

## Module 2: Human Trafficking and Healthy Relationships

**Target group: Females, aged 11-18**

**Workshop Length: 45-50mins**

**Optional Extra Material: 20mins**

### Workshop aims

- To understand the link between unhealthy relationships, grooming and trafficking
- To know that young people can be tricked/pressured into doing something they don't want to do
- To understand indicators of a healthy/ unhealthy relationship
- To understand the process of grooming
- To know where to get further support and advice

### Workshop Objectives

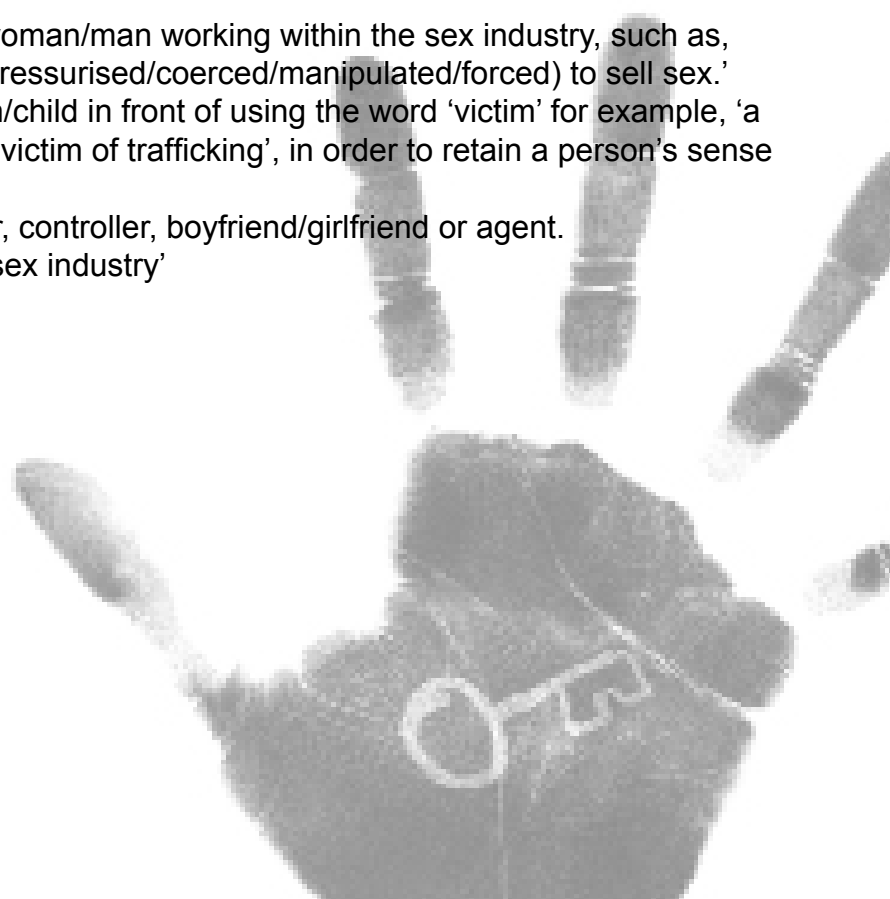
By the end of the workshop, participants will be able to:

- Recall examples of how young people can be tricked/pressurised and how easy it is to become a victim of trafficking/grooming/sexual exploitation
- To identify indicators of healthy/ unhealthy relationships
- To identify indicators of grooming
- Know where to go for further support and information

### Language

Language to avoid:

- **Prostitute** – alternatively use a woman/man working within the sex industry, such as, 'woman/ girl/man/boy who was (pressurised/coerced/manipulated/forced) to sell sex.'
- **Victim** – Use woman/man/person/child in front of using the word 'victim' for example, 'a woman/man/child who became a victim of trafficking', in order to retain a person's sense of humanity and identity.
- **Pimp** – alternatively use trafficker, controller, boyfriend/girlfriend or agent.
- **Prostitution** – alternatively use 'sex industry'



Slide # Time	Content	Materials
Slide 1  1 min	<p><b>Introduction</b> Introduce session if you are presenting this as a standalone workshop or recap and link module 1 with today's workshop as required.</p> <p><b>Outline what will be covered during the session:</b></p> <ul style="list-style-type: none"> <li>• Understanding the link between relationships and human trafficking</li> <li>• Looking at what a healthy relationship is and how people can be tricked and pressurised into doing things they do not want to do</li> <li>• Where to get help and support if someone feels they are being tricked and pressurised into doing something they do not want to do</li> </ul>	
Slide 2  10 mins	<p><b>A Healthy Relationship?</b></p> <p><b>N.B. For girls aged 11-13years</b></p> <p>In groups/pairs - ask them to:</p> <ol style="list-style-type: none"> <li>1. Discuss, agree and write down 5 things that they would most like in a friend</li> <li>2. Discuss, agree and write down 5 things that they would most like in a relationship in the future or now.</li> </ol> <p><b>Feedback</b> Discuss what students wrote down and why they chose those things in their groups. Link that, often what we look for in a friend has similarities with what we may look for in a relationship now or in the future.</p> <p><b>N.B. For girls aged 14-18years:</b></p> <p>In groups/pairs depending on size of group:</p> <ol style="list-style-type: none"> <li>1. Ask students to discuss and agree on 10 things that they would most like in a friend. Ask them to write down these characteristics from 1 – 10.</li> <li>2. Ask them to repeat the exercise but this time, identify the 10 things that they would most want in a potential partner/boyfriend/girlfriend.</li> <li>3. Ask them to repeat the exercise, but this time, identify 10 things that would indicate a bad/negative relationship with a friend or partner.</li> </ol> <p><b>Feedback</b> Ask groups to share what they came up with, and their reasons behind what they wrote down.</p>	

Slide #	Time	Content	Materials
Slide 3	10 mins	<p><b>‘Loves me, loves me not’ activity, aged 11-13</b></p> <p>Split the group into 3 groups of 3 (or as appropriate) and handout the ‘Loves me, loves me not’ game. This is a pack of approx. 30 statements about relationships. In their groups students have to separate the statements in to two lists – one list is for statements, ‘he loves me’, the other list is for statements that show, ‘loves me not’.</p> <p>Allow 5 mins for the students to work as a group and put the two lists together. Facilitator to walk around the room and chat to the students.</p> <p><b>Feedback</b> After 5 mins ask groups to share what they put, why they chose particular statements and what their reasoning was behind it. Ensure all students get a chance to share their opinions.</p>	‘Loves me, loves me not’ worksheet
Slide 4	10 mins	<p><b>‘Ditch or Date’ activity, aged 14-18</b></p> <p>Split the group into 3 groups of 3 (or as appropriate) and hand out the ‘Ditch or Date’ pack of approx. 30 statements about relationships. In their groups students have to separate statements into two lists. One list of statements for – DATE and one list of statements for – DITCH.</p> <p><b>Feedback</b> After 5 mins ask groups to share what they came up with. Discuss the reasoning behind their decisions and explore the scenarios, which they found hard to sort.</p>	‘Ditch or Date’ worksheet
Slide 5	10 mins	<p><b>UK Stories</b></p> <p>Recap how young people can often be tricked or pressurised into situations of trafficking to be exploited. Often a trafficker will trick the young person into thinking they are a genuine friend or in a relationship with them. This process is called grooming.</p> <p>Remind group that they already know that trafficking takes place in the UK, and that they will now hear a real case where 4 men were convicted of trafficking in Oxford in 2013, and given life sentences. Provide background to the case as appropriate to age group.</p>	<p>11-16 years: <a href="#">Girl 3 Story</a> 03:24mins</p> <p>16-18 years: <a href="#">Case Summary</a> 04:58mins</p>



Slide # Time	Content	Materials
5 mins	<p><b>Feedback</b> Ask students to feedback their answers and reasons behind them. Towards the end of the discussion, pick up why the young people thought the girls in the case studies and Sophie did not run away. This can lead into the additional illustration below:</p> <p><b>Volunteer Illustration</b> Ask a volunteer to come to the front, reassuring them you will not do anything horrible.</p> <p>Ask them permission to gently tap them on the shoulder.</p> <p>Q: Imagine if for the next hour I carried on tapping you on the shoulder, what would you feel/think?</p> <p>Q: Imagine if for the rest of the day/week/month/year I carried on tapping you on the shoulder, what would you feel, physically and psychologically?</p> <p>Explain: Gradually if I carried on tapping the volunteers shoulder, eventually, the arm would go dead, like a dead arm! Bruised and sore you would eventually lose the use of it.</p> <p>Often people in situations of trafficking/exploitation can find that physically and psychologically they are broken down and will comply with what is being demanded of them in order to survive.</p> <p>People often ask – why don't people leave or run away? But if a person has been broken down over a long time it gets harder and harder to escape or leave.</p>	
Slide 7 Slide 8 Slide 9 Slide 10  5 mins	<p><b>Spotting the signs and grooming process</b></p> <p>Before revealing the slides ask the young people to get into small groups and ask them:</p> <ul style="list-style-type: none"> <li>• What do you think the signs of someone being groomed might be?</li> </ul> <p><b>Feedback</b> Using slides, feedback and summarise the grooming process. Explain to the young people the key elements in the grooming process. Talk through the identifying factors that could mean someone is in this situation – encourage them to look out for this with their peers.</p>	

Slide # Time	Content	Materials
Slide 10  <i>Optional Additional Activity</i>  10 mins	<p><b>Alisha's Story</b>            N.B. 14-18 years (possibly younger viewers on discretion of facilitator) <a href="http://www.freedomacts.co.uk/">http://www.freedomacts.co.uk/</a></p> <p>Watch Alisha's story; once the link has loaded, select the resources tab and click on 'Alisha'.</p> <p>Group discussion on the following:</p> <ul style="list-style-type: none"> <li>• What made Alisha vulnerable?</li> <li>• What was the attraction to those friends?</li> <li>• What kept Alisha in that situation?</li> </ul>	<p><a href="#">Alisha's Story</a>            01:34mins</p>
Slide 11  10 mins	<p><b>How Risky?</b></p> <ul style="list-style-type: none"> <li>• Split into small groups and give each student a piece of string to place on the floor or desk.</li> <li>• Write 'Low Risk', and 'High Risk' on Post-its at either end of the string.</li> <li>• Give each group an envelope with different pieces of paper in them – each group has a selection of 4 scenarios. (Facilitator to omit scenarios as deemed appropriate/relevant to group).</li> <li>• Use How Risky Worksheet 1 for <b>11 – 13 year olds</b></li> <li>• Use How Risky Worksheet 2 for <b>14 – 18 year olds</b></li> <li>• Ask the young people to place the piece of paper along the string according to how risky they consider the situation to be.</li> <li>• Float around the room to ensure everyone takes part.</li> <li>• Bring groups back together and go through a few of the situations and the different responses to them. Also discuss how to make the scenarios safer.</li> </ul>	<p>String for each group</p> <p>Post it notes</p> <p>'How Risky' Worksheets</p>
Slide 12  <i>Optional Additional Activity</i>  10 mins	<p><b>Jasmine's Story: aged 11-13 years</b></p> <p>Using Diversion Activity (Jasmine) worksheet 1 – tell the story of Jasmine and her steps into exploitation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Get the students into groups and hand out a set of diversion cards to each group.</li> <li><input type="checkbox"/> Re-tell the story and ask the students to call out stop when they would like to play a diversion card.</li> <li><input type="checkbox"/> Once the students have interjected with a diversion card, discuss the pros and cons of that particular action. Use extra footprint cards to show diversion out of exploitation.</li> </ul>	<p>Diversion Activity (Jasmine) Worksheet 1</p> <p>Diversion Cards</p>

Slide # Time	Content	Materials
Slide 12 cont.	<p>Provide packs of diversion cards with the following actions on them:</p> <ul style="list-style-type: none"> <li>- Talk to Jasmine about why you are worried about her</li> <li>- Talk to another friend who knows Jasmine</li> <li>- Talk to a youth worker or community worker</li> <li>- Talk to a teacher or another adult you trust</li> <li>- Call Childline for advice</li> <li>- Blank Action cards – to suggest their own ideas</li> </ul> <p><b>NB: Ensure young people do not assume responsibility for stopping a potential situation of exploitation. Instead encourage them to talk with an adult they trust about the situation.</b></p> <p><b>Summary</b> Connect the diversion activity to the 'Help and Advice' slide.</p> <p><b>Jasmine Worksheet 2: 14-18 years</b></p> <p>Facilitator: Give out the scenario of Jasmine to each person. Ask the students in pairs/groups to read through Jasmine's story and discuss each question. Ask students to feedback their answers and explain the reasons behind them. Or, if more appropriate for the group - facilitator can go through steps before allowing groups to split off and discuss the questions.</p> <p>Use the slides to help answer the scenario based questions from spotting the signs.</p> <p>Facilitator to walk around the room offering individual help where needed.</p> <p><b>Feedback</b> At the end of the activity, go through the questions and get students to volunteer their answers.</p> <p><b>Summary</b> Connect the activity to the 'Help and Advice' slide.</p>	<p>Jasmine's Story Facilitators Notes</p> <p>Jasmine's Story Worksheet 2</p>



Slide # Time	Content	Materials
Slide 13  1 min	<p><b>Help and Advice</b></p> <ul style="list-style-type: none"> <li>- Reiterate that all the stories and examples we have looked at and talked about today, show young people tricked, pressured and groomed in to doing things they didn't want to.</li> <li>- If you ever feel you are in a situation where someone is grooming, tricking or forcing you to do things there are helpline numbers you can call.</li> <li>- If you are in an emergency always call the police. Outline other support options.</li> <li>- Stress that students will not get in trouble for calling the numbers and they are there to help them if they are in danger.</li> <li>- Sometimes things don't happen to us but to our friends, it is important to know what to do so we can help our friends.</li> </ul>	
Slide 14  1 min	<p><b>Adults you can go to for help</b></p> <p><b>11 – 13 year olds:</b> Ask students to think of three people they can go to if they need help and give a named person at the school/setting. Ask them to write the names of these people down.</p> <p><b>14 – 18 year olds:</b> Ask students to think of three people they would feel comfortable to go to if they needed help and give a named person at the school/setting. Discuss these people – also discuss if they would set up an agreement with friends giving them permission to say to them if they were ever worried they were being pressurised in a relationship to do things they did want to do. What kind of agreement would they set up?</p>	



Slide # Time	Content	Materials
Slide 15  2 mins	<p><b>List 3 things you will do to protect yourself and friends</b></p> <p><b>11 – 13 year olds</b> - Ask group to write down 3 things they will do to protect themselves and their friends.</p> <p><b>14 – 18 year olds</b> – Ask group to write down 3 things they will do to protect themselves and their friends. Connect this with their suggestions made during ‘Ditch or Date’ activity.</p>	
Slide 15	<p><b>Feedback and STOP THE TRAFFIK</b></p> <p>Outline who STOP THE TRAFFIK are, and that they would love for the group to get in touch via social media or email. Explain there are a wealth of resources on the website if they want to know more about how they can take action against human trafficking worldwide, whether that’s spreading awareness in their own communities or joining our global campaigns.</p> <p>STT is a global movement of individuals, communities and organisations fighting to prevent human trafficking around the world. We work to inspire, inform, equip and mobilise communities to:</p> <ul style="list-style-type: none"> <li>-Know what trafficking is and how to identify it</li> <li>-Know how to protect themselves and others</li> <li>-Know how to respond</li> </ul> <p><b>Facilitator: Mention some of the suggested activities for follow-up activities (sheet to be given to teacher) they could get involved with as young people.</b></p> <p>The development of these materials has been made possible through funding by Comic Relief. STOP THE TRAFFIK kindly asks that workshop participants complete the short feedback form. Facilitators can then communicate these important responses via the following link. <a href="https://www.surveymonkey.com/s/VRQ5SHB">https://www.surveymonkey.com/s/VRQ5SHB</a>. This helps us develop our work and provide information to our funders. Thank you in advance.</p>	<p>Follow on Sheet</p> <p><a href="https://www.surveymonkey.com/s/VRQ5SHB">Survey Monkey</a></p>