



Part E

**Taking
Action**



27 Session 27: Sharing What You Know with Others



Objective

Participants will consider ways they can share their new knowledge of trafficking and safe migration with others, and will be introduced to the concept of community action events. Participants will also take the post-test, which will be compared to the pre-test to determine what participants have learned throughout the training.



Time

75 minutes



Supplies

- Flip-chart paper
- Pen
- A copy of the community action consent form for each participant (the form is on page 5 of this toolkit)
- Photocopies of **'IS 27a: Post-Test'** for all participants
- Photocopies of **'IS 27b: Community Action Consent Form'**



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

What are the emergency telephone numbers for your own country? (If participants are confused repeat the process from the previous session, in which the whole group chanted the numbers together).

Knowledge of Trafficking

Explain that this course has covered a lot of information about trafficking. Ask participants to give examples of topics they have learned about. Add the following examples if they have not already been mentioned. Write these on a piece of flip chart paper:

- The definition of trafficking
- The definition of child trafficking

- The difference between trafficking and smuggling
- Trafficking for sexual purposes including CSEC (commercial sexual exploitation of youth) and working as a prostitute
- Trafficking for labour exploitation
- Trafficking for child labour
- Trafficking can happen anywhere
- Common tricks used by traffickers
- The connection between trafficking and drug use
- The connection between trafficking and gender
- How to prepare for safe migration
- Keeping safe on the journey
- How to keep safe after arriving in the migration destination
- What to do if you are trafficked.

Explain that this session is about the different ways of sharing this information with other people.

Sharing Knowledge Through Talking

Ask, 'Do you think this information could help other people as well?' Ask participants to call out the names of other people who could benefit by learning this information. Make a list as they speak. Ask them to consider whether this information could be shared with their peers, their parents, local authorities or people who work at their school.

To start, explain that the simplest way to share information is by talking to people about what they know.

Now ask them to look at the list of people who could benefit from learning this information. Whom do they often talk to on this list? (The participants will probably say that they talk to their parents and their peers, and possibly their schoolteachers.)

Here are some examples of youth talking to others about trafficking (read aloud to the group):

'When my aunt was visiting and told me her daughter was migrating to another country, I told her about what I had learned at the SNYC. I showed her my checklist for safe migration.'

'I had a friend who stopped coming to school. When I went to visit her house, she said she had left school because she wanted to work. I told her that you are more likely to get a good job if you finish school, and I helped her persuade her parents to let her come back to school.'

'I told the girls in my class about safe migration.'

'I am 18 years old. My parents told me that they think I would have a better future if I look for work in another country. So I shared the information I learned in the SNYC with them, so that we can plan together to migrate safely.'

'A boy in my class told me he was going to the city to look for work. I told him that you have to plan before you go. I told him you need to travel with enough money to return if you cannot find a job, and that you need to leave photocopies of documents with your parents, and you need to have an emergency phone number.'

Sharing Knowledge Through Community Action

Explain that over the next few sessions the SNYC will be working as a group to take action to help the community. The participants will identify things they would like to improve in their community and will think of something they can do to help. Taking part in this project is voluntary. Club members do not have to take part if they don't want to. If they want to discuss whether to take part or not, explain that the facilitator will remain in the room after the session.

Explain that the community action that the group takes can be big or small. Here are some examples of community actions:

- Writing new words to the tune of a traditional song. The words describe how to migrate safely. Share the song with the youth at your school.
- Making posters that share your new knowledge with the community. For example, you might get permission to hang a poster at school that describes how to migrate safely.
- Making leaflets that share your new knowledge. For example, you might make leaflets that describe common tricks used during a journey and get permission from the bus companies (and authorities, if necessary) to hand them to young people boarding the bus.
- Creating a role play about trafficking risk and performing it at a village event.
- Creating an information sheet about trafficking risk and sharing it with people who could help migrants, like bus drivers and local authorities.
- Creating a Smart Navigator Facebook page with participants from the group so that they can keep in touch with one another and share experiences about safe migration. This page would be a private page so that strangers could not join. This is important to ensure their safety. To create this page, participants may need help from an adult facilitator to make sure it is done safely.
- Getting permission from your school to teach the emergency telephone number to every child in the school, and organising an event in the playground to do so.
- Starting your own youth group to meet to talk about trafficking.

Explain that these are just examples. Participants do not have to do exactly what it says in these examples. They can think of their own ideas. But these examples are here to give them a sense of how the community actions can be small or large, and can take a lot of different forms.

Administer the Post-Test

The post-test should be administered before the community action event in case there are participants that do not participate. Explain that it is World Vision's hope that the youth will know a lot about these topics by this point. Again, it is important that the atmosphere is relaxed and welcoming. The youth are allowed to give their questions and answers by dictating to the facilitator if they wish.

Read the following script to the participants.

Welcome. We are going to fill out a form to get a sense of how much you know about the topics we learned about in this training. This form is for World Vision so we can improve our training.

If you would prefer to have the facilitator read you the questions, and you write down the answers, just let the facilitator know.

Hand out photocopies of 'IS 27: Post-Test' to participants, or sit with participants one by one and read and record answers. Collect the post-tests to compare with the pre-tests after the session has ended.



Diary

Ask participants to write about ways they could share their new knowledge with others. Ask them to try to think of times they could talk to people in their community and possible community actions they could take as a group.

Session Summary

- You can help protect others from trafficking by sharing the information you learned in this toolkit.
- One way to share information is to talk to others about it.
- Another way to share information is through the community action that we will do together in the next few sessions.
- You do not have to participate in the community action if you don't want to.



Closing

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

Thank participants for coming. Tell them they earned a star today for coming today.

Hand out copies of IS 27b: Community Action Consent Form and explain that it is voluntary. Ask the participants to have their parents or caregivers sign it. Explain that they must get consent in order to take part in the community action event, and they need to bring the signed form to the next session. (If you are concerned that participants will not be able to do this, then find another way to get parents/caregivers to complete consent forms.)

After the Session: Compare the Pre- and Post-Tests

When children have completed the post-tests compare these with the pre-tests. Compare answers to assess how much students have learned. Assess the following:

- Change in knowledge
- Change in skills
- Change in behaviour.

Facilitators should use the information they get from comparing the pre- and post-tests to

- Adapt the way they teach the training in the future. For example, if students did not understand a topic, spend more time teaching it next session.
- Inform World Vision about areas of strengths and weakness in the training so that they can improve and adapt the training.

IS 27a: Post-Test



Name

Date

Club Location

Questions:

1. What does 'trafficking' mean?
2. What is the difference between trafficking and smuggling?
3. Where does trafficking happen?
4. What are some common tricks of traffickers?
5. Can you describe some good speaking skills?
6. Can you describe some good listening skills?
7. Do you think you could use the decision-making skills you learned in this club your life? If yes, describe how.
8. Do you think you could use any of the good communication skills you learned in this club your life? If yes, describe how.

9. Can you describe how drugs hurt people?

10. Name two things you can do to stay safe when migrating:

11. What is the Emergency Telephone Number in your country to call if you are in danger or have been trafficked?

12. What is the Emergency Telephone Number in a destination country near our country to call if you are in danger or have been trafficked?

13. What is a passport?

14. What is a visa?

15. What is the difference between a work visa and tourist visa?

16. If you were going to migrate, what steps could you take to migrate more safely?
Would you take these steps? Why or why not?

17. Did you take part in the community action event?

18. Do you think this helped the community? If so, can you describe how?

19. Do you think this helped you learn some skills? If so, can you describe how?

Answers to IS 27a: Post-Test



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For facilitator's reference only.

Participants may use different words when they give their answers and this is okay. The important thing is to make sure they understand the meaning behind the words.

Do not share the results of the test with participants. This is not a school test. Participants are not being given grades. If you tell one participant that he or she did very well, this might result in another participant assuming that they did not do well and dropping out of the club. Participants who do not understand may be the children that we need to help the most.

1. What does 'trafficking' mean?

- **Trafficking** is tricking or forcing people into exploitative forms of work, which the trafficking victims then have difficulty leaving. Trafficking often involves taking a victim from the place they live, to another place, by **force**, in order to be **exploited**. However, you can be trafficked without being moved.

2. What is the difference between trafficking and smuggling?

- Trafficking is different than **smuggling**. When people are **smuggled**, they pay someone to take them across a border illegally. Although the people who are smuggled pay to be moved, and may owe money once the trip is over, they are normally free to go once they reach the destination. People who are trafficked are not free. People choose to be smuggled; they do not choose to be trafficked.

3. Where does trafficking happen?

- Trafficking can happen anywhere – at home, on the journey or at the destination. You do not even need to be moved to be trafficked.

4. What are some common tricks of traffickers?

- Good communication is when you use assertive communication – saying what you mean without being aggressive or submissive. In good communication you speak up politely to protect yourself.

5. Can you describe good speaking skills?

- Good speaking skills are when you say what you mean, whilst being polite. You can use assertive communication instead of submissive or aggressive communication. You say what you need to protect yourself politely.

6. Can you describe good listening skills?

- *Think about what the person is saying.*
- *Ask questions about things you don't understand.*
- *Repeat in your own words what has just been said.*

7. Do you think you could use any of the good communication skills you learned in this club your life? If yes, describe how.

- *If participants use these skills they can describe them here.*

8. What are some common tricks of traffickers?

- *Pretending to be a legal broker.*
- *The trafficker pretends to be a friend or to want to help.*
- *The trafficker offers a high-salary job, often higher than normal salaries.*
- *The trafficker makes the migrant pay a sign-on fee, or pays for the migrant's transport or lends money to the migrant to make sure he or she stays in the job. The trafficker makes sure the victim owes them money.*
- *The trafficker takes the migrant's identity documents, usually the passport.*
- *The trafficker lies to get the migrant to the factory.*

9. Can you describe how drugs hurt people?

- *They can cause a long-term damage to your body – hurting your heart, your lungs, your liver and kidneys.*
- *People can overdose on drugs, which means when people take too much of a drug by mistake, and die as a result.*
- *People can contract HIV and other diseases when they share needles to inject drugs.*
- *Drugs can make you take risks you would not normally take.*

10. What are some things you can consider when you make a decision?

- *Learn more about the subject you are thinking about.*
- *List alternatives.*
- *Evaluate the risks and benefits.*

11. Name some actions you can take to stay safe on a journey

- *Fill out your checklists before you go.*
- *Try to get legal travel documents like a passport or work visa, if possible.*
- *Leave photocopies of your documents with your family (if you get in trouble or lose your documents it will help them to help you).*
- *Travel with enough money to pay for the journey, to live for a while without a job and to return home.*

- *Keep your booklet, your identity documents and your money in a hidden safe place.*
- *Travel in a group with migrants like yourself (it is harder to trick several people at once, and being in a group means you have friends to ask for help).*
- *Be suspicious of strangers on the bus (they may be traffickers).*
- *If someone is trying to pressure you to hand over your documents, ask other travelers or officials to help you.*
- *Don't follow strangers at the bus station.*
- *Try to use public transport, try to avoid getting in a private car or mini-bus.*

12. What is the Emergency Telephone Number in our country?

- *The answer to this question is the number you have been teaching them throughout the curriculum.*

13. What is the Emergency Telephone Number in a destination country near our country?

- *Students should be able to provide an emergency number or numbers from the list provided on IS 25c.*

14. What is a passport?

- *A passport is a document issued by your government that allows you to enter and leave your own country.*

15. What is a visa?

- *A visa is a stamp or sticker in your passport that allows you to enter another country.*

16. What is the difference between a work visa and tourist visa?

- *A work visa allows you to legally work in another country. A tourist visa allows you only to visit, not work.*

17. If you were going to migrate, what steps could you take to migrate more safely? Would you take these steps? Why or why not?

18. Did you take part in the community action event? Do you think this helped the community? If so, can you describe how?

- *There is no 'right' answer to this question. We hope participants will be able to describe how the event helped their community.*

19. Do you think this helped you learn some skills? If so, can you describe how?

- *There is no 'right' answer to this question. We hope participants will be able to describe how the event helped them to build skills.*

27 IS 27b: Community Action Consent Form

Read and sign the community action consent after the Smart Navigator Youth Club Toolkit is completed and before planning a community action event.

Community Action Event Consent Form

My child can take part in the community action event. I understand that I can withdraw my child at any point.

YES	NO
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Name

Date

Signature

Child's Name

Child's Signature

Session 28: Community Action – Step 1

28



Objective

Participants will discuss and consider problems that increase risk of trafficking that youth face in their community.



Time

75 minutes



Supplies

- A pack of stickies (small adhesive pieces of paper)
- Three sheets of flip-chart paper labelled 'Frequently Happens', 'Sometimes Happens', 'Seldom Happens'
- Three sheets of flip-chart paper labelled 'Bad', 'Very Bad' and 'The Worst Thing That Can Happen'
- The pictures from **'IS 28a: Boy Facing Challenges/Girl Facing Challenges'** copied onto two large pieces of flip-chart paper



Prepare

Collect the signed Consent for Community Action forms before the session begins. Those who do not have signed consent forms cannot participate in the following sessions until they do.



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

What are the emergency telephone numbers for your own country? (If participants are confused, repeat the process from Session 25, in which the whole group chanted the numbers together.)

Did anyone think about what the biggest challenges to our community are regarding trafficking and migration? Can you describe them?



Activity

Explain that the next few sessions focus on working as a group to take action to help the community. Participants will identify things they would like to improve in the community and will think of a way that the members of the SNYC can work together to make it a little better. Taking part in this project should be voluntary. Ensure that everyone who wants to take part has signed a consent form.

Explain that the project should be relevant to the lives of youth doing it. So before they begin the community action project, they should discuss the lives of youth in the community.

Tell participants that the session will begin with drawing to help them think about this.

Point to the two flip-chart pages of the Boy Facing Challenges and the Girl Facing Challenges.

Hand out the stickies.

Ask the group to think about real issues that boys and girls face in this community. Ask them to write the problems on stickies – one problem on each stickie – and stick it on the flip-chart picture in the problem area.

(An example of a problem might be ‘A girl facing challenges cannot go to school, because she is expected to take care of her younger siblings while her parents work’.)

Ask them to think about the following problem areas one by one:

- work
- education
- poverty
- being physically hurt
- things that happen to them now that may have a bad effect on their future.

When all the stickies are on the pictures, read them aloud to the group.

Group Stickies

Next, ask the group to take down the stickies and try to group the problems on the three sheets of paper labelled ‘Frequently Happens’, ‘Sometimes Happens’ and ‘Seldom Happens.’ Encourage discussion amongst the participants as they sort the problems.

Then ask the group to sort the stickies on the three sheets of paper labelled ‘Bad’, ‘Very Bad’ and ‘The Worst Thing That Can Happen.’ Encourage discussion amongst the participants as they sort the problems.

Next, the facilitator should ask the group how the different issues might relate to unsafe migration and trafficking. If the group is unable to answer, the facilitator should explain any links. For example, ‘A girl who does not go to school or does not know how to write will not be able to read a work contract to know if what she is signing is fair.’

Session Summary

Review the real issues that boys and girls face in this community that were mentioned by problem area.

The facilitator should summarise the results of the youth's lists. The facilitator should say:

'The three most common problems linked to trafficking in our community are...'

'The three worst problems linked to trafficking in our community are...'



Closing

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

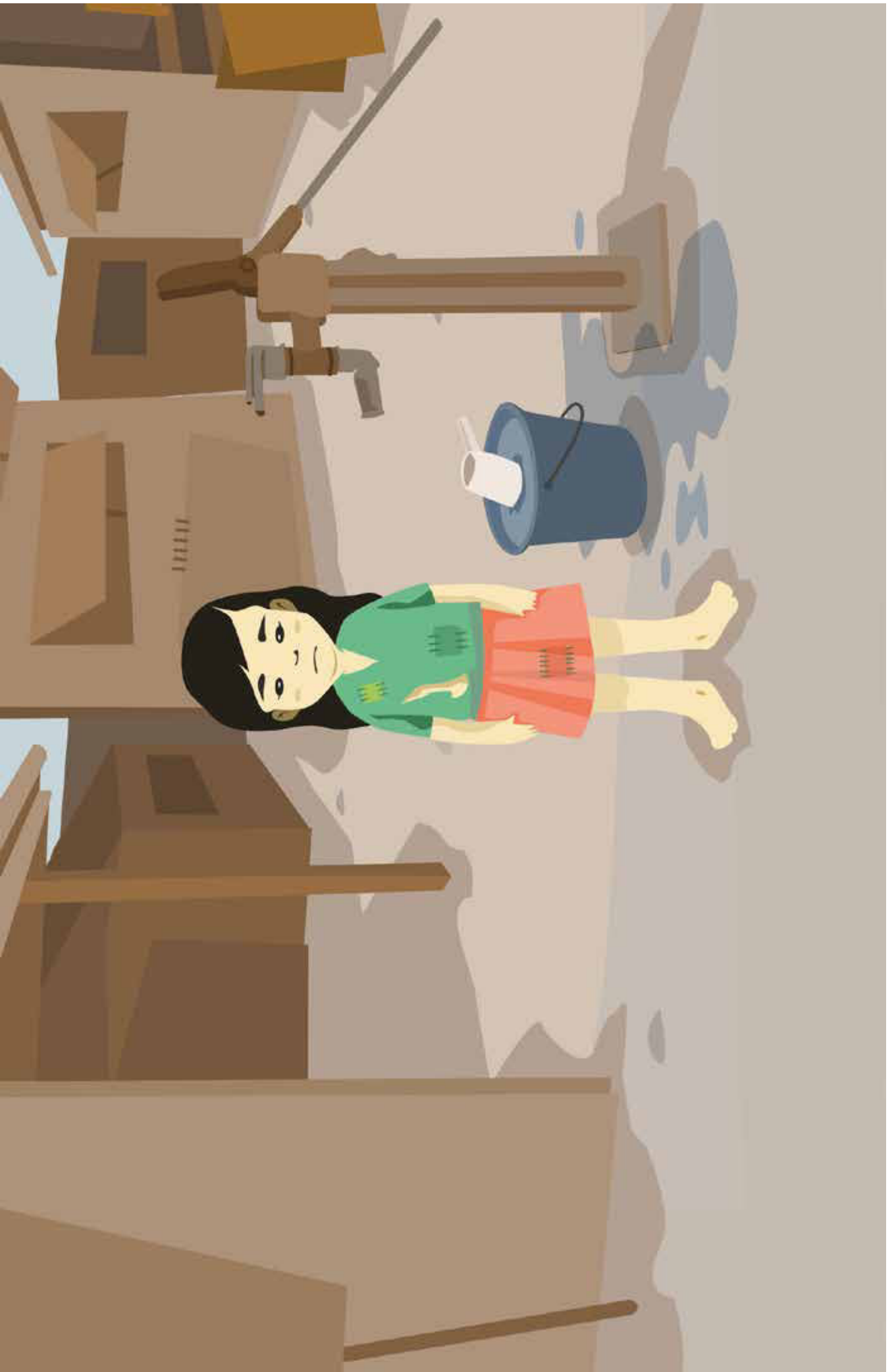
Thank everyone for coming. Confirm the next club meeting time. Tell the participants that they just got another star for attending this session.

Ask the group to take some time before the next session to think about which problem faced by youth in the community they think is the most important to address.

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

IS 28a: Boy Facing Challenges/Girl Facing Challenges





29 Session 29: Community Action – Step 2



Objective

Participants will decide on an issue in their community to address and will be introduced to other examples of taking action.



Time

75 minutes



Supplies

- Stickies
- One piece of flip-chart paper with 'Most Serious' written on top and one piece of flip-chart paper with 'Most Common' on top
- Blank flip-chart paper
- Pens
- 4–8 copies of '**IS 29a: Problem Tree**' and '**IS 29c: Solution Tree**'
- '**IS 29b: Example Problem Tree**' for Facilitator's reference.



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

What are the emergency telephone numbers for your own country? (If participants are confused repeat the process from Session 25, in which the whole group chanted the numbers together.)

Did anyone think about problems faced by youth in the community? Are there any problems you would like to address? What was the problem? Why is this problem important?

Introduce the Problem Tree

Ask the participants to think back to the last session, when they talked about doing projects to help the community. The session started by talking about problems related to migration

and trafficking. Ask the participants to write on a stickie the problem that they think is the most serious. Then ask them to write on a different stickie the problem that they think is the most common.

Next, ask participants to stick their problems either on the large piece of flip-chart paper titled 'Most Serious' or on the one marked 'Most Common.'

Explain that the next step is talking about these problems using a 'problem tree'. A problem tree is a way of thinking about the causes and results of problems. (See 'IS 29b: Example Problem Tree'.)

Draw a tree on a piece of white paper. Point to the trunk and explain that the trunk represents the problem.

For example, in this community many migrants don't know the emergency telephone number.

Write the problem, 'Don't know the emergency telephone number', next to the trunk.

Ask the participants to list the causes for this problem (examples: the number isn't written where youth can see it; migrants don't know what it is; the number is not shared in school). Write the causes on the roots.

Point to the branches of the tree. Ask the group to list the effects or results of youth not knowing (examples: youth have no one to call if they get lost; youth have no one to call if they are trafficked).

Ask if anyone has any questions.

Now ask a participant to come up and demonstrate how to do a problem tree.

When you feel the group understands, ask the participants to divide into groups of 4–8 people, and pass out copies of 'IS 29a: Problem Tree'. Ask each group to choose a subject from the list of stickies and to do a problem tree about that problem.

Brainstorm Solutions

As they look at their problem trees, ask the groups to brainstorm on how their problem could be prevented. Pass out copies of 'IS 29c: Solution Tree' for them to fill out solutions. The solutions should be written on the roots.

If participants are having difficulty, the facilitator can share some of the following examples with them. However, it is best if the examples come directly from the participants.

These examples address the emergency telephone number, but participants will need to think of solutions for the problem their group is addressing:

- Write a song that teaches youth the emergency telephone number.
- Do a performance.

- Write a cartoon with the helpline number details.
- Make posters with the number to stick up at school.
- Write a book.
- Teach a class in school about the emergency telephone number.
- Start an Internet campaign to share the emergency telephone number on Facebook.

Ask the groups to present their problem and project ideas.

Ask the group as a whole to discuss which solutions are possible and which might be too difficult at present. (The group will need to choose a solution that it can achieve in four sessions and that is not expensive.)

Finally, ask participants to vote for the project that they would like to work on as a group.



Diary

Ask participants to write about ways they could help their communities.

Session Summary

- We will be working on a community action for the next few sessions.
- The community action is to *(insert the project they voted for)*



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.

IS 29a: Problem Tree



IS 29b: Example Problem Tree



IS 29c: Solution Tree



30 Session 30: Community Action – Part 3



Objective

Participants will develop a plan for their community action.



Time

75 minutes



Supplies

- Flip-chart paper and pens
- A copy of '**IS 30a: Community Action Plan**' on a large piece of 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

What are the emergency telephone numbers for your own country? (If participants are confused, repeat the process in which the whole group chanted the numbers together.)

Ask a volunteer to remind participants what community action the participants decided to take and how they decided upon it.



Activity

Explain that today the participants will be planning their community action. This planning session will help them plan this event, but it can also help them plan for their lives.

Explain that the first thing they need to do is to state a goal. A goal explains what the community action is meant to do.

To begin defining the goal, ask the group, 'What are we going to do?'

Write the participants' answers on a piece of flip-chart paper. Then help the participants work on the wording to create a goal that is one sentence long. Write that sentence under 'Goal' on the flip-chart paper with the community action plan on it (the copy of 'IS 30a: Community Action Plan').

Explain that the next thing they will do is decide on their actions. Actions are the small things the group needs to do to achieve the goal.

Ask, 'What are the small steps we need to take in order to achieve our goal?'

Write the participants' answers under 'Actions'.

Explain that now they need to think about supplies. Supplies are the things the group will need to be able to do the actions (for example, paper, pens).

Ask, 'What things do we need to complete each action?'

Write the participants' answers under 'Supplies'.

Ask, 'Who will do each action?'

Write their names of the volunteers for the action in the 'Person Completing the Action' column.

Finally, they need to decide when each job will be completed.

Explain that the SNYC youth club can meet one or two more times to prepare for the community action. This means they will have a few hours in total to work on their community action.

Explain that participants can also work for the event and schedule the event outside of the club meeting time if that is more appropriate and works with their schedule.

Ask the participants to write the dates for different jobs into the plan under 'Date to Be Completed'.

Session Summary

- Go over the plan to make sure that each person knows what he or she is responsible for doing, has the materials he or she needs to do it, and knows when to do it.



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 if any participants will need extra help in completing an action. If so, ask them to stay for five minutes after the session to discuss this.

If participants are completing actions outside of the session, ask them to write these actions down on a piece of paper to take home to remind them.

30 IS 30a: Community Action Plan

Date to Be Completed						
Person Completing the Action						
Supplies						
Actions						
Goal						

Session 31: Community Action – Step 4

31



Objective

Participants perform their community action event.



Time

75 minutes



Prepare

Meet with the participants before the community action event begins. Go over the plan to make sure that each person knows what he or she is responsible for doing, has the materials he or she needs to do it, and knows when to do it.



Supplies

- The materials listed under supplies in the community action plan the participants completed at the previous session.
- **'IS 31: Sample Graduation Certificate'**



Activity

The SNYC performs the community action event. Make sure you talk with the participants when the event is completed and thank them for their work. The community action event is designed to build participants' skills and self-esteem. This is as important as the results of the event. So, remember to congratulate the participants.

Arrange a graduation party to celebrate the end of the Smart Navigator Toolkit and to distribute the stars and rewards. Adult SNYC facilitators should also give out certificates to SNYC participants. This graduation party should include the participants who chose not to be involved in the community action event as well as those who did. Ensure you distribute the stars and rewards in a way that does not make participants who did not get stars feel bad. At the same time, make sure to give an award or special recognition to those who came to every class and/or had good attendance. Celebrate with your group.



World Vision®

CERTIFICATE OF COMPLETION

This certifies that

has successfully completed the

Smart Navigator Training Course

Held in _____, on _____
Location Date

Smart Navigator Club Facilitator

Signature: _____

World Vision ETIP Staff

Signature: _____

