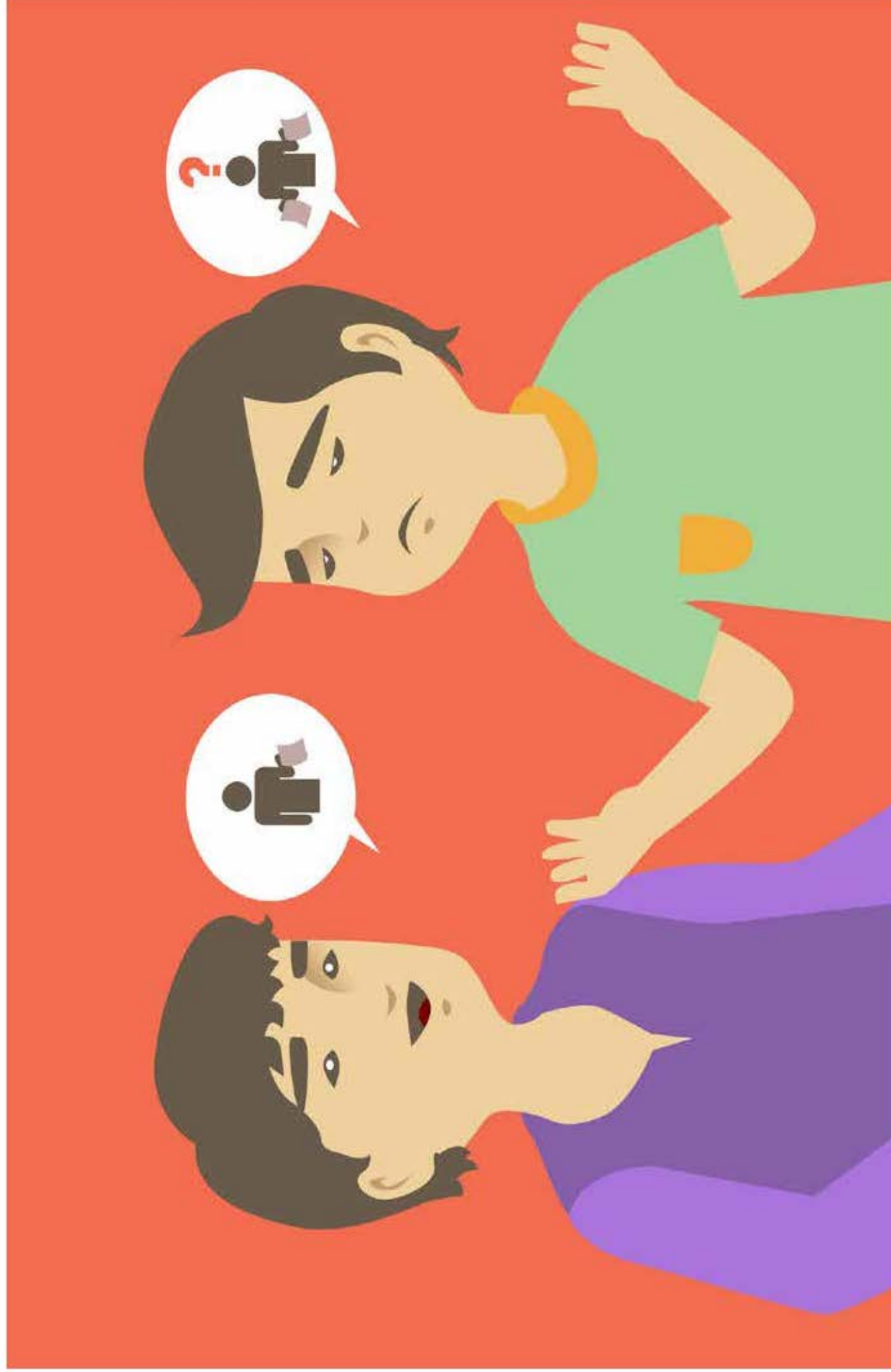
Ask participants to look at people in their community and answer the following questions:

- Can you try using assertive communication in your everyday life?
- Can you try using good listening skills in your everyday life?

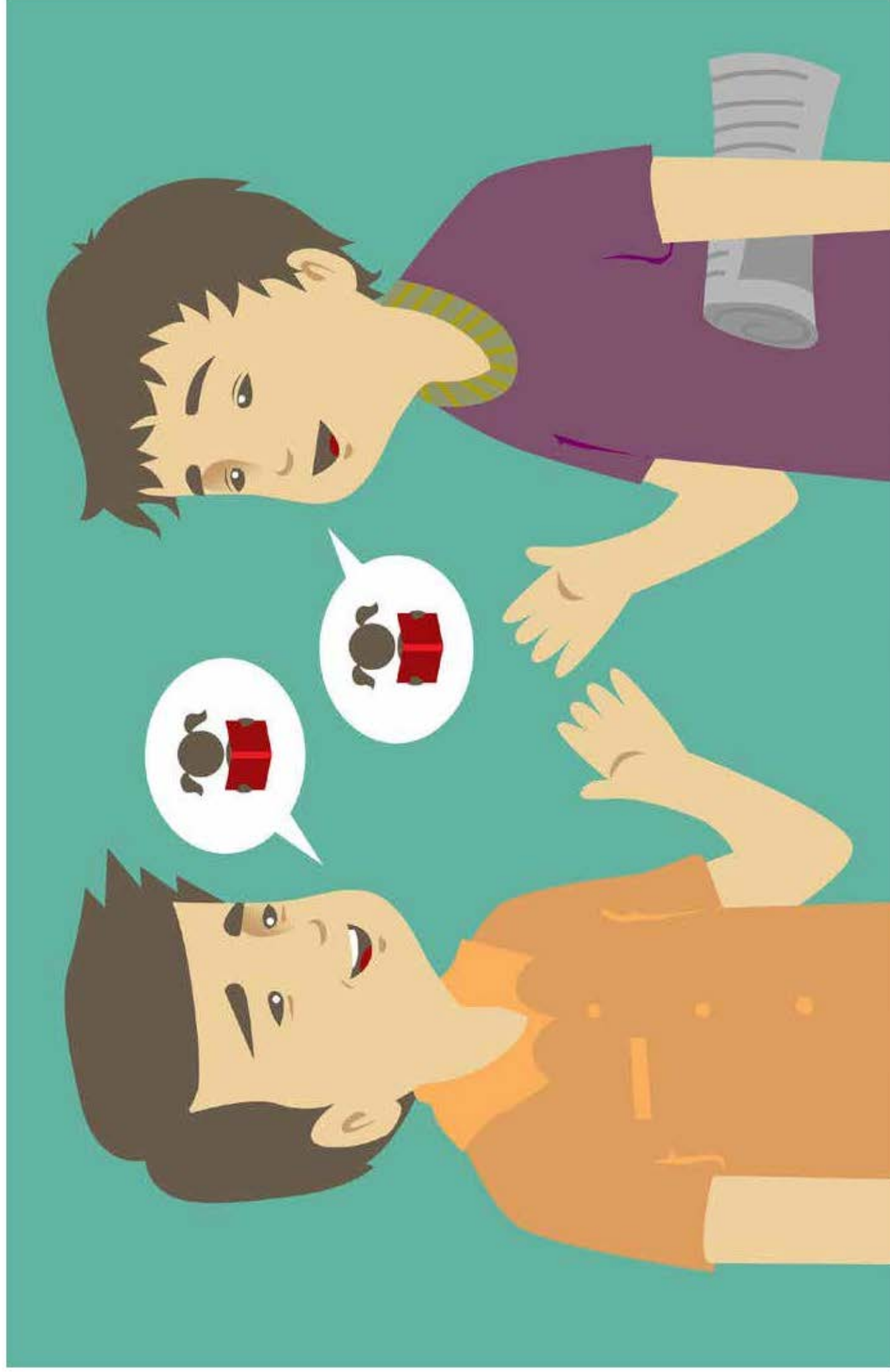
Facilitators can ask participants to write these questions on a piece of paper to take home to remind them.

IS 14a: Good Listening Skills





People who listen well: **(2) Ask clarifying questions about things they don't understand.**



People who listen well: **(3) Repeat in their own words what has just been said.**



People who listen well: **(4) Think about things they would like to know more about, and ask questions accordingly.**

Session 15: Emotions and Thoughts (Emotional Management Skills)

15



Objective

Participants will learn how to manage their own emotions and to identify negative thought patterns that can potentially cause risky behaviour.



Time

75 minutes



Supplies

- Photocopies of '**IS 15a: Negative-Thinking Case Studies**' and '**IS 15b: Negative-Thinking Role Play**' (enough for half the number in your group – the participants will divide into pairs to read the ISs)



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

Did anyone use assertive communication last week? Was it useful? Was it difficult?

Did anyone use good listening skills last week? Were they useful? Was it difficult to use them?



Discussion

Explain that today is about managing emotions. All individuals on the earth have days when they feel difficult emotions. No one can change his or her life to avoid problems, but people *can* change how they react to their problems.

Ask the group to offer examples of difficult emotions. The list may look something like this:

- sad
- mad
- angry
- betrayed
- furious
- depressed
- lacking hope
- unloved.

Explain that every person will face many problems in life. It is not always possible to change one's circumstances in life in order to solve problems, but it is possible to change **how one reacts to them**.

Explain that the way people think about problems has a powerful effect.

Tell participants that you are going to read a list of four negative thinking patterns that can make problems worse. Ask participants to close their eyes while you read, and with each example, to think of an example from their own lives.

Thinking in Extremes

- Sometimes people will start thinking in extremes.
- For example, a student whose bicycle broke on the way to school says, 'Everything is going wrong today' when only one bad thing has happened. Or a student who gets a bad mark says, 'This is the worst thing that could happen to me.'

Blaming Yourself

- Sometimes people blame themselves for things they can't control.
- For example, a girl thinks it is her fault that her family is poor.

Seeing Only the Bad Side

- Sometimes people will focus only on the bad aspects of a problem.
- For example, a boy likes a girl. He only notices when she doesn't pay him attention and forgets the times when she does smile at him.

Predicting a Bad Future

- Sometimes people see a problem, and they imagine it will have a bad effect on their entire future, without actually being realistic and looking at the evidence.
- For example, a girl thinks her whole life is ruined because she failed one exam.

Match Case Studies

Ask participants to open their eyes and divide into pairs. Give each pair a copy of 'IS 15a: Negative-Thinking Case Studies'. Ask them to read the case studies and match them to the negative thinking pattern they describe. (The lines will criss-cross across the page. Answers are: 1.c, 2.b, 3.a, 4.d.)

Positive Thinking

Explain that one way of addressing problems is to replace a negative thinking pattern with a positive one. Explain that some problems really are very big, for example, the death of a loved one. No positive thinking will solve this problem. But when it comes to smaller problems, positive thinking can help. Read the following responses aloud:

Thinking in Extremes and Seeing Only the Bad Side

- Remember your personal skills or things that are good in your life. Then focus on those.
- Try *not* to use words like *everything*, *always*, *never* when describing problems. Remember that today's problem may be solved tomorrow.
- Try not to make lists of things that are wrong. When people start making lists of problems, they make each problem seem bigger, as if it is part of a pattern.

Blaming Yourself

- Blaming yourself rarely helps you solve a problem.
- Remember that most problems are the result of many people and events, not a single person.
- Try to focus on solutions rather than blame.

Predicting a Bad Future

- Remember that no one can predict the future. Take a deep breath and remember that tomorrow is another day. You might wake up and hear good news tomorrow.

Negative Thinking Patterns and Risky Behaviour

Explain that negative thinking patterns can increase risky behaviour. Read aloud the following stories:

Story 1:

B always thought in extremes. When B had to drop out of school for two months to harvest the rice, he thought that his whole life would be ruined. He thought there was no point in ever going back to school and thought instead he could get a job only by migrating.

Luckily, his sister helped him to see things positively. She told him many youth leave for a few months and then return. She helped him practise reading so he would feel more prepared to return.

Story 2:

P always blamed herself for her family's problems. When her sister crashed her motorbike and went into the hospital, P felt responsible for not warning her sister. Because P felt responsible, she agreed with her aunty when she suggested that P work in a brothel to pay for the medical bills.

Luckily, P's sister heard about the plan. She told P that she was not responsible for the crash, and that P would be making a terrible decision if she went to work in a brothel.

Role Play

Ask the participants to read the stories on 'IS 15b: Negative-Thinking Role Play'. Ask them to break into pairs, and for one person to play the part of M, and the other to play his brother. Ask the brother to try to suggest a positive way to look at the problem. Ask the brother to try to persuade the person playing M.

Once they have done this for about 10 minutes, ask the participants to share examples of positive ways of looking at problems.



Diary

Ask the group to write or draw in their diaries for 10 minutes. Ask them to try to think of a time or even a current situation in which they felt really bad, and to write about how they eventually managed to feel better. Ask them to think about a specific action they took or could take, and a person who helped. Ask them to consider whether they may have used negative thinking patterns in the past and whether they could use positive thinking patterns in the future.

Session Summary

- Negative thinking can make problems worse.
- These are common negative thought patterns:
 - Thinking in extremes
 - Blaming yourself
 - Seeing only the bad side
 - Predicting a bad future.
- Thinking positively can help you deal with problems.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

Ask participants to:

- try to be aware of negative thinking patterns until the next meeting. Try to use positive thinking and come back next session to let us know if it worked.

Facilitators can ask participants to write this on a piece of paper to take home to remind them.



15 IS 15a: Negative-Thinking Case Studies

Match the story to a negative pattern. Your lines will cross up and down the page.

1. Someone was mean to M in school. Now he thinks everyone hates him.

a. Predicting a bad future

2. R only notices when the teacher criticises her. She never remembers the teacher's praise.

b. Seeing only the bad side.

3. L believes that he can only have a bad future.

c. Thinking in extremes, thinking the worst

4. B thinks that the reason her father is sick is because she isn't a good daughter.

d. Blaming yourself for things you can't control

IS 15b: Negative-Thinking Role Play

15

M migrated to a big city and took a job in a factory. He works 18 hours a day and sleeps inside the factory. He has been working for three months and has not been paid. The boss says M owes for his accommodations and will not be paid for a year. M calls his brother in the village and says the following:

'It's my fault because I am an inexperienced worker.'

'This is the only kind of job I will ever get. There is no one else who will ever hire me.'

'A friend from our old school works at another factory, and he says they are hiring and they pay him regularly. He says this factory is registered with the government. But they would never hire someone like me.'

'There is no point in looking for another job. People will know I worked here and look down on me.'

16 Session 16: Managing Our Emotions (Emotional Management Skills)



Objective

Participants will understand what actions to take to respond positively to difficult emotions, so that they don't hurt themselves and others.



Time

75 minutes



Supplies

- Flip-chart paper
- Red and blue pens
- Reference '**IS 16a: Example of the Emotions Chart**' for activity



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

Did anyone notice negative thinking patterns in his or her everyday life?

Did anyone try to use positive thinking? Did it help?



Discussion

Explain that the last session was about how everyone in life faces problems and that these problems can make people feel difficult emotions. Explain that it is hard to change your life to avoid problems, but it is possible to change how you react to them.

Remind participants about the list of negative emotions youth feel. Write the list again on one side of the piece of flip-chart paper. These include feeling:

- sad
- mad

- angry
- betrayed
- furious
- depressed
- lacking hope
- unloved.

Now, ask what negative actions youth sometimes take when they feel this way. If the following examples have not been suggested, add them to the list:

- Get in a fight.
- Make bad decisions.
- Hit someone.
- Stay inside all day.
- Cry and refuse to talk to others.
- Cut themselves.
- Stop eating.
- Blame other people.
- Commit suicide.
- Bully others.
- Run away from home hoping to avoid problems.
- Drink too much.
- Take drugs.
- Take risks.

Write these on a piece of flip-chart paper that everyone can see.

Give the participants two pens and ask them to circle those actions that hurt the person doing them in red and those that hurt others in blue. Some actions may be circled in both red and blue.

For an example of how the list should look when completed, see 'IS 16a: Example of the Emotions Chart'.

Now ask the group to look again at the list. Ask, 'Are there any actions on this list that might place youth at increased risk of trafficking?' Allow participants to provide their own answers, but if they are having a difficult time thinking of examples, ask them if running away from home, drinking too much, making bad decisions or taking drugs could increase trafficking risk.

Steps for Dealing with Difficult Emotions

Explain that this session is about actions they can take when they feel negative emotions. These actions are alternatives that don't hurt them and don't hurt others. Negative emotions

are complicated things, so it is difficult to prescribe something to make someone feel better every time. But the following list of suggestions can help.

Step 1. Recognise how you feel

Explain that when people feel sad or mad, they can feel guilty or bad that they feel this way, so they pretend to not feel anything. This doesn't help people deal with the emotion.

Read aloud:

Imagine that a friend in school had not done her homework and asked to copy yours. You did not want to agree, but you gave her your homework. It made you feel angry, but you didn't want to admit it. The next day you were talking with your other friends, and you told them all that your friend was a cheat. Now your friend is angry with you, and you have a problem in your friendship. You have also made the problem bigger by involving other people. If you had just recognised the feeling of anger at the beginning, you might not have this bigger problem.

Ask if anyone can imagine a similar incident in which trying to deny a feeling caused a larger problem later on.

Explain that recognising how you feel is the first step for dealing with a difficult emotion.

Step 2. Understand why you feel this way

Explain that sometimes people feel an emotion, and do not know why they feel this way.

For example, X was so depressed that she was thinking of leaving school to work in the fields. It was because she was poor and the youth teased her at school.

Ask participants to think about what caused them to feel a difficult emotion. Ask them to remember when they first felt this emotion. Ask whether they first felt the emotion as a result of a difficult event (for example, a fight) or whether it was the result of a change in their life.

Explain that understanding why they feel this way is the second step for dealing with a difficult emotion.

Step 3. Choose a course of action that makes you feel better and does not hurt another person

Ask the participants if they can think of ways youth can do this. Write down their suggestions, and if the following ideas aren't mentioned, add them to the list:

- Think about it.
- Take a walk.
- Go play sports.
- Exercise.
- Write in your diary.

- Talk to a friend.
- Take some time away from the problem.
- Help someone else with his or her problem.
- Try to resolve the situation calmly.



Discussion

Ask participants, 'What do you think about the three steps for dealing with difficult emotions?

- Do you think they are realistic? Why or why not?
- Could you use them in your own lives? Why or why not?
- When would it be helpful to use them?

Difficult Emotions and Trafficking Risk

Explain that difficult emotions can cause people to make unwise decisions that increase risky behaviour. Read aloud the following explanation of X's situation:

X was depressed because she was teased for coming from a poor family. But leaving school would mean that she was less able to get a good job in the future. It would mean she would be more likely to remain poor for her life and would be more vulnerable to people who offered her low-skill jobs that were actually attempts to traffic her.

These are other examples of how difficult emotions can increase trafficking risk:

S felt hopeless because he worked on a construction site in a job he didn't like. His manager offered him a pill to take that he said would make him feel better. How could taking the pill increase S's risk of being trafficked in the future?

L was angry because her parents didn't want her to see her new boyfriend. Her boyfriend offered to get her a job in a different town so that she could be independent. How could moving increase L's risk of trafficking?

Remember, everyone feels difficult emotions sometimes. We are not judging M, X, S or L for feeling angry or hopeless or depressed. The important thing is to respond to those difficult emotions in a positive way that does not hurt yourself or other people.

Role Play

Ask participants to think of a story to act out in a role play. They will do this role play twice. Ask the participants to think of a story in which negative emotions expose a child to increased trafficking risk. The first time things will go from bad to worse. The second time things will get better. Discuss the story amongst the group for a few minutes. Get the group to discuss the different characters. Then ask for volunteers to act the story out. (There can be lots of actors in this role play.)

Next, ask them to think of things the young person could do to make the situation worse. You can refer to the list you made earlier.

After a minute or so, ask for a volunteer to enter the story and take an action that makes the situation worse. After a few minutes more, add another actor to make the situation worse. If there is time, consider adding more people to the role play.

Stop the role play and ask the participants to describe all of the **negative actions** people took in the role play.

Now, repeat the role play, but this time ask for volunteers to use the three steps for dealing with difficult emotions to make the situation better.

Session Summary

- Everyone feels difficult emotions in life.
- There are positive steps to take when dealing with difficult emotions.
- These steps are:
 - Step 1. Recognise how you feel.
 - Step 2. Understand why you feel this way.
 - Step 3. Choose a course of action that makes you feel better and does not hurt another person.
- Taking positive actions to deal with difficult emotions may make you more resistant to trafficking.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

Ask participants to:

- try to use the three steps for dealing with difficult emotions in everyday life before the next session.

IS 16a: Example of the Emotions Chart



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Bad feeling – cause

- see violence in friends
- parents fight
- family not enough \$
- too much work
- forced to do things
- scolding & blame
- can't get what they want
- bullying
- violence in family
- broken heart

Make bad decisions

- cry
- stay alone in room
- silent
- slam the door
- run away from home
- diary
- shout at people
- start fights
- take drugs / drink
- stop homework
- sleep a lot
- suicide
- hurt themselves
- eat too much / nothing

17 Session 17: Trafficker or Not?



Objective

Participants will understand that traffickers pretend to be friends to trick people. Participants will reflect on the characteristics of friendships and learn to place safety above friendship.



Time

75 minutes



Supplies

- Coloured pens and a piece of paper for each participant
- Three photocopies of **'IS 17a: Trafficker or Not?'** (they will use the IS in groups of 10–14 people)



Introduction

Welcome

Welcome participants by name. Pass around the sign-in sheet.

Warm Up

Ask a youth facilitator to lead a warm-up from the list.

Review

Can anyone remember the three steps for dealing with difficult emotions?

Did anyone use them in his or her everyday life?

Did they help?

Identifying a Trafficker

Explain that today's session is about recognising the characteristics of friendship and how to identify whether someone is a trafficker pretending to be their friend.

Explain that migrants are often faced with this problem.

Tell participants that migrants often travel to places they don't know. They need to make friends so that they can have people to talk to and to help them in their lives.

But traffickers try to trick migrants by pretending to be friends. So,

- How can the migrant identify a trafficker pretending to be a friend?

Assertive communication means that a person speaks in a way that treats the other person with respect and at the same time does not deny his or her own rights.

Ask the participants to think of assertive statements they can make if they find themselves confronted with people who ask too many questions too quickly.

Examples include:

- 'I don't feel comfortable answering those personal questions.'
- 'No. I do not know you. I cannot accept a job from a stranger.'
- 'How much is the salary? When will the salary be paid, and how?'

Test-the-Friend Quiz

Explain that there are ways to protect yourself by testing the person you have just met. These tests will not be a problem for someone who wants to be your friend, because they will think of them as a part of a real friendship. However, if the 'friend' is actually a trafficker, then these tests may help you realise that something is wrong with this friendship.

Delay

Explain that if someone offers them a high-salary job, they can try to delay. They can ask the person for a telephone number and for more details about the job. This will give them time to learn more about the place the job is in, and the company. It will also give them time to call their parents to tell them where they are going. If the person cannot delay, this is a warning sign that he or she may be a trafficker.

Ask Questions Yourself

Explain the importance of asking questions. They can ask questions about the employer, the contract and the town that the job is in. Someone describing a safe job will not be afraid to tell them what they know.

Ask questions about the 'friend's' life, such as the name of his or her school and the name of the person's family. Explain the importance of remembering the answers and asking the same questions the next time they meet to test if they can remember. A friend will remember what they said because it will be the truth. A trafficker may not.

Explain that if a 'friend' contradicts the story he or she told before, or yells at you for asking questions, this is a warning sign that the person maybe a trafficker.

Travel to the Job on Public Transport

Explain that it is better to arrange travel to the job by public transport, because it is safer than getting in a mini-bus or car with a 'friend'. If they travel with their 'friend', it might be

hard to get away and go home if the job looks bad. If they travel by public transport, they can try to get people they know to travel with. If the location looks dangerous or desolate when they get there, remind them not to get off the public bus.

Get to Know 'Friends' Before You Go Anywhere with Them

Explain that it takes time to get to know a real friend. When migrants meet people they should take time before they trust them. Participants should try to:

- Learn about the 'friend's' family. A trafficker may not want to talk about family or may contradict an earlier story.
- Introduce the person to your own friends (or family, if they live nearby). If the 'friend' does not want to meet your other friends, this is a warning sign. A trafficker may not want to meet a lot of people.
- Tell the person that you regularly call your family to tell them about your life, and that you have told your family details about your new 'friend'. A real friend would be happy to be mentioned, but a trafficker may be threatened.
- Discuss the person with other people. Ask if others have met this person or know anything about him or her. If no one knows the person or has heard anything good about this 'friend', this is a warning sign. A real friend would know people in the community; a trafficker may not.

Meet in Crowded Public Spaces

Tell participants that if they meet a new 'friend', do it in a busy, public area, so there are people around who can help if something goes wrong. If they feel afraid or threatened, they should yell loudly for help. A real friend would be happy to meet in public busy places; a trafficker may not.

Explain that in these modern times they should not always trust people. If someone asks to meet them, to travel or to take a job, it is important to be suspicious and ask themselves,

'How could this be dangerous for me?'

Trafficker Quiz

Divide the participants into groups of 10–14 people.

Ask two participants from each group to volunteer to be the actors.

Give one actor Story 1 and the other actor Story 2 (from 'IS 17a: Trafficker or Not?'). Do not let the other participants see the stories.

Now, ask the participants to sit in a circle. Ask the participants to read the stories carefully and to answer questions as if they are the person in the story.

Explain to the participants that one of these people is acting the part of a trafficker, and the other is not. They meet these people in a public park, and they need to guess which one is a trafficker.

Each group member can ask the two actors one question each. The actors will answer according to the script. Go around the circle until each group member who wishes to do so has asked questions. (If it is still unclear who the trafficker is after everyone has asked a question, you can allow them to ask more questions until it becomes clear.)

At the end, ask the participants to guess who the trafficker was.



Discussion

Ask all the participants to join together again. Ask them to think about the quiz.

- How could you identify the trafficker?

Now ask the participants to take out the picture of the real friend they drew at the beginning of this session. Ask them:

- How long did you know the friend in your picture?
- Did you know where your friend lived, his or her family, and how your friend spent the day?
- Did you know other people who knew your friend, like schoolmates or people in the community?
- Did your friend ask you lots of questions when you first met?
- Did your friend offer you money when you first met?

Then ask them to offer examples of the differences between this friend and a trafficker who pretends to be a friend.

Warning

Explain that the ways that traffickers try to trick people and some ways to test friendships were discussed. But it is important to say that a person could pass these tests and still be a trafficker.

For example, some people are trafficked by family members or by neighbours they have known for years.

Explain that some traffickers may pretend to be their friend or even their boyfriend or girlfriend for a long time before they tell them about a job.

Before you accept an offer, or travel anywhere, think:

‘How could this be dangerous for me?’



Diary

- Ask the participants to write or draw in their diaries for 10 minutes on any topic they want.

Session Summary

- There is no perfect way to identify a trafficker. You should always consider how accepting an offer to travel with someone or to take a job might place you in danger.
- Remember, traffickers can also be friends, family or neighbours.
- There are warning signs that should make you suspicious:
 - Traffickers may make friends quickly.
 - Traffickers may ask a lot of personal questions.
 - Traffickers lie.
 - Traffickers promises are too good to be true.
 - Traffickers may want you to go with them.
- You can test a person by doing the following:
 - Delay.
 - Ask questions.
 - Travel to the job on public transport.
 - Get to know people before you go anywhere with them.
 - Meet in crowded, public spaces.
- Always put your safety before friendship. If a person suggests meeting, travelling or taking a new job, always ask yourself, 'How could this be dangerous for me?'

IS 17a: Trafficker or Not?



17

Story 1

You are a trafficker.

You will pretend you are from the same province as the person who asks you a question about where you come from.

You will pretend you have two brothers and a sister.

You live in a big city centre. You often make friends with young migrants in the park. You take them on a bus to a factory outside of town.

The factory pays you money to do this.

You do not know exactly what the workers at the factory do. You think it is something to do with fish canning, but you have never been inside the factory.

You know it is bad work and that the workers are not allowed out.

You tell the migrant that your sister also works at the factory.

You do not want to meet any friends of the migrant because you do not want them to remember how you look.

You prefer to meet in quiet places because you do not want a lot of people to see you.

You do know the phone number of the factory.

You do not want to tell anyone the factory's name or location.

You want to take the migrant there on a bus so that he or she cannot run away.

.....

Story 2

You are a friend.

You are new to town and want to meet new friends.

You don't have much money.

You have heard there is a lake close by where it is fun to walk and talk.

You work at a factory making clothes; you would be happy to have your new friend work with you there.

You are happy to give her the phone number of the person who handles the hiring at the factory.

You are happy to introduce your new friend to other people you know.

18 Session 18: Internet Safety

Note to Facilitator: Omit this session if participants do not have access to the Internet.



Objective

Participants will be aware of the dangers of using the Internet and will learn ways to avoid these dangers to protect themselves.



Time

75 minutes



Supplies

- Internet Danger Cards (a set of cards made by cutting the cards on **'IS 18a: Internet Danger Cards'** into six cards. One side of the card has the 'Danger' from side A; the other has the 'How to protect yourself' from side B.)
- A bag
- Copies of **'IS 18b: Ming's Story'** for each participant
- Flip-chart paper



Introduction

Welcome

Welcome participants by name.

Warm Up

Choose a warm-up from the list.

Review

Can anyone remember the ways to identify whether someone is a trafficker?



Discussion

Using the Internet can be a good thing. It can help people keep in touch, learn more about the world and connect with friends. During this toolkit the Internet will be used to research anti-trafficking and help to organise community events. However, the Internet can also be dangerous for people, and this session is about how to protect yourself from Internet dangers.

Hand out the bag with the Internet Danger Cards. Ask the group to clap their hands while they pass the bag around. When you say 'stop', the bag stops and the person holding it takes out a card. This person should first read aloud side A, which lists the danger, and then side B, which lists how to protect yourself.

Once a card has been read aloud, ask if everyone in the group understands. Explain further if necessary.

Instruction on Precautions

When all of the cards have been read aloud, explain that taking the following precautions can protect young people. *(Write these on a piece of flip-chart paper as you speak.)*

- Don't share personal information online.
- If networks like Yahoo or Twitter ask you for personal information in your profile, make it as general as possible. List the city you live in, not the street address. Don't give out your address, your phone number, the name or address of your current or former schools. Don't share your email on your profile. Remove the 'geo tag' option from Facebook and Twitter because this lets other people know where you are.
- Control privacy settings. Networks such as Facebook have privacy settings. Always open these settings and choose to let only friends you know contact you. Do not let the general public contact you.
- Don't share passwords. Do not share your password, even with your best friend or boyfriend or girlfriend. A boyfriend may one day be an ex-boyfriend. He could use your password to go on to Facebook, pretend he is you, and write things that could be hurtful or embarrassing. A girlfriend may one day be an ex-girlfriend and do the same.
- Stay away from chat rooms. People in chat rooms are strangers and could be stalkers or thieves. Only chat with people you personally know.
- Be very suspicious of Internet job offers. People can lie to trick you into dangerous jobs using the Internet.
- If you think you may be in a dangerous situation on the Internet, immediately shut down your computer and tell your parents and the youth club facilitator. If you have a relationship with someone on the Internet that is causing you to take risks or has made you uncomfortable, or if someone you met on the Internet asks to meet you in person, tell your parents and the youth club facilitator.

Group Work

Hand out 'IS 18b: Ming's Story'.

Ask participants to break into groups of 4–8 people, read the story and then write down the steps Ming could have taken to protect herself.

When they are finished, ask the groups to share their answers if there is time.

Partner Quiz

Finally, ask the participants to form groups of two. Ask the groups to quiz each other to see if they can remember the precautions to protect themselves online.

Session Summary

- Do not share personal information (like your location, school, phone number and birthday) online.
- Do not accept strangers as friends on social networks like Facebook or Twitter.
- Limit your control settings to 'friends only' on networks like Facebook.
- Do not open attachments if you do not know what they are or who they are from.
- Never arrange to meet someone in person who you met online.
- If you do meet someone you met online, go with friends to a crowded public place in daytime.
- Do not tell anyone your password/s.
- Don't share personal information in online chat rooms.
- Do not share sexy photographs of yourself online.
- Remember, information online is impossible to erase.



Closing

Ask participants to write or ask any questions and/or provide feedback and hand it to the facilitators anonymously.

Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.



SI 18a: Internet Danger Cards

A: Bullies

Bullies can use the Internet to hurt people. They can say cruel things about other people on public sites like Facebook, or they can show real or manipulated (altered with a computer to look real) photos of people on the Internet. These photos may be very embarrassing or hurtful.

A: Stalkers

People can use the Internet to meet people in the hope that one day they will arrange a meeting in person. At the meeting they can harm the victim. People can also use the Internet to try to get other users to share intimate photographs of themselves that the stalkers use and share as pornography.

People can use fake job offers to try to trick you into meeting them or to put you into dangerous situations.

A: Thieves

People can contact you through the Internet to encourage you to send them money or to steal your personal information in order to get access to Internet bank accounts. Common tricks are to say that you have won a prize or that the sender is a friend of yours who is in trouble.

B: Protect Yourself

Do not share your password, even with your best friend or boyfriend/girlfriend. A boyfriend may one day be an ex-boyfriend. He could use your password to go on to Facebook, pretend he is you and write things that could be hurtful or embarrassing.

Remember, any picture you post of yourself on the Internet is on the Internet forever. It cannot be erased. So don't post embarrassing photographs of yourself to anyone.

B: Protect Yourself

Do not accept 'friend requests' from strangers.

Choose the highest privacy settings on networks like Facebook. (For example, set your Facebook account so that 'friends only' can see your posts, timeline and photographs).

Do not meet people you met on the Internet in person. If you decide to ignore this advice, and you do arrange a meeting, take friends with you and meet in daylight in a public, crowded place.

Be very suspicious of job offers on the Internet. It is easy to tell lies on the Internet.

B: Protect Yourself

Do not respond to emails or messages you receive from strangers. Never send money to a stranger who contacts you on the Internet.



A: Pornography

YouTube and Google can lead you to videos or sites that show pornography or people being hurt. Telephones can be used to send videos or messages that show sexual content. These videos can show real people being hurt or degraded. Persons in the video may have been forced to take part by another person who controls them or by extreme poverty. Or they have been filmed secretly without their consent. If you watch pornography you are supporting an industry that degrades and hurts people.

B: Protect Yourself

Do not watch Internet pornography.

Do not share sexual content using your phone, your computer or any social media site.

Think carefully before you let someone take your photograph.

Do not enter photographs of yourself or your youth in Internet photography competitions.

Never let anyone take sexy photographs of you. You do not know where they will end up.

A: Suspicious Links

Link. A link is an Internet address. It starts with [www](http://) or [http](http://). When you click on a link, it will take you to an address on the Internet.

Attachment. An attachment is a file that you can download to your computer. In most email accounts, an attachment is shown by a paper clip picture next to the email, and attachment files often end with the letters '.doc', '.docx', '.pdf' or '.jpeg'.

Links and attachments are used all the time in friendly ways to help people send information or find things on the Internet. But links and attachments can also be dangerous because they can contain viruses.

A **virus** is a computer programme that is designed to do harm. Sometime viruses destroy the programmes in your computer. Other times they can steal all of your personal information from inside your computer.

B: Protect Yourself

If you get an email from a friend, and it just has an attachment or a link (it doesn't include any greeting or explanation from the friend), it is probably a virus. Do not open it.

A: Internet Gaming

People sometimes use the Internet to play computer games.

If you choose to do this, it is important to know that games can be dangerous. Strangers can use games to contact youth in order to lure them into dangerous situations.

People can also become addicted to computer games, and their lives, friendships and work can suffer as a result. The content of computer games can show hurtful or degrading things happening to the characters.

B: Protect Yourself

If you play computer games on the Internet:

Do not chat with people you don't know.

Do not accept requests to chat with strangers who contact you through chat programmes.

Do not reveal personal information to people you don't know, such as where you live, where you go to school, where you work or how old you are.

Limit the amount of time you spend playing.

IS 18b: Ming's Story



18

Ming had a Facebook account. She left all her security settings open. A trafficker working in her city used Facebook to traffic girls. This is how he did it.

First he asked to 'friend' her on Facebook. Ming accepted everyone who 'friended' her, so she accepted his request. Then he began studying her Facebook page. From Facebook he found out:

- Her location
- That she liked Taylor Swift
- Her birthday
- Her school
- Her age
- From her photos he found out that she was a beautiful girl, that she used to have a white puppy, and that she often went to the local park.

He used this information to traffic Ming, by sending messages to her Facebook account. Here is their conversation:

Trafficker: 'Hey, Ming, I don't know if you remember me. I was at elementary school with you, but I was always too shy to say hello. My name is Chan.'

Ming: 'Oh, hi, I don't remember you, sorry.'

Trafficker: 'That okay, I remember you loved Taylor Swift. Don't you love her new song?'

Ming: 'I LOVE that song. We share similar taste in music.'

Trafficker: 'You are so beautiful, and your voice is like Taylor Swift.'

Ming: 'Can you send me your photo?'

(He sends a photo of a good-looking boy.)

Trafficker: 'Hey. Ming, it's your birthday; I wish you a happy day.' *(He attaches a picture of a puppy that looks like her old puppy.)* 'Don't you love my new puppy?'

Ming: 'It's so sweet. I want to meet your puppy.'

The conversations went on like this for weeks; he watched where Ming went through her geographic tagging and her photos. He learned that Ming was living in a dorm, that she had no friends in her dorm and that her family lived far away. He learned she didn't like her job. He learned that Ming didn't have a cell phone to call for help. Ming thought he was her friend, and she thought she was a little bit in love with him. (Remember, the photo he sent her was of a different person.)

Trafficker: 'Hey, Ming. Guess what? My cousin is opening a new restaurant in the town nearby. They need waitresses, and they pay really well. I think you should apply.'

Ming: 'Really, but I don't know how.'

Trafficker: 'Don't worry, I'll be working there too. I can show you how, and my cousin is a really nice guy. I'll take you to meet him on your day off, if you want.'

They arranged to meet at the local park on her day off work. When Ming got there, the trafficker was there. He said that her friend Chan was sick, but that he was going to take her to the job interview instead. Ming went with the older man, and when she arrived at her destination, she was trafficked.

In your groups, think of steps that Ming could have taken to stay safe.

[illegible]