

Kuska:

Unidad para la acción

Guide for the preventive work of trafficking in persons with adolescents in education contexts



Contribution from
the Government of
the United States



KUSKA: UNIDAD PARA LA ACCIÓN

**Guide for the preventive work of trafficking in persons with adolescents
in education contexts**

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Introduction



Kuska is a quechua word that means “together”, but with peculiar connotations. It is not an adjective that denotes physical proximity, but it refers to “being together to do”, to collectively and collaboratively meet a greater objective. We believe that his name clearly describes the experience we collect in this guide, result of the experience that a group of artists developed with adolescents from schools of Cusco rural area, within the framework of the project **Free and Safe childhood** of Yanapanakusun Center.

We are sure that the collaborative work, belonging to a group, the freedom of expressing thoughts and feelings, as well as the critical reflection are protecting factors before trafficking in persons and other problems impacting adolescents. **Kuska** has to do with stimulate the interaction of adolescents with their families and community to meet a major goal: the prevention of trafficking in persons. In this sense, we are sure that participation is a powerful tool to reduce vulnerability.

Presentation

Various studies¹ state that trafficking in persons is evident in contexts of poverty, social exclusion, violence, family malfunction and misinformation. To counteract these vulnerability factors, the Government and the civil society foster activities aimed at reducing incidence by sharing the steps traffickers take to capture victims, the current protection system in the country and the path the victim must follow to file the claim and receive attention. In this manner, they look to prevent and, at the same time, satisfy the immediate needs of the victims.

It is evident that knowing the law and the report route is not enough to avoid dozens of adolescents from accepting offers that turn them into victims of trafficking in persons; maybe it is due to the fact that the problem we face is not only a crime but also of political and social order. In this context, we consider prevention of trafficking in persons should be addressed from a community-preventive approach, that will allow to know situations and real stories to face them with community processes that facilitate the psychological and social recovery of individuals and their families. This is why, the project **Free and Safe childhood** has proposed to work with adolescents based on the analysis of the following key challenges:

- How to address trafficking in persons in a context of cultural dynamics that makes gender violence and adolescents' labor exploitation seems natural?

1 <https://repositorio.flacsoandes.edu.ec/bitstream/10469/1356/1/BFLACSO-CS36-04-Supliguicha.pdf>
<https://www.sciencedirect.com/science/article/pii/S0301703614708776>
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- How to address trafficking in persons in a context of poverty and historic exclusion that establishes the need to generate resources to survive?
- How to address trafficking in persons in contexts that do not allow the presence of adolescents in participative and decision-making opportunities?

We consider that by developing expression and resilience in adolescents, from learning and relearning of codes and “cultural” languages” mental and social representations they have of their present and future will be known. Based on these reflections, we seek to promote individual subjective growth in adolescents and to build relationships and support networks. Therefore, the idea is to break with traditional learning dynamics and to enable the participation as articulating axis for transformation. In this manner, the intention **is to face and fight** exclusion, which, together with structural poverty, is behind the trafficking in persons.

This text is a guide for the preventive work related to trafficking in persons, which is defined here as “the act of recruiting, harboring, transporting, providing or obtaining an individual for forced labor or commercial sex acts by using force, fraud or coercion”. Under the United Nations **Protocol to Prevent, Suppress and Punish Trafficking in Persons** (Palermo Protocol), people can be trafficked regardless of whether they ever gave their consent, participated in a crime as a direct result of trafficking, were transported to the exploitative situation, or were simply born into a state of servitude.

Part one:

Description of the guide, scope for its use and recommendations when working with adolescents to develop protecting factors to prevent trafficking in persons.



1. What do we look for?



Offer psychological and social dynamics to strengthen the personal and social formation of adolescents and thus to contribute to develop emotional skills that will help the vulnerability in the face of trafficking in persons.

1.1 How?

- Foster spaces for expression within the education context that will enable students to explore new languages and take initiative.
- Explore and discover with students new ways and resources to talk about acts that violate their rights.
- Impact students to face in a creative manner the possible challenges they may find in their development.
- Contribute to reparation processes in adolescents that live in vulnerability and risk situations by creating a suitable collective bond.

This proposal aims at learning to have a different meaning to simply practical and utilitarian. It aims to revalue and rediscover creativity as a space that broadens our vision of our surroundings and helps us to better face real problems.

2. What would you find in this guide?



- **Methodological principles and characteristics** which teachers may use to promote the expression, dialogue, critical reflect, cooperative work and bond.
- **Techniques to manage groups** focus on promoting social, emotional and collective skills regarding sense of belonging, analysis and critical reflection of risk situations related to the trafficking in persons problem.
- **Model classes for teachers** to develop in their lessons specific topics related to prevent trafficking in persons.

- **Scripts for school or community radio programs** addressing topics to prevent trafficking in persons
- **Stories, songs and radio spots** which may be used as supportive materials in different sessions.

Finally, these contributions may be included in any work space where reflection, development of interpersonal relations and the initiative proposal and development are needed; since, these tools are useful to create a culture where opinions from every participant are welcome and the promotion of a sense of community is a common goal.

3. How to use the tools you will find here?

We offer standard sessions and scripts that may be apply in a classroom. Both modalities address different topics aimed at the prevention and the development of protecting factors related to the trafficking in persons problem. However, we also suggest a range of dynamics, games and experiences that may be adapted to any scheme considered to develop a class.



4. Why to address the prevention of trafficking in persons from art, expression and participation?



Preventive work, mainly related to trafficking in persons, focuses in the transmission of information about regulations, causes and factors of trafficking in persons, without considering that, often, this exploitation relationship is the result of “working” relations established with the consent and willingness from both parties. In this sense, the question should be: why adolescents willingly accept dangerous situations? The project has showed that even though labor exploitation is the result of uneven relationships established in unfair societies like ours, it is also the result of a society that has normalized the exploitation of children and adolescents and, besides, highlights “sacrifice” as a necessary mechanism to grow up, to achieve recognition from their peers, as well as to gain better work and education opportunities.

In addition, testimonials collected from students during the project workshops state that adolescents who go back to their community without meeting their work expectations, suffer from social rejection, which impacts that parents who “failed to raise their children or overprotected them”. Something similar happens with sex trafficking victims who do not entertain the possibility of returning to their place of origin because of the stigmatization and social sanction from the community. In other words, it is their community that pushes the survivor out, preventing them, in this manner, from feeling part of a community that embraces them.

This guide responds to this context. We consider that if an individual feels that he is not important for his closest surrounding and that his opinion is not heard or his feelings disregarded, plus poor living conditions, we will have the perfect scenario for trafficking in persons. Therefore, we offer expressive and participative techniques as an space of containment that provides a sense of belonging, fosters solidarity and allows students to use symbolic representations to share their experiences and their expectations for the future.

We are certain that by participating through art strategies, adolescents will be able to: i) acknowledge that they are not the only ones experiencing difficult

situations, ii) express their inner world without fearing to be judged or failed, iii) create communication/affective bonds among them and iv) feel that they rely on a personal supporting network.

4.1. From expression to participation

We live in a society with little spaces to express our emotions. When you are a child and an adult corrects you, it feels as if you know nothing or not even feel anything. Underestimation generates feelings of inferiority in children and adolescents, and if they do not have the skills to manage this rejection, they rebel everything that is offered to them and distance themselves from adults.

But if, on the contrary, adults establish active listening they will enable relationships and feelings of belonging; a key feature to develop prosocial attitudes such as empathy, cooperation, interest for the other's well-being, etc. From this dialogue, the act of listening and to be heard, affinities may rise, together with common interests and, very likely, common goals to build a community with which identify themselves and where to deposit their efforts.

5. The adolescent as a subject of rights: What do we see in an adolescent?



Adolescents have cognitive skills such as critical thinking, abstraction and reasoning, but they lack two things: i) attitudes and skills that, from experience, will allow them to face demanding situations from daily life; ii) physiological development enabling emotional, moral regulation and the risk measurement in potentially dangerous situations. Therefore, they need support more related to listening and acceptance than to vertical power imposition. The work developed in art workshops with high school students from Cusco rural areas, has allowed us to verify that providing the adolescent with an space to fully exercise their rights and duties, enable the exchange of experiences and make the participants feel their opinions are valuable and that they are accepted.

We have seen that many adults, with the idea of being superior to the adolescents, get caught up in power struggles, hide their role of authority behind the tone of voice, ridicule actions, make bad jokes, etc. This guide offers artistic expressions as efficient tools that provide the opportunity to validate what we experience through listening and dialogue. The main goal is to stop seeing the adolescent **only** as a “possible victim” and to better promote him as an agent for change, as a social actor who generates actions to prevent trafficking in persons within his community.

6. Sense of belonging and prevention of trafficking in persons 13

We “get ill” in group but it is indeed in a group that “we heal”. Mainly, life becomes meaningful when the human being perceives that he is part of something, when he has support networks, protective relationships and common projects. If the



group offers positive and useful information on what is done and is a space where acceptance and affection are perceived, then it is easier to gladly join and participate of what is proposed, with support, empathy and contributing to reach the collective well-being.

On the contrary, when an individual does not feel part of his family, school or community, his immediate desire is to walk away. If the teacher, mother or father only sees mistakes, criticizes attitudes and behaviors of the adolescent, judges or never considers their opinion, then they tend to push adolescents away.

The sense of belonging protects adolescents from the specific risk of trafficking in persons, but also from any other risk endangering their integrity. One does not leave the place where is happy or from places where one is accepted and acknowledged. If they are away, our capacity to influence or protect them is far smaller than when they are closer.

7. Methodological characteristics that you will find in this guide, used to design activities with pubescents and adolescents.



Methodological characteristics are related to principles found behind each tool we propose. As mentioned before, spaces we will facilitate are related to promoting groups where we want to develop deep, close and caring relationships that may set as protecting factors related to trafficking in persons. A cross-cutting characteristic to these principles is to facilitate spaces for active listening and conversation that are the first step and the natural surrounding to welcome and impact this population.

There are different nuances that prevent the student from opening his inner world to his teachers with whom he bonds, and generally speaking he has learnt to say what the teacher would like to hear to avoid uncomfortable situations in which he feels judged, not accepted or as nothing important.

Regarding this, the following methodological characteristics may turn any activity into an opportunity to truly express what the student is experiencing, as well as in an opportunity to actively listen. Thus, it is paramount to be aware of this.

Reflexive This methodological characteristic relates to a space **to reflect on what he is thinking, to consider on what is being said and to listen to what others are saying and thinking.** This characteristic helps to observe our ideas from new perspectives, facilitates self-criticism, allows the strengthening of our proposals and values and offers new possibilities of action.

Experience-based Learning is more meaningful when is connected to our own experiences, to the things we know. “Experience-based” means to experience by themselves the topics we propose. It is different to talk about what happens with X in aY context, in a context that is foreign to me, than to reflect about the same situation but seen from what we know on a daily basis.

Expressive. It is a principle that represents, as no other, the fundamental need of this population group, to talk about what they experience, think and feel. This principle does not mean that each of the contributions will be celebrated and welcomed, but that will be seen within the respectful and affective relationships framework. “Expressive” is the methodological characteristic that ensures the well-being of the attendants since it facilitates a space where they are heard and not judged.

Cooperative It is a principle related to the community work and construction, with scenarios where is essential to listen to be listened, support proposals, defend ideas and accept those from others. Cooperative is a principle where the result cannot be conceived without everybody’s involvement.

Participatory. It is understood from two perspectives: i) individual: it is necessary that the contribution of the participant must be done at the same time as of others, this will allow the group to reach an objective in common; ii) Cooperative: the group looks to impact on the surroundings and for this, a speech and some actions will be consolidated to change an adverse situation.

Each of these principles drives empowerment, authenticity, critical reflection, cooperative construction and, mainly, invite to action. These tools are not thought for teachers that would like to work with a passive group that cannot express their own opinion. They are not useful to force obedience but to foster cooperation and exercise authority in a respectful manner and from a democratic culture.

8. Some principles about the group and how to drive relations within it.

It is possible that teachers, in spite of their teaching experience, have not directly worked to prevent trafficking in persons; therefore, we offer, as follows, principles from our experience as facilitators of workshops to prevent trafficking in persons and that are used to drive groups of adolescents.

8.1. Creation of the group around the diversity of skills

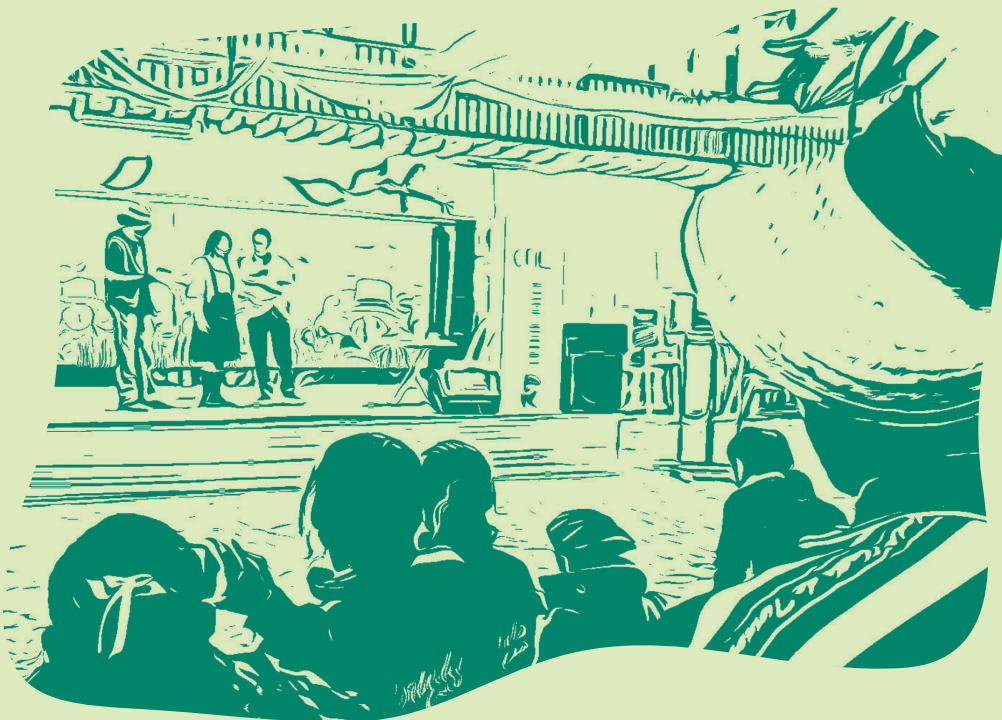
When there are different skills and each person should reach a solution, interaction among members allows the new members to contribute to solve the problem. However, this will only be possible if roles and the degree of responsibility are uniformly distributed among members and if the problem has a solution that can be verified by all.



The more interaction, more available information about their personality (preferences, judgments, needs, etc.) and feelings of each member will be clearer and there will be a better agreement regarding the role of each of them. Interaction may correct errors of judgment regarding the personality of other members of the group because there is a greater opportunity of knowing each other without concluding characteristics that do not exist. Therefore, and as restorative approaches that lead our work propose, the greater the interaction is, more positive is the feeling to other members of the group and, in particular, towards those who interact frequently. On the contrary, if there is no interaction among members or when a member attempts to take control, the allocated activity usually produces displeasure.

Part two:

Lessons to stimulate, in adolescents, the development of social and emotional skills and reflexive opportunities to better face risks related to trafficking in persons.



The sessions we propose here are based on our experience in working with adolescents using artistic and expressive resources. You can use these sessions in two different ways: i) sequentially, once a week, as proposed in this guide, or ii) alternatively, you can select some, depending on the group's needs of reflection or exploration.

There are two characteristics you will find along these sessions: The first is the personal exploration that deals with the construction of a culture in which we listen to personal needs. These needs arise from the sensations and emotions we experience with the aim of attending to them in a timely manner and restoring balance in the face of the dangers we will face in life. The second characteristic of these sessions is active listening. Often, the ongoing stimulation of conversation during these sessions cannot be responded to without affecting the participants' personal and emotional nervousness, so we recommend active listening to promote respectful environments.

The development of each of these sessions requires the accompaniment of one or more teachers or facilitators to be aware of the aspects that we have detailed in the first part of this guide. However, we would like to highlight some general recommendations for the development of these sessions:

Recommendations for session development:

1. Share your emotions with participants. This will get everyone used to the practice of talking about how we feel. Remember that expressing what we feel is one of the most effective ways to restore the balance we need to face life and prevent risks such as trafficking in persons.
2. Express yourself showing respect. People are more likely to accept an opinion, even if they do not like or agree with it, when they are treated with respect.
3. Support those who share confusing ideas, explaining the group the more positive side of their interventions.
4. Do not judge or criticize contributions. Listening is important. Be open to the participation and experiences of others.
5. Ask open and neutral questions; this will stimulate the production of original ideas that account for reality as perceived by participants.
6. Invite participants to think of small, achievable commitments that can help them reach larger goals, whenever possible.

7. You can encourage participation by example, but be careful that the conversations are led by students. Do not focus the activity on your personal experience.

Specific recommendations for remote work:

It is important to share some rules for the development of remote synchronous work:

1. Microphones should remain off, and open only for participation.
2. Listen and express opinions with respect, even if you do not agree with some opinions, but in these spaces there is room for all opinions and, above all, for respect.
3. If possible, during our interventions, keep the web camera on.
4. Try to give those who have not done so the opportunity to participate by kindly inviting them, but not forcing them to do it.



1. Ice-breaking - Nothing is faster than the speed of trust



If we can guarantee an atmosphere of trust, anything may be shared. This is especially necessary for the prevention of trafficking in persons, as it allows us to clearly observe the risks and opens up possibilities for timely attention. In this context of full trust, every effect and every change we hope for can happen much faster.



1.1. Name of the lesson: Necessary agreements for coexistence

Agreements are necessary to regulate coexistence. A space where there are agreements facilitates interaction because it offers clarity regarding what is allowed and what is potentially harmful, and gives participants the ability to predict, which facilitates the exchange and the development of trust. Being able to contribute to the construction of these rules improves the feeling of belonging,

as we can also influence the decisions made by the group. A fair environment, where you feel you belong and where your voice is heard, fosters a protective culture that can contribute to the prevention of trafficking in persons.

Expected learning outcomes: Participants reach a set of agreements to ensure the group's peaceful coexistence.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Present the session objectives to participants; We are going to endeavor on a self-knowledge journey to prevent trafficking in persons. This journey requires trust and much respect. Therefore, we need to make some agreements about our coexistence.</p>	---	15 min.
Development	<p>The protective circle Ask participants to form a circle and a volunteer to stand in the middle. Cover that volunteer's eyes and ask him to walk in any direction until he feels someone touches his forehead. When that happens, he must stop and change direction. The volunteer may walk faster as he feels more confident to do it. Ask participants about the attitude and concrete actions they should take so that the volunteer does not hurt or hit himself with the chairs, tables or walls in the environment and then propose them as guidelines to start the activity. After a first attempt, invite other volunteers with three opportunities, following the same instructions. Then ask some questions: <ul style="list-style-type: none"> • How did you feel during the game? • What made you feel that way? Reflect on the importance of agreements and their compliance to guarantee the enjoyment of the activities, the productive use of time, and the unity of the group.</p>	Bandage or cloth to cover the eyes.	50 min.

Activity	Description	Materials	Time
Closure	<p>Ask participants to reflect on the following question:</p> <p><i>What agreements can we make so this process is fun, productive, and ensures the unity of the group?</i></p> <p>Write the ideas on a flip chart until you get five that relate to respect for opinions and people, free expression, and participation. Make a final consultation to verify that everybody agrees, encouraging those who do not to express themselves and argue their idea until a consensus is reached.</p> <p>Stick the chart with the agreements in a visible place and say goodbye to the group thanking them for their work.</p>	Flip chart and thick color markers.	20 min.

Remote synchronous work alternative:

The adaptations of this activity rely on a collective game that needs the participation of all the members of the group. When we do not have one such game, we can ask the following questions sequentially, encouraging most of the participants to participate in one of them:

- What makes you feel at ease in a group?
- What makes you feel uncomfortable when in a group?
- How do you like being treated in a group?
- What rules can we propose to get along in the group?
- Share your computer screen while recording the contributions, so students can see the footage of their contributions.
- What objections, questions or concerns do we have about these suggested rules?

After asking the questions, wait patiently for participants to intervene. Facilitators can encourage interventions by sharing their own answers to the question. Expect between 4 and 7 answers per question; however, if any of them generates

massive student interest and participation, allow the interventions without stopping them. Use the same reflections of the face-to-face guide to work with the group remotely.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Coexists and democratically participates in the search for the common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Builds norms and assumes agreements and laws. 3. Manages conflicts constructively. 4. Discusses public affairs.
Communicates orally in his mother tongue.	<ol style="list-style-type: none"> 1. Infers and interprets information from the oral communication. 2. Adjusts, organizes, and develops ideas coherently and cohesively.
Uses different text types written in Spanish as a second language.	<ol style="list-style-type: none"> 3. Uses non-verbal and para-verbal resources strategically. 4. Interacts strategically with different people. 5. Reflects and evaluates the form, content, and context of the oral and written text.

1.2. Name of the lesson: We write our story here and now

Showing what I am in an environment that does not judge me makes me feel comfortable, content with myself and my story. This has an impact on my personal safety and improves my chances of protesting or walking away when a situation is unfair or detrimental to my well-being, as are risk situations linked to trafficking in persons.

Expected learning outcomes: Participants generate a climate of trust based on the free expression of their personal stories and the active listening of their peer testimonies.

Teaching sequence:

Activity	Description	Materials	Time
Start:	<p>Present the sessions to participants: <i>“This is the beginning of a long personal exploration to generate development and prevent risks linked to trafficking in persons. We invite you to express yourself freely because this environment has been designed for you to outer your thoughts and feelings freely and without being judged. We ask you to respect the agreements we have made for the development of our sessions. To start that journey we need to build trust and this session will help us do that.”</i></p> <p>Walk</p> <p>Ask those who participate to walk freely in the classroom space (previously arrange the desks to provide a space in which participants can move around). While doing so, ask them to be aware of their posture, the position of their back, arms, hands, body temperature, speed of steps.</p> <p>Encourage them to do whatever they need to do to be more comfortable while walking (stretching, yawning, etc.)</p> <p>Then ask them to observe their peers around them and greet them every time they run into each other, first with a bow, then with a wink, then with a handshake.</p> <p>Finally, ask them to find a place in the class space where they feel more comfortable.</p>	---	30 min.
Development:	<p>Hand out a sheet of paper and ask participants to answer the following questions:</p> <ol style="list-style-type: none"> 1. Why was I given my name? (If you do not know the answer is OK. You may answer if you would like to know your name's story) 2. What does my name mean now? (They can mention that their name, with its story, has changed in meaning and now it has one they have assigned it). 3. What color do I identify myself with and why? <p>Then ask them to share what they have written for 3 minutes with a classmate. If time allows, they can ask questions about what they have shared. Repeat the process 3 times to exchange with three different classmates.</p>	Sheets of paper, pencils or color markers.	30 min.

Activity	Description	Materials	Time
Closure:	<p>Reflect on the experience with the following questions:</p> <ul style="list-style-type: none"> • How did I feel during the exercise? • <i>What made you feel that way?</i> (Comment on how nice it is to share things about yourself, especially if the space is safe; it will help them express themselves and feel good). • What do I notice? • What do I commit to? <p>End participations with the following comment:</p> <ol style="list-style-type: none"> 1. <i>Active listening facilitates group building because we feel comfortable, especially when relationships are respectful.</i> 2. When trust grows, anything is possible and it is better to have peers closer than farther. When we are close, we can protect each other from risks such as trafficking in persons. 3. Trust is fragile and you must be aware of it to care for it. We invite you to stay close and take care of the trust we are creating. <p>To end, ask participants to summarize in one word their feelings at the end of the session.</p>	---	30 min.

Remote synchronous work alternative:

To consider the adaptations of this activity, start with a breathing exercise that will allow focusing.

- Ask participants to breathe with their eyes closed and imagine the path air takes as it enters their bodies. Its passage through their nose, its way through their chest, into their lungs and from there, to their blood, to every corner of their body. Then ask the questions from the previous activity; the following can be added: What color do I identify myself with and why?

After asking each question, wait patiently for participants to intervene. Facilitators can encourage interventions by sharing their own answers to the question. Expect between 4 and 7 answers per question; however, if any of them generates massive student interest and participation, allow the interventions without stopping them. Then continue with the session closing questions:

- How did I feel during the exercise?
- What made me feel that way?

Enrich the reflection by commenting on how nice it is to share things about ourselves even when there is an initial fear; if the space is safe, how much it helps us to express what we are; how that strengthens the group that can take care of us when there are risks like trafficking in persons.

- What do I notice?
- What do I commit to?

Use the same reflections of the face-to-face guide to work with the group remotely.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity	<ol style="list-style-type: none"> 1. Values himself. 2. Self-regulates his emotions. 3. Reflects and argues ethically.
Coexists and democratically participates in the search for the common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Participates in actions that promote common good.
Builds historic interpretations.	<ol style="list-style-type: none"> 1. Understands historical time. 2. Prepares explanations on historical processes.
Communicates orally in his mother tongue or Spanish as a second language.	<ol style="list-style-type: none"> 1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively.
Uses different text types written in Spanish as a second language.	<ol style="list-style-type: none"> 4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

2. Personal Exploration - Self-concept, Self-Esteem, and Identity



Reinforcing self-esteem is strengthening the immune system that protects our mental health and favorably stimulating the possibility of integrating ourselves into a group to feel that we belong. A positive self-esteem, a group that includes us and to which we feel we belong protects us from trafficking in persons.



2.1. Name of the lesson: My life tree

Self-concept is a fundamental pillar of self-esteem. Being aware of our positive aspects, linking them to our personal story and sharing it has a positive effect on us. On the other hand, this sharing of information that is loaded with feelings allows for the development of relationships within the group. Both are aspects that relate positively to the prevention of trafficking in persons.

Expected learning outcomes: Participants recognize their positive personal characteristics and link them to their personal story.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Start the session with a focusing exercise, ask participants to walk around the workspace until they find a place where they feel comfortable and then have them stay there. Ask them to sit or lie down in that place, close their eyes, concentrate on their breathing, imagine that they are as small as a dust particle and that they travel with the air coming in through their nose. What does their nose look like on the inside? Can you see the hairs, the mazes, the folds? How is the passage through the throat and the descent through the trachea, through the chest? What do the lungs look like on the inside?</p> <p>Then we start the way back. After exhaling, we open our eyes slowly until we return to this place. At the end of this exercise, ask the following questions to be shared in the group:</p> <ul style="list-style-type: none"> • How was the journey? • What impressed you or caught your attention? <p>We complement the reflection with the following information:</p> <p><i>I have imagined how I am inside and now we are going to go deeper.</i></p> <p>We ask the following question:</p> <ul style="list-style-type: none"> • Why does a tourist travel? <p>We listen to the answers, which may be: for leisure, business, getting to know other places; collect their answers and sort them accordingly. Then we add a complementary question:</p> <p><i>Why don't people travel when they can do it?</i></p> <p>Direct responses towards fear as the emotion that prevents exploration and growth, the reaction to injustice and protest; that makes us more vulnerable to risks such as trafficking in persons, for example.</p> <p>Remind participants that ours is an inward journey and as in the previous cases, fear can prevent you from making that journey and growing. Encourage participants with the following statement: <i>"If you are afraid, do it with fear, but don't stop doing it."</i></p>		25 min.

Activity	Description	Materials	Time
Development	<p>Ask participants to draw a tree and then follow the instructions below:</p> <ul style="list-style-type: none"> • At the roots place your ancestors as far back as you remember (parents, grandparents, great-grandparents, etc.). Then, with another color marker, place your values at the roots as well. • On the trunk, your reason for living (a person, a project, a dream) and your name or the way you like to be called. • On the branches place your talents and skills. • On the fruits, the achievements that you have made, however small they may be. <p>Ask them to share their drawings and the information they have put with three classmates, preferably those they do not know that well in class.</p> <p>Ask them to gather in a circle to share their experience based on the following questions:</p> <ul style="list-style-type: none"> • How did you feel? • What have you realized? <p>Encourage those participants who are less engaged without forcing them, for example: <i>“ I want to encourage my classmates who are less engaged to participate.” “I can mention some names inviting them to participate.”</i></p> <p>Include the following ideas in the reflexion:</p> <ul style="list-style-type: none"> • What I know about myself or what I believe about myself determines how I feel about myself. • My values and putting them into practice increases the positive opinion I have about myself and how I feel about myself. • Taking responsibility for what is rightfully mine also improves my self-image and therefore my self-esteem. • Good decisions (acting on our conscience) <i>improve my self-image and therefore my self-esteem.</i> • If I love myself and am proud of who I am, I will not let anybody hurt me and I will protest when they try to take advantage of me. 	A3 bond paper Color markers	50 min

Activity	Description	Materials	Time
Closure	<p>Close the space by asking participants to answer the following question: <i>Based on what you realize and what you have learned, what do you commit to?</i></p> <p>Participants write down their commitments in a notebook, so they can review them from time to time.</p> <p>Activity: <i>Share at home, with a trusted person, what you have realized during the session.</i></p> <p>Ask the participants to close the space by answering the following question in one word: <i>How do you feel closing the session?</i> We thank them and say goodbye.</p>		15 min

Remote synchronous work alternative:

This activity can be carried out almost entirely remotely; only some adaptations are necessary. The focusing exercise does not involve the walk and focuses on breathing. The reflection questions are asked in the same way and in the same order.

The tree image can be shared through the camera simultaneously (all participants), the sharing is done question by question, allowing as many participants as possible to share. We invite the least participative students in the class to share.

Reflection questions are asked in the same order as in the guide for the face-to-face session.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity	<ol style="list-style-type: none"> 1. Values himself. 2. Self-regulates his emotions. 3. Reflects and argues ethically.
Coexists and democratically participates in the search for the common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Manages conflicts constructively. 3. Participates in actions that promote common good.

COMPETENCIES	SKILLS
Communicates orally in his mother tongue or Spanish as a second language.	1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively.
Uses different text types written in Spanish as a second language.	4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

2.2. Name of the lesson: Understanding and expressing my negative emotions

Emotional release is important to restore the balance we need to face the challenges of everyday life. It makes it easier for us to enjoy good things and to avoid internal conflicts that increase the possibility of making mistakes when making our decisions and the risks associated with trafficking in persons.

Expected learning outcomes: Participants recognize and enjoy the positive effects of freely expressing negative feelings.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>State the session objective: Explore negative emotions to learn how to manage them and avoid getting hurt.</p> <ul style="list-style-type: none"> Ask participants to take a deep breath and close their eyes to move into a dark space where they can see their life as in a movie. They can fast forward or rewind the film as much as they want. Ask them to remember the first time they got on a bike, the time they learned to write, the most beautiful place they know. <p>Close the activity asking the following question: <i>What did you feel during the movie of your life?</i> It is important to highlight the emotions that arouse during the game.</p>	---	15 min.

Activity	Description	Materials	Time
Development	<p>Ask the following questions to the group to begin exploring the negative emotions:</p> <ul style="list-style-type: none"> • What is pain? • Why is it important to know what causes the pain? • Why is it important to recognize that something hurts? <p>End the reflection with the following ideas:</p> <ul style="list-style-type: none"> • Knowing that something hurts us allows us to tend to it. We can release the pain, try to solve it or get away from what hurts; that brings back balance to keep living safely, far from the risks associated with trafficking in persons. • We can change activities and do things that help us deal with the pain. I can admit that something hurts me to seek help, to lean on other people, friends or family. • Sometimes we teach, especially to men, that nothing should hurt them and that they should not cry. However, crying is the best way to deal with pain. <p>Continue the exploration, asking participants to use their notebooks to explore their own experiences with pain being guided by and answering the following questions:</p> <ul style="list-style-type: none"> • What is so hard that hurts? (physically or mentally) • What hurts the most? • What do I do when something hurts me? • When something hurts deep inside, where in my body do I feel it? <p>Open a space for participants who wish to share their answers.</p> <p>Then propose participants to build a stanza of four verses (that rhyme if possible), with the answers that have been collected. Productions may go in any direction. For example:</p> <p><i>“A mí me duelen en el fútbol las patadas, en especial porque la vida no es un cuento de hadas: Me duele que me exploten, me duele que me mientan. Me duele que me roben y no me tomen en cuenta.”</i></p> <p>Finally, try to read the stanza using a rap rhythm.</p>	A4 bond paper, pencils and erasers	50 min.

Activity	Description	Materials	Time
Closure	<p>To end, invite participants to answer the following questions:</p> <ul style="list-style-type: none"> • How did you feel during this experience? • What made you feel that way? • What have you realized? • What do you commit to? <p>Thank them for their answers and complement the reflection commenting on the following ideas: <i>The expression of negative emotions gives us back the balance we need to enjoy life's experiences. If something makes me angry and I don't express it, I may feel angry when I should feel joy. Expressing emotions is good for me and I should always be able to do so. When I am in balance, I can also recognize danger, what can hurt me, and I protect myself from all that.</i></p> <p>Close the space asking for those who wish to complete the following sentence: <i>"I can't leave this meeting without saying that..."</i></p>		30 min.

Remote synchronous work alternative:

State the session objective: Explore negative emotions to learn how to manage them and avoid getting hurt. Ask participants to take a deep breath and close their eyes to move into a dark space where they can see their life as in a movie. They can fast forward or rewind the film as much as they want. Ask them to remember the first time they got on a bike, the time they learned to write, the most beautiful place they know. Then ask: What is pain?, and complement with the following ideas:

- Knowing that something hurts us allows us to tend to it. We can release the pain, try to solve it or get away from what hurts; that brings back balance to keep living safely, far from the risks associated with trafficking in persons.
- We can change activities and do things that help us deal with the pain. I can admit that something hurts me to seek help, to lean on other people, friends or family.
- Sometimes we teach, especially to men, that nothing should hurt them and that they should not cry. Crying is the best way to deal with pain.
- Then continue guiding participants' imagination asking the following questions:

- *What is so hard that hurts? (physically or mentally)*
- *What hurts the most?*
- *What do I do when something hurts me?*
- *When something hurts deep inside, where in my body do I feel it?*

Open a space for participants who wish to share their answers. Then propose participants to build a stanza of four verses (that rhyme if possible), with the answers that have been collected. Productions may go in any direction. For example:

*A mí me duelen en el fútbol las patadas,
 en especial porque la vida no es un cuento de hadas.
 Me duele que me exploten, me duele que me mientan.
 Me duele que me roben y no me tomen en cuenta.*

Finally, try to read the stanza using a rap rhythm. End the session as proposed in the guide using the recommendations for remote work set out in the introduction to the second part of this guide.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity	<ol style="list-style-type: none"> 1. Values himself. 2. Self-regulates his emotions. 3. Reflects and argues ethically.
Coexists and democratically participates in the search for the common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Manages conflicts constructively. 3. Participates in actions that promote common good.
Builds historic interpretations.	<ol style="list-style-type: none"> 1. Interprets different sources critically. 2. Understands historical time. 3. Prepares explanations on historical processes.
Communicates orally in his mother tongue and in Spanish as a second language.	<ol style="list-style-type: none"> 1. Adjusts, organizes, and develops ideas coherently and cohesively. 2. Uses non-verbal and para-verbal resources strategically.
Uses different text types in Spanish as a second language.	<ol style="list-style-type: none"> 3. Interacts strategically with different people. 4. Reflects and evaluates the form, content, and context of the oral text.

2.3. Name of the lesson: Speech

Being heard is as important a need as sleeping or eating. This session is designed for participants to show themselves as they are and to show their understanding of rights and duties in relation to the community in which they live. Being aware of who I am, what I can contribute and what I deserve helps me build a standard for my future relationships and circumstances. That standard can make me accept or reject risky situations linked to trafficking in persons.

Expected learning outcomes: Participants experience positive feelings when they are listened to with attention and respect as they present their ideas on aspects of self-concept and identity linked to duties and rights.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Ask classmates to breathe deeply and to imagine with each breath that they are the fresh air that fills their body and to imagine themselves reaching the last corner of their body. With each exhalation, they expel the ideas that do not let them be present here and now: <i>the homework of the following subject, the family problem, the economic difficulties.</i></p> <p>Welcome participants and share the session objective.</p> <p>Use the next statement to start the session:</p> <p><i>"Everyone should receive a standing ovation from the public at least once in their lives, because we all beat the world."</i></p> <p>Ask for some opinions on the ideas or feelings we had based on the statement.</p> <ul style="list-style-type: none">• What did I feel when I heard that statement?• What made me feel that way?		15 min.

Activity	Description	Materials	Time
Development	<p>The facilitator announces that now it is the group's turn to receive a standing ovation, but for that they must write their speech. The first step will be to listen to the radio product:</p> <p>PROGRAM 1: "I AM A PERSON WITH IDENTITY, RIGHTS, AND DUTIES."</p> <p>Then they write on a piece of paper a text that begins with the sentence: "My name is... and I am..." They must complete the writing with the characteristics, values, and talents that they recognize in them and without worrying about the length. They complete the writing by saying what they think they deserve from the people or circumstances around them.</p> <p>Later, they conclude by writing down their duties, that is, those things that, however difficult they may seem, are things that they know they must do; for instance, do their homework, get up early to help their mother or father, or give their family a part of the profit from their work, and they feel that they are not obliged to do them, but that they do them because they feel it is right.</p> <p>Then, in turns, one after the other, participants read their writing in a given space in the class. Participants must begin the speech and, at the end, they will receive a standing ovation from the other students in the group.</p>	A4 bond paper, pencils and erasers	50 min.
Closing	<p>At the end, pose participants' reflection, using the following questions:</p> <ul style="list-style-type: none"> • How did you feel? • What made you feel that way? • How might this emotion help you in life? <p>Thank them for their answers and complement the reflection commenting on the following ideas:</p> <p><i>"You are impressive and you have a lot to give. And here, in this place, we are so happy that you are part of this.</i></p> <p><i>Thank you for the wonderful talents and values you bring to us."</i></p> <p><i>What do you commit to?</i></p> <p>Ask participants to write down on a piece of paper the answer to this question and invite those who wish to share to do so.</p> <p>Close the space asking for those who wish to complete the following sentence:</p> <p><i>"I can't leave this meeting without saying that..."</i></p>		30 min.

Remote synchronous work alternative:

This activity can be carried out almost entirely remotely; only the following adaptations are necessary. The questions are asked one at a time; prioritize the following questions:

After proposing the statement: *"Everyone should receive a standing ovation from the public at least once in their lives, because we all beat the world."* Share the following questions:

- What did I feel when I heard that statement?
- What made me feel that way?

Listen to the radio product: PROGRAM 1: "I AM A PERSON WITH IDENTITY, RIGHTS, AND DUTIES" and from there, ask that peers share, inviting those who participate less to do so, by completing the following statements:

- *I am...* inviting them to complete the sentence with the characteristics, values, and talents that they recognize in themselves without worrying about the extension.
- *And I deserve that others...* They complete the sentence saying what they think they deserve from the people or circumstances around them.
- *I must...* They complete the statement by mentioning all the things, no matter how difficult or boring they may seem, that the students know they must do and feel interested in, not forced to do them, but attracted by them.

Ask participants to open their microphones and invite them to applaud us for the great work and effort we have put in. At the end, pose participants' reflection about the following questions:

- How did you feel?
- What made you feel that way?
- How might this emotion help you in life?

Thank them for their answers and complement the reflection commenting on the following ideas: *"You are impressive and you have a lot to give. And here, in this*

place, we are so happy that you are part of this. Thank you for the wonderful talents and values you bring to us.”

Close the space asking for those who wish to complete the following statement:

“I can’t leave this meeting without saying that...”

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity.	<ol style="list-style-type: none"> 1. Values himself. 2. Self-regulates his emotions. 3. Reflects and argues ethically.
Coexists and participates democratically in the search of common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Manages conflicts constructively. 3. Participates in actions that promote common good.
Communicates orally in his mother tongue and in Spanish as a second language.	<ol style="list-style-type: none"> 1. Infers and interprets information from the oral text. 2. Adjusts, organizes, and develops ideas coherently and cohesively.
Reads different text types written in Spanish as a second language. Uses different text types written in Spanish as a second language.	<ol style="list-style-type: none"> 3. Uses non-verbal and para-verbal resources strategically. 4. Interacts strategically with different people. 5. Reflects and evaluates the form, content, and context of the oral and written text.

3. Exploring risk situations

Machismo, normalization of trafficking in persons, the wish to improve that does not measure risks, and the decisions that increase risks.



3.1. Session name: Machismo as a risk factor

Gender-based discrimination is a risk condition highly linked to trafficking in persons. Women who have been limited in the exercise of their rights tend to have impoverished self-esteem and therefore do not develop strategies to address other risk situations linked to trafficking in persons. On the other hand, we are often accomplice in gender-based discrimination through the jokes we tell, the belittling of women's intellectual abilities and the way we look at their bodies. Therefore, we consider it fundamental to work on this issue with students, so they reflect on these naturalized practices that emphasize gender-based discrimination.

Remember that in the development of this session, especially with adolescents, it is important to be extremely respectful of the situations that arise during this exercise, both on the part of the protagonists and the public. It is also important to monitor what happens to the students who share their life experiences and to promote active listening, without judging or criticizing the opinions that are shared to allow for their free expression.

If a delicate situation arises, stop the sequence with kindness, thank them for their participation, acknowledge the effort and request support from the psychology department to address the particular issue in private.

Expected learning: Participants reflect on the situations of machismo that are configured as a potential risk factor for trafficking in persons.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>State the session objective and ask participants to move around the space until they find a space where they feel comfortable. Once there, ask them to get into a comfortable position, close their eyes momentarily, and bring back the important women in their lives. Then organize them into five groups to share around the following questions: <i>Which women have you thought about? What are these women's characteristics? How has life been for them? What do you consider unfair in their stories and why?</i></p> <p>Share the first opinions and thank the production of the groups, highlighting the situations of inequality and risks associated with these women's stories because of their status as women.</p>	---	20 min.

Activity	Description	Materials	Time
Development	<p>Ask the groups to reflect on situations of machismo and gender inequality in their daily lives (e.g., at school, at home, at work, in their neighborhood or community, on the bus, etc.) that do not allow a woman in their environment to fully develop.</p> <p>The groups prepare two sociodramas.</p> <ol style="list-style-type: none"> Sociodrama I: students select a situation/story that interests them. They note the obstacles, inequality, and machismo present in the story or draw on a flip chart. They create a sociodrama with this information. Sociodrama II: the group prepares the possible solution to the problem. <p>They present the plays in a plenary and then they are asked the following questions to facilitate reflection:</p> <ul style="list-style-type: none"> • What is the sociodrama that most impacted you? Why? • What lessons do these presentations leave us? • What can we do so these situations do not happen again? <p>Comment and emphasize the most positive aspects in the contributions and underline the following ideas:</p> <ul style="list-style-type: none"> • Machismo is the set of learned attitudes and practices, carried out for the maintenance of social orders in which women are disadvantaged or discriminated against. • In such a context, women can easily become victims of various risk situations linked to trafficking in persons. 	A4 bond paper, pencils and erasers.	50 min.
Closing	<p>To end, invite participants to answer the following question:</p> <p><i>In relation to the problem we have explored: What do you commit to?</i></p> <p>Allow and thank students' participations and give them the following assignment:</p> <p>Assignment: Interview an important woman for you and have her tell you about the unfavorable situations she experienced. Ask her for advice, so these things do not happen to you.</p> <p>Close the space asking for those who wish to complete the following statement:</p> <p><i>"I can't leave this meeting without saying that..."</i></p>		30 min.

Remote synchronous work alternative:

Share the objective at the beginning of the session and ask participants to sit comfortably for the exercise of bringing to their memory the important women in their lives. Ask the following questions to stimulate reflection and exchange: *Which women have you thought about? What are these women's characteristics? How has life been for them? What do you consider unfair in their stories and why?*

Highlight the situations of inequality and risks associated with these women's stories because of their status as women.

Then ask participants to reflect on situations of machismo and gender inequality in their daily lives (e.g., at school, at home, at work, in their neighborhood or community, on the bus, etc.) that do not allow a woman in their environment to fully develop.

Ask participants to draw these situations, highlighting the obstacles, inequality and machismo present, and then reflect on the issue using the following questions:

- *What is the drawing that most impacted you? Why?*
- *What lessons have I learned from these drawings?*
- *What can we do so these situations do not happen again?*

Comment on participations, emphasizing the most positive aspects in the contributions and underlining the following ideas:

“Machismo is the set of learned attitudes and practices, carried out for the maintenance of social orders in which women are disadvantaged or discriminated against.”

“In such a context, women can easily become victims of various risk situations linked to trafficking in persons.”

To end, invite participants to answer the following question:

In relation to the problem we have explored, what do you commit to?

Allow and thank students' participations and give them the following assignment:

Assignment: Interview an important woman for you and find out about the unfavorable situations she has experienced. Ask her for advice, so these things do not happen to you.

Close the space asking for those who wish to complete the following statement: “I can’t leave this meeting without saying that...”

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity.	<ol style="list-style-type: none"> 1. Self-regulates his emotions. 2. Reflects and argues ethically. 3. Lives his sexuality in an integral and responsible way according to his stage of development and maturity.
Coexists and participates democratically in the search of common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Builds norms and assumes agreements and laws. 3. Manages conflicts constructively. 4. Discusses public affairs. 5. Participates in actions that promote common good.
Builds historical interpretations.	<ol style="list-style-type: none"> 1. Interprets different sources critically. 2. Understands historical time. 3. Prepares explanations on historical processes.
Communicates orally in his mother tongue and in Spanish as a second language.	<ol style="list-style-type: none"> 1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively. 4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

3.2. Session name: Naturalize the forms of trafficking in persons.

One of the most difficult problems to address in relation to trafficking in persons is the normalization of some of its modalities, especially labor trafficking. Within the populations we have worked with, the sacrifice involved in going through these situations is well appreciated, achievable only by the most astute, strong, and courageous. This adds complexity to the approach to preventing trafficking in persons and points to the importance of joint reflection.

Expected learning: Participants reflect on the naturalization of trafficking in persons and some of its modalities, and propose alternatives to prevent it.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Welcome participants and share the session objective.</p> <p>Ask them to walk around the space and become aware of their body, exploring with their mind the position, tension, temperature, pain or other unpleasant sensation that they might feel without realizing it. Then ask them to stretch their body, change positions or do whatever they need to do to feel more comfortable.</p> <p><i>What have you realized during the exercise?</i></p> <p>Enrich the reflection with the following comment: <i>It is possible that we no longer perceive some things as a nuisance because we get used to them; we think they are like that, that they are normal.</i></p> <p><i>In our society something similar also happens, there are life experiences that we think are normal, but that can deeply violate our rights. Today we will reflect on some of these circumstances linked to trafficking in persons.</i></p>		20 min.
Development	<p>Organize participants into three groups, ask them to choose two representatives to take notes and share the conclusions, and invite each group to read and reflect on the cases presented in the radio product called: "PROGRAM 6: STOP NATURALIZED FORMS OF FORCED CHILD EMPLOYMENT."</p> <p>Ask the group to exchange ideas and reflections on the case with the following questions:</p> <ul style="list-style-type: none"> • What similar stories do you know of? • What is the positive aspect in the story you have read? • What is the negative aspect in the story you have read? • <i>What is the interesting aspect in the story you have read?</i> 		50 min.

Activity	Description	Materials	Time
	<p>Ask representatives to present the results of their work and begin a plenary session, taking the following definition of trafficking in persons as a reference: <i>“the act of recruiting, harboring, transporting, providing, or obtaining a person for forced labor or commercial sex acts through the use of force, fraud, or coercion. Under the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons (Palermo Protocol), people can be trafficked regardless of whether they ever gave their consent, participated in a crime as a direct result of trafficking, were transported to the exploitative situation, or were simply born into a state of servitude.”</i> This crime in Peru is punishable by a prison sentence of not less than eight and not more than fifteen years.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> • What do these stories have in common? Reinforce the idea that all cases shared are trafficking in persons cases. • Why are they so frequent in our society? • How can we change those stories? <p>Collect the answers in a flip chart and let the group know that these proposals can be implemented within the school and/or community. Teachers can promote these projects with the objective of influencing the community in which they live in articulation with the school management.</p> <p>Orient the reflection towards the normalization of these practices, of sacrifice as a virtue under which success is possible, and the attraction that easy money produces. And about the importance of having protective factors such as social circles that stimulate a sense of belonging, authority vigilance, a life plan and goal achievement through a planned effort.</p>		

Activity	Description	Materials	Time
Closing	<p>Thank students' participation and ask them to write a headline (like a newspaper headline) of what they think about trafficking in persons and how it has become naturalized in our society.</p> <p>Assignment: Ask students to share the cases we have reviewed and to ask their mothers, fathers or close relatives to answer the following questions:</p> <ul style="list-style-type: none"> • Do you know of similar cases? • What do you think about these experiences? <p>Close the space asking students to complete the statement: <i>I can't leave this meeting without saying that...</i></p>		20 min.

Case 1:

My name is Bertila, I am 17 years old. When I was 14 years old, my godmother took me to Cusco to work in her house and help in a store she owned. She told my mom that she would pay me for my work, and that she would make me study at night, but she didn't. Every day, I had to cook, take care of her children, wash clothes, run errands until late, so I never made it to class on time and if I did, I would fall asleep in the classroom. I had to stop studying. Months went by and she didn't pay me. She told me she would pay me when I went back to mom's house, so I wouldn't spend it. When I asked her if I could return home to mom, she always gave me excuses. She wouldn't let me out, have friends, until one day I put an end to that story. I ran away.

Case 2:

I'm Felipe, I'm 16 years old. When I was 10, my dad died and left me, my mom, and my four little siblings alone. My mom sold fruit on the highway and the money she earned was not enough. One day, my uncle Carlos, who lived in Cusco, told her I could go and live with him. He told her he would have me study and help at home. So I went to live with him. A few days after that, he told me I had to sell candy, so that we could collect money for my studies. Every day, I would go out very early and sell candy. My uncle said I had to bring him all the money. I did it for years and he never sent me to school. I had to give him the money every day and he spent it on drinks. One day, I came across an organization of street working children and learned that what my uncle was doing with me was labor exploitation. It was then that I escaped and reported him, and now I work on my own and I have started school.

Case 3:

I'm Rebeca, I'm 17 years old. At 14, I was offered a job in the city as a kitchen assistant on the recommendation of a friend. I accepted with great joy because I wanted to continue studying. I started working 10 hours a day, then 12 hours, then I hardly slept and the schedule no longer allowed me to study. I was paid less than half of what I was offered, the lady said that the business was going bad and that I should be patient, but time went by and they even stopped paying me; she said that I should be grateful that I had a roof and food. When I wanted to leave, she told me that if I left she would accuse me of having stolen money and out of fear I stayed there for almost two years, until one day I managed to escape.

Remote synchronous work alternative:

The breathing exercise does not involve movement, so ask students to examine their body paying attention to their muscles and body position: *Examine one by one the muscles of your body, you can start with the tip of your feet... How are your feet? Pay attention to your calves, are they tense or relaxed?* Continue until you reach the head, asking them to identify if they find discomfort and inviting them to accommodate their body or make movements that give them comfort.

We complement the exercise by sharing the following ideas:

It is possible that we no longer perceive some things as a nuisance because we get used to them; we think they are like that, that they are normal.

In our society something similar also happens, there are life experiences that we think are normal, but that can deeply violate our rights. Today we will reflect on some of these circumstances linked to trafficking in persons.

Invite participants to listen to the cases in the radio product: "SESSION 6: STOP NATURALIZED FORMS OF FORCED CHILD EMPLOYMENT" and ask the following questions:

- *What similar stories do you know of?*
- *What is the positive aspect in the story you have read?*
- *What is the negative aspect in the story you have read?*

Ask representatives to present the results of their work and begin a plenary session, taking the following definition of trafficking in persons as a reference: *“the act of recruiting, harboring, transporting, providing, or obtaining a person for forced labor or commercial sex acts through the use of force, fraud, or coercion. Under the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons (Palermo Protocol), people can be trafficked regardless of whether they ever gave their consent, participated in a crime as a direct result of trafficking, were transported to the exploitative situation, or were simply born into a state of servitude.”* This crime in Peru is punishable by a prison sentence of not less than eight and not more than fifteen years.

Continue orienting participation with the following questions:

- *What do these stories have in common?* Reinforce the idea that all cases shared are trafficking in persons cases.
- *Why are they so frequent in our society?*
- *How can we change those stories?* Collect opinions in a flip chart and let the group know that we will keep these ideas to develop them further.

Orient the reflection towards the normalization of these practices, of sacrifice as a virtue under which success is possible, and the attraction that easy money produces. And about the importance of having protective factors such as social circles that stimulate a sense of belonging, authority vigilance, a life plan and goal achievement through a planned effort.

Close the space with the following question: *What did you think about trafficking in persons before and what do you think now?* Listen to participants and reinforce those topics we consider important to clarify.

Assignment: Ask students to share the cases we have reviewed and to ask among their parents or close relatives to answer the following questions:

- *Do you know of similar cases?*
- *What do you think about these experiences?*

Close the space asking students to complete the following statement:
I can't leave this meeting without saying that...

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity.	1. Reflects and argues ethically.
Coexists and participates democratically in the search of common good.	1. Interacts with all people. 2. Manages conflicts constructively. 3. Discusses public affairs.
Builds historical interpretations.	1. Interprets different sources critically. 2. Understands historical time. 3. Prepares explanations on historical processes.
Communicates orally in his mother tongue and in Spanish as a second language.	1. Obtains information from the oral and written text. 2. Infers and interprets information from the oral and written text.
Communicates orally in Spanish as a second language. Reads different text types written in Spanish as a second language.	3. Adjusts, organizes, and develops ideas coherently and cohesively. 4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

3.3. Session name: Decisions, is it possible to mitigate risks when trying to make our own story?

Working is a necessity that cannot be postponed in the case of the child population to which this guide is addressed. However, the risk associated with trafficking in persons can be mitigated by providing spaces to share doubts, reflect, and think of alternatives to minimize it when seeking employment.

Expected learning: Participants reflect critically on the risks of trafficking in persons implicit in the search of well-being through work opportunities.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Teacher guidelines Consider it fundamental to reflect with adolescents on the risks that can lead to becoming a victim of trafficking in persons in its different modalities. Therefore, propose reflecting on it based on their daily lives, so they not only detect danger, but also address it, avoid it or report it.</p> <p>But be clear that, in no way, the person who is deceived can be regarded as responsible for it. The victim is not responsible for falling into trafficking in persons networks and at no time can our message be oriented that way. Our proposal has to do with providing scenarios for the analysis of risk factors, which are often in our closest environment and are part of daily practices.</p> <p>Ask students to close their eyes and focus on what their skin is feeling. Accompany the exercise by mentioning some parts of the body, so they can focus their attention on them: soles of the feet, calves, thighs, buttocks, abdomen, back, etc. Ask the question: <i>What did you notice during the exercise that you had not noticed before?</i></p> <p>Accompany the reflection emphasizing that paying attention ensures new and better information. Then state the session objective in the following terms. <i>Now, let's pay attention to a very common situation, linked to some cases of trafficking in persons in our community: "Traveling and working for a better future."</i></p>		15 min.
Development	<p>The facilitator presents the situation dramatized from the radio material: "PROGRAM 3: UNITED WE ARE STRONGER BEFORE TRAFFICKING IN PERSONS".</p> <p>After participants have heard the material, stick the concept of trafficking in persons and labor exploitation in a visible spot in the classroom:</p>	Flip charts, color markers, A4 paper, and pencils.	60 min.

Activity	Description	Materials	Time
	<p>Trafficking in persons is the act of recruiting, harboring, transporting, providing, or obtaining a person for forced labor or commercial sex acts through the use of force, fraud, or coercion. <i>Under the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons (Palermo Protocol), people can be trafficked regardless of whether they ever gave their consent, participated in a crime as a direct result of trafficking, were transported to the exploitative situation, or were simply born into a state of servitude.</i>" This crime in Peru is punishable by a prison sentence of not less than eight and not more than fifteen years.</p> <p>Divide the class in three groups. Ask each group to choose two representatives and to reflect for 10 minutes to respond to one of the following questions (one per group):</p> <ul style="list-style-type: none"> ● What did the protagonist's mother feel when her daughter disappeared? ● What did the protagonist feel when she discovered she had been deceived and was not able to escape? ● What did the aunt who did not arrive on time to the station to pick up her niece feel? <p>After 10 minutes, ask the groups to present the result of their reflection briefly, in 5 minutes max. Invite the groups to answer the following questions, as applicable:</p> <ul style="list-style-type: none"> ● What could the mom have done to minimize the risk? ● What could the protagonist have done to minimize the risk? ● What could the aunt have done to minimize the risk? <p>Provide a space for groups to exchange information and for each group to develop "recommendations to minimize the risk, in case they move to another place in search of work" and turn them into a radio script. At the end, we must have 3 radio spot proposals (one per group).</p> <p>We recommend that teachers develop this activity until they achieve the radio product. It is also possible that—in alliance with the local radio stations—the message can be spread, guaranteeing the protagonist role of the students in the life of the community.</p>		

Activity	Description	Materials	Time
Closing	<p>Ask the following question in a plenary: <i>What can we use this product we have achieved for?</i></p> <p>The intention is that those attitudes that they can assume to prevent risk are clear.</p> <p>Reinforce the reflection sharing the following ideas:</p> <ul style="list-style-type: none"> • "Article 22 of the Code for Children and Adolescents states that the State recognizes the right of adolescents to work, as long as there is no economic exploitation and their work activity does not involve risk or danger, nor affect their educational process." • Every decision implies a risk, if we are careful and can anticipate the situation as we do now, we can react in a more timely manner and prevent the risk. • We will never stop having opportunities, we just have to pay attention. However, those opportunities that are extremely good (too good to be true), may not be so reliable. <p>Give them the following assignment:</p> <p>Assignment: <i>Ask your mom or dad to tell you about their first experience working as a child. Write down the story and verify if it was a trafficking in persons, labor exploitation or forced labor situation.</i></p> <p>End the session asking students to answer the following question in one word: <i>How are you feeling right now when we are about to close the session?</i></p>		15 min.

Remote synchronous work alternative:

Replicate the initial focusing exercise with no variations. Explain the session objective and start to develop the topic by sharing the radio product called: "PROGRAM 3: UNITED WE ARE STRONGER BEFORE TRAFFICKING IN PERSONS." Share the definition of trafficking in persons and clarify that what we have heard is a case of trafficking in persons.

“Trafficking in persons is the act of recruiting, harboring, transporting, providing, or obtaining a person for forced labor or commercial sex acts through the use of force, fraud, or coercion. Under the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons (Palermo Protocol), people can be trafficked regardless of whether they ever gave their consent, participated in a crime as a direct result of trafficking, were transported to the exploitative situation, or were simply born into a state of servitude.” This crime in Peru is punishable by a prison sentence of not less than eight and not more than fifteen years.

Then ask the following questions and allow students to participate according to the aforementioned rules:

- What did the protagonist’s mother feel when her daughter disappeared?
- What did the protagonist feel when she discovered she had been deceived and was not able to escape?
- What could the mom have done to minimize the risk?
- What could the protagonist have done to minimize the risk?
- What recommendations could we make to minimize the risk of being trafficked if we travel to get work?

Reinforce the reflection sharing the following ideas:

- Every decision implies a risk, if we are careful and can anticipate the situation as we do now, we can react in a more timely manner and prevent the risk.
- We will never stop having opportunities, we just have to pay attention. However, those opportunities that are extremely good (too good to be true), may not be so reliable.

Give them two assignments:

Assignment: Ask students to find out about their mother or father’s first child work experiences. Ask them the following question: *Was it a trafficking in persons, labor exploitation or forced labor situation?*

They can use that testimony and the recommendations that were shared in class to make a radio spot that warns their age group about this issue.

End the session asking students to answer the following question in one word:
How are you feeling right now when we are about to close the session?

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity.	1. Reflects and argues ethically.
Coexists and participates democratically in the search of common good.	1. Interacts with all people. 2. Builds norms and assumes agreements and laws. 3. Discusses public affairs. 4. Participates in actions that promote common good.
Communicates orally in his mother tongue and in Spanish as a second language.	1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively.
Reads different text types written in Spanish as a second language. Uses different text types written in Spanish as a second language.	4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

**3.4. Session name:
 A life without a purpose is also a life at risk**

Life objectives and personal goals have a protective effect before various risk situations. Having a goal in mind redirects our efforts and arranges our energy and resources to achieve what we want. We need a space that allows us to reflect on what we want to be in the future and a concrete goal that can protect us from the risk situations linked to trafficking in persons.

Expected learning: Participants set personal goals and reflect on the attitudes necessary to achieve them in a given period of time, as a protective element against trafficking in persons.

Teaching sequence:

Activity	Description	Materials	Time
Start	<p>Introduce the activity objective and ask participants to move around the space until they find a place where they feel comfortable.</p> <ul style="list-style-type: none"> • Ask them to adopt a comfortable position and to imagine a time machine. This machine is a dark room with a white door in the middle and works this way: Choose the time to where you want to travel, open the door and you are there. • Let's try it. • 600 years into the past, the time of the Incas. • Open the door and enter. Walk and observe. What is the landscape like? I meet people. What are the people like? I walk farther. What are their houses like? Return to the time machine door. • Now travel to yesterday. It is 7 a. m. What am I doing? What is my face like? What am I feeling? Return to the time machine door. • Now travel one day into the future. It is 4 p. m. tomorrow. What am I doing? Who is with me? What am I feeling? Return to the time machine. 	---	20 min.

Activity	Description	Materials	Time
Development	<ul style="list-style-type: none"> • Now travel 5 years into the future. Open the door and find yourself 5 years into the future, a Sunday afternoon. Where do I live? What am I wearing? What am I doing? Who is close to me? What am I feeling? Am I happy? What makes me happy? It is Monday, what do I have to do on Monday? • Allow time between questions for participants to have a clear vision that addresses the questions we are asking. Slowly ask them to go back to the time machine and come back to the present time as well. • To get out of the machine, we slowly open our eyes, take a deep breath and concentrate on the here and now. Ask some questions to start work: • How was the trip? What did you feel? What caught your attention the most? • Ask them to focus on their vision of the future and draw a picture of what they remember most about the experience • Invite them to voluntarily share their drawing and then ask the question: How should I be as of now to make this drawing come true? If the vision is negative, ask them the question: How should I be to avoid this vision of the future? It is important to have a moment of individualized conversation with people who present a pessimistic future and inquire about the current situations that motivate them. • Open the space for participants to share their reflections freely. 	<p>Information forms about making a trafficking in persons report.</p> <p>Flip chart and markers.</p>	50 min.

Activity	Description	Materials	Time
Closing	<p>Ask the following question: <i>What do you commit to?</i></p> <p>Listen to the reflections and emphasize the importance of plans and goals as a protective factor against trafficking in persons in the terms of the introduction to this session.</p> <p>Assignment: Ask students to share their drawing at home with somebody they trust. Ask them to close the space by saying how they feel while closing the session in only one word.</p>		20 min.

Remote synchronous work alternative:

This session can be adapted without major accommodations to remote synchronous work. Avoid movement and propose the imagination exercise, as in the session guide.

To develop the session, they are asked to travel 5 years into the future and imagine themselves asking the following questions:

- Where do I live?
- What am I wearing?
- What am I doing?
- Who is close to me? Do I have a partner? What is he/she like?
- What am I feeling?
- Am I happy? What makes me happy?
- It is Sunday, what do I have to do on Monday?

Ask them to focus on their vision of the future and draw a picture of what they remember most about the experience to invite them to voluntarily share their drawing, and then ask them:

- How should I be as of now to make this drawing come true? If their vision is negative, ask the question in the following way: *How should I be to avoid this vision of the future?*

It is important to have a moment of individualized conversation with people who present a pessimistic future and inquire about the current situations that motivate them.

Open the space for participants to share their reflections freely and close the session asking the following question:

What do you commit to?

Listen to the reflections and emphasize the importance of plans and goals as a protective factor against trafficking in persons in the terms of the introduction to this session. Ask the following question:

Assignment: Ask students to share their drawing at home with somebody they trust.

Ask them to close the space by saying how they feel while closing the session in only one word.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Builds his identity.	<ol style="list-style-type: none"> 1. Values himself. 2. Reflects and argues ethically.
Coexists and participates democratically in the search of common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Participates in actions that promote common good.
Builds historical interpretations.	<ol style="list-style-type: none"> 1. Interprets different sources critically. 2. Understands historical time. 3. Prepares explanations on historical processes.
Communicates orally in his mother tongue and in Spanish as his mother tongue.	<ol style="list-style-type: none"> 1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively. 4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

3.5. Session name: And now, who can help us?

Trafficking in persons is not a problem that individuals face alone. On the contrary, it is a problem that concerns all public and private social actors. There are policies and institutions responsible for looking after victims or potential victims of trafficking in persons. Being aware of this and knowing who to turn to is a protective factor for the prevention of this problem.

Expected learning: Participants know the alternatives for action, support networks and reporting channels against trafficking in persons.

Teaching sequence:

Activity	Description	Materials	Time
Start	Organize participants in two teams. Each team has fewer chairs than the number of participants (two chairs less than the number of participants); give them the following challenge: ask them to stand on the chairs and move from one end of the class to the other, on the chairs and without directly stepping on the floor. At the end of the game, emphasize the importance of the group, coordinated actions and networks to achieve objectives. The fight against trafficking in persons is conducted on several fronts and in this session we will explore the main actors involved.	---	20 min.
Development	Organize participants into four groups, ask them to choose two representatives and invite them to listen to the radio product called: "PROGRAM 7: LAWS AND AUTHORITIES THAT PROTECT US." Ask small groups to reflect on the case presented with the following questions: <ul style="list-style-type: none"> • What similar cases do you know of? • What can the protagonist or her mother do in this labor exploitation situation? • Who can they turn to to claim their rights? • How should this situation end in case of turning to the corresponding authorities? 	Information forms about making a trafficking in persons report. Flip chart and markers.	50 min.

Activity	Description	Materials	Time
	<p>Then ask the groups to share their reflections, asking them to highlight ideas or information that previous groups have not shared.</p> <p>Reinforce student participation by sharing the following ideas:</p> <p>"The recruitment, transportation, transfer, harboring, receipt or retention of a child for the purpose of exploitation is considered trafficking in persons." This crime is punishable by a prison sentence of not less than eight and not more than fifteen years."</p> <p>The Ministry of the Interior is the specific executive body responsible for dealing with cases of trafficking in persons. Below are the ways to ask them for help.</p> <ol style="list-style-type: none"> 1. You can share the problem with a teacher or a school official for advice and support in the reporting process. 2. You can go to the offices of the national police, no matter where you are. <p>You can also use the website of the Ministry of the Interior: https://www.gob.pe/906-denunciar-trata-de-personas</p> <p>Finally, you can also make the report through a toll free line at 1818 MININTER, which is available 24/7.</p>		
Closing	<p>Thank students' participation.</p> <p>Assignment: Ask students to share the cases they reviewed and to ask their parents or family members if they know how to proceed in these cases to share with them the information available to the students.</p>		20 min.

Remote synchronous work alternative:

Ask participants to take a deep breath and make themselves comfortable where they are. Ask them to remember a time when they were in trouble and someone helped, assisted or protected them. Then ask them to tell their stories by answering the following questions:

- How did I feel?
- What do I think about who helped me?

Reinforce reflection by sharing the protective function of the State and its role in the prevention and care of victims of trafficking in persons.

Listen to the radio product called: “SESSION 7: LAWS AND AUTHORITIES THAT PROTECT US” and ask participants to reflect on the case presented with the following questions:

- What similar cases do you know of?
- What can the protagonist or her mother do in this labor exploitation situation?
- Who can they turn to to claim their rights?
- How should this situation end in case of turning to the corresponding authorities?

Reinforce student participation by sharing the following ideas:

"The recruitment, transportation, transfer, harboring, receipt or retention of a child for the purpose of exploitation is considered trafficking in persons". This crime is punishable by a prison sentence of not less than eight and not more than fifteen years."

The Ministry of the Interior is the specific executive body responsible for dealing with cases of trafficking in persons. Below are the ways in which students can ask for help.

1. You can share the problem with a teacher or a school official for advice and support in the reporting process.
2. You can go to the offices of the national police, no matter where you are.

You can also use the website of the Ministry of the Interior: <https://www.gob.pe/906-denunciar-trata-de-personas>

Finally, you can also make the report through a toll free line at 1818 MININTER, which is available 24/7.

Assignment: Ask students to share the cases they reviewed and to ask their parents or family members if they know how to proceed in these cases to share with them the information available to the students.

Competencies related to the National Curriculum

COMPETENCIES	SKILLS
Coexists and participates democratically in the search of common good.	<ol style="list-style-type: none"> 1. Interacts with all people. 2. Manages conflicts constructively. 3. Discusses public affairs. 4. Participates in actions that promote common good.
Communicates orally in his mother tongue and in Spanish as a second language.	<ol style="list-style-type: none"> 1. Obtains information from the oral text. 2. Infers and interprets information from the oral text. 3. Adjusts, organizes, and develops ideas coherently and cohesively.
Reads different text types written in Spanish as a second language.	<ol style="list-style-type: none"> 4. Uses non-verbal and para-verbal resources strategically. 5. Interacts strategically with different people. 6. Reflects and evaluates the form, content, and context of the oral text.

Part three:

Exercises, dynamics, and games that stimulate participation for the prevention of trafficking in persons



The activities we show you can be used in different moments of the teaching sequences. They stimulate body awareness, feelings, connection, and interaction and collaboration among participants. In addition, they help mobilize participants' mind and feelings in the direction of protective¹ factors linked to trafficking in persons.

1. Activities to initiate sessions



The start of the session is one of the most crucial moments that allows participants to connect with new knowledge, create cognitive conflict with what is already known and, thus, provoke the exploration of the new. When the work is well done, these dynamics guarantee motivation and participation in the class, as well as attention and concentration. This stage includes two aspects: i) the assessment of the group's energy and the attunement to their learning needs, and ii) the session's approach to the topic we are going to propose and the way we want it to be addressed.



1.1 Focusing dynamics

It is important, for the prevention of trafficking in persons, to connect with the body to recognize the emotions that a situation produces in us and to act in tune with it. These dynamics allow us to become aware of what we have experienced, what we need, and what makes us uncomfortable, and also allows us to do things to meet the need that arises from that emotion. Although the formats and proposals may vary, the idea is to direct the attention to what happens to the participant internally, in the present moment.

Dynamics name: Connecting

Expected learning:

- Focus attention on internal reflections and thus facilitate the willingness to learn.
- Break the monotony of work towards greater involvement and productivity.

Teaching sequence:

Activity	Description	Materials	Time
Start	<ul style="list-style-type: none">• Invite participants to stand where they are working and take a deep breath.• Ask them to close their eyes, becoming aware of every part of their body, starting with their toes, distinguishing those places where there is heat or cold, tension or relaxation, pain or comfort.• Ask them to do something to deal with the pain, tension or cold they detect.• Open a small space to comment on the sensations and discoveries made by participants.		From 5 to 10 minutes.

Recommendations:

- Moderate the tone and speed of your voice, so it is not too slow, nor too low.
- The same exercise can be done in movement, you can ask participants to move and during the walk recognize the body posture, what it transmits, the speed of the step, etc.
- Allow a brief conversation to close each small space.
- This exercise can be used when the group feels exhausted or unfocused.

1.2 Encouraging dynamics

They are used to motivate and stimulate participation, expression, communication and the search for positive emotions. Encouraging dynamics favor the sense of belonging and participants' development of social-emotional skills. If we promote an atmosphere of trust, it will be easier for participants to share, build proposals and solutions, and consolidate a group.

Dynamics name: The gift

Expected learning:

- Promote self-acceptance, recognizing that we all have flaws and limitations.

Teaching sequence:

Activity	Description	Materials	Time
Start	<ul style="list-style-type: none">• Invite participants to pair up and decide who is "A" and who is "B."• Once they are paired, they are face to face, with nothing in their hands.• "A" starts, forming an object with his hands, giving it weight and shape and passes it to "B" saying: <i>"I give you a gift"</i> or other similar phrase (<i>"It's a gift!"</i>)• "B" receives the gift, respecting the shape and weight of the object, appreciates and contemplates it (takes some time), thanks, uses it and then puts it with the appropriate care in a place and says: <i>"It's a gift!"</i>• "A" repeats the exercise 3 times, that is, he will give "B" three gifts.• Now they exchange roles, "B" makes the gift and "A" receives it with the same instructions.• If the group of participants is motivated, they can be invited to work on this exercise without talking, only with physical actions.		From 5 to 10 minutes.

Recommendations:

- It is important that participants work in an orderly manner and are aware of their movements, actions, and feelings.
- It is important to exercise body expression and use the body to express the emotions we accumulate in a non-verbal way.
- This dynamics can be used before a sociodrama or a play. It will be useful to initiate a dialog and reflection on a sensitive topic such as trafficking in persons.
- You can use soft music to accompany the exercise.
- We recommend that participants work in an orderly manner and be aware of their movements and actions.

Dynamics name: Let's go!

Expected learning:

- Promote the acceptance of different proposals for collaborative work.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• A participant proposes an activity, for example: "Let's eat tangerines!"• The group responds: "Yes, let's eat tangerines!, let's go!"• The group moves to another point in the space, which will be guided by the person who made the proposal, at this point they must physically represent the proposal they accepted.• Then another participant proposes another activity and so on until everyone, at least half of the group, has participated.	-----	From 5 to 10 minutes.

Recommendations:

- It is possible that some of the proposals will not be received with enthusiasm, so emphasize that if that happens, someone else can propose another action, so that the energy of the group is not lost.

Dynamics name: I'm a ball

Expected learning:

- Promote bodily expression.
- Stimulate creativity.
- Generate a warm climate for free expression.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• In a circle, ask participants to adopt the "ball" position (squatting and with their arms and head wrapped around).• Indicate an animal, object, plant, etc., that participants must imitate with their bodies.• "I'm a ball."• "Now...I'm a cat."• "I'm a ball."• "Now... I'm a tree... I'm my mom, my dad..."		From 5 to 10 minutes.

Recommendations:

- Use your body to exercise body expression, which serves to be aware of emotions and express them in a non-verbal way.
- This dynamics can be used before a composition exercise, sociodrama or a play.
- Avoid judging participants' proposals.
- Encourage participants to portray what is suggested in a way that they understand, emphasizing that they have the right to "be who they are and want what they want," aspects that are indispensable to the prevention of trafficking in persons

Dynamics name: Greeting

Expected learning:

- Facilitate an environment of trust in which exchange is possible.
- Generate trust among participants.
- Facilitate expressing emotions.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Instruct them to greet their peers as they meet. You can suggest:<ul style="list-style-type: none">✓ Greeting them from afar.✓ Handshaking.✓ Giving them a hug.✓ Greeting them as if they have not seen each other for a long time.✓ Greeting them in a hurry.✓ Greeting them as feeling sleepy.✓ Greeting them as feeling sad, happy, confused.		5 to 10 min.

Recommendations:

- Explain the game dynamics clearly.
- Based on participants' willingness, you can ask for different increasingly complex movements
- Encourage them to reflect on how they felt during the activity and how they made others feel. This will make them aware of their own emotions and the emotions they generate in others.
- This exercise can be used to prompt reflection and dialogue about bonding and its effect on everyone. The last two sections are central to make the group evolve into a protective factor regarding human trafficking.

Group activity: Untangle the snake

Expected learning outcomes:

- Encourage participants to trigger their cognitive processes.
- Promote physical contact in a collaborative and respectful environment.
- Create a relaxed environment for an enhanced opportunity of bonding among participants.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Ask the groups to make a circle. The facilitator asks them to break the circle somewhere.• On the count of three, ask the group to tangle as much as they can by making one end go through the other participants. We also instruct them not to let go each other's hand. To encourage them to tangle and make a knot – so they stand the closest to each other, tell them there will be a prize for the most tangled group.• The end of the line that is not part of the knot should untangle it. To encourage them to participate, tell them there will be a prize for the group that de-tangles the fastest without letting each other's hand go.		5 to 15 min.

Recommendations:

- Continuously root for participants to keep energy up. It is important you watch your tone of voice (loud), your facial expression (smile) and the posture of your body which should always be focused on participants.
- Show them what they have to do by leading the activity through active participation.
- Always recommend them to watch over their peers during the exercise.
- Create some space for them to discuss their emotions and sensations triggered during the exercise. *How did you feel? What made you feel that way?*

Group activity: Five little monkeys

Expected learning outcomes:

- Facilitate a space for participants to be uninhibited and connect among peers.
- Prompt bodily communication

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none"> • Invite participants to make a circle. • Demonstrate the activity by singing the song while making gestures accordingly. Then, ask the group to sing the song while making said gestures and ask them to use an increasingly louder tone of voice: <ul style="list-style-type: none"> ✓ <i>“Five little monkeys swinging from a tree”</i> (jumping). ✓ <i>“Teasing Mr. Alligator”</i> (making faces and moving their hands). ✓ <i>“Can ’t catch me!”</i> (bis) (move shoulders and tease). ✓ <i>“Along comes Mr. Alligator, quiet as can be, and SNAPS that monkey right out of the tree!</i> (hunting attitude and clapping hands) ✓ Sing until there are no more <i>“little monkeys”</i> left. • Ask for a volunteer to participate and repeat the activity. 		5 to 10 min.

Recommendations:

- If possible, find some large space where they can jump. You can set tables and desks apart as you put them against the walls.
- Avoid judging the participants’ movements since it is better to let them explore.
- Song and chords.

Five Little Monkeys lyrics and chords

La
Five little monkeys
Re
Teasing Mr. Alligator
La
"Can't catch me!"
Mi La Mi
Along comes Mr. Alligator,
La
quiet as can be,
Re
And SNAPS that monkey right of the tree!
La
SNAPS!
Mi La Mi
We have four monkeys left.

If you want to hear the song, you can listen to the Spanish version under the name "Ocho Monitos" in the CD attached to this publication.

Group activity: The mirror

Expected learning outcomes:

- Waking the body up, good for a warm up.
- Build trust
- Improve attention and observation.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none"> • Match students in pairs. • For each pair, appoint one as number 1 and the other as number 2. • Number 1 should move and number 2 should follow his moves like a mirror. • After a while, they switch roles and number 2 leads the moves while number 1 follows his lead. • Once both have led the moves, pairs are rematched to make new pairs. • Repeat the exercise. 	-----	5 to 10 min.

Recommendations:

- You can also group them in three or more participants to suit number of participants and space.

Group activity: The wave

Expected learning outcomes:

- Regain attention.
- Make a pause in the middle of a lengthy session.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Invite participants to grab a chair and sit in a circle.• A volunteer goes in the center of the circle and sits on the floor• The participant in the center should indicate what direction should the rest move, either right or left.• As soon as the participant in the middle finds a free chair, he should run and take a sit.• The one remaining chairless will go to the center and so on.	Chairs	5 to 15 min.

Recommendations:

- Manage to get some wooden chairs.
- Explain the game dynamics clearly.

Group activity: The seeing eye person

Expected learning outcomes:

- Develop sensitivity and trust.
- Encourage group

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Instruct the participants to pair up.• They choose who is A and who is B.• Participant A stands up front and B stands behind him, eyes closed and right arm on A's shoulder.• Instruct A to walk slowly guiding B across the room.• Then, B should guide A.		5 to 10 min.

Recommendations:

- Remind them the importance of looking after the person they are guiding across.
- Remind them that the person being led is relying on them and they should take responsibility.

Group activity: Balance

Expected learning outcomes:

- Reinforce trust among participants.
- Improve communication among participants.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Pair the participants. For each pair, ask them to stand face to face and hold hands.• Each participant shall place so close as to have the tips of their toes touching the other's.• While holding hands, participants will lean backwards, balancing their weight against their partner's so they do not fall. Their bodies should be straight head to toe.• As they reach balance, they will slowly bend their knees until they touch each other's.• Then, they will go back up without letting each other go.• Their feet should not move from the spot during the exercise.	-----	5 to 10 min.

Recommendations:

- Do this exercise as quietly as possible. Participants should avoid talking as possible.
- Repeat the exercise by rematching pairs.
- Once the couples have attained the objective, you can repeat the exercise in larger groups.
- They must be even number groups. Try to put them in groups of four.
- This exercise will help you make them reflect later on working as a network and building a community as a protective space.

Group activity: Rotation of positions

Expected learning outcomes:

- Enhance trust and team work.
- Work on their own safety and others'.
- Improve listening and concentration.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Form groups according to the number of participants and the space available.• Allocate the groups in different spots throughout the room. Each spot has a number. This number is assigned to the spot, not the group.• As you say two numbers, the groups being on those spots will trade positions.• As they game progresses, the guide will speed up the exchange. <p><u>Variation:</u></p> <ul style="list-style-type: none">• Instead of forming groups, pair the participants.• Instead of placing them anywhere, put them in line and assign them a number.		5 to 10 min.

Recommendations:

- Start slowly so participants get used to it.
- Always remind them to take care of themselves and each other.
- This activity is designed to arouse participants' interest.

1.3 Motivation group activities

These activities include exercises to stimulate cognitive conflict which is essential to drive the eagerness to learn. In this section you will find techniques to introduce new information, prepare questions, collect previous knowledge, and drive motivation to learn. These group activities are the starting point for introducing and developing a new topic.

Group activity: Telling anecdotes

Expected learning outcomes:

- Express their emotions and feelings freely about a topic on human trafficking.
- Recognize risk situations and circumstances.
- Share concerns and worries.

Teaching sequence:

Activities	Description	Materials	Time
Start	<p>You will find two options to use this group activity below:</p> <p>Option 1: The group and the facilitator for a circle. The facilitator starts by telling an anecdote to participants about a human-trafficking risk situation. Then, the participants will tell an anecdote voluntarily or upon being invited to. They will tell an anecdote or situation that they remember the most.</p> <p>Option 2: In pairs, participants tell their anecdotes while sitting face-to-face, one goes first, and then the other. Afterwards, everybody goes back to the circle and each participant will tell the story they heard from their partner.</p>		15 to 20 min.

Recommendations:

- Then, you can discuss about a specific topic or use said discussion to start a new topic, collect ideas, situations.
- The initial story you tell participants should be an example of what they can share.
- The activity can be varied to reflect on work experiences outside the community.

Group activity: Penalty

Expected learning outcomes:

- Prepare oral or written activities to apply creative speech and articulateness.
- Recognize previous knowledge by applying terms associated to the topic under discussion.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none">• Organize participants.• On one line there will be participants who will “kick” the ball and a goalkeeper will stand in front of them• The facilitator suggests a topic: Bonded labor, pay, exploitation, violence, etc.• The participants will use words associated to the concept suggested to compete.• The first participant (kicker) yells a word (concept). Example: abuse.• The goalkeeper replies. Example: insults.• This exercise repeats until one of the two players fails (takes too long to reply or repeats a word that has already been said)• If the goalkeeper wins, he keeps his place. If the kicker wins, he becomes the goalkeeper. The one who fails goes to end of the kickers' line.	-----	15 to 20 min.

Recommendations:

- Ask for swiftness and respect for the rules of the game.
- Warn them about not helping their partners with words as this voids the play because this game is about prompting each participant to think.

Group activity: Brainstorm of words

Expected learning outcomes:

- Trigger their memory and vocabulary to introduce a new topic, for example, human trafficking.

Teaching sequence:

Activities	Description	Materials	Time
Start	<p>Alternative 1:</p> <ul style="list-style-type: none">• Make two lines: A and B.• Place one line in front of the other.• Set the topic to be discussed during the activity.• Participants in line A will say all the words that come to mind for 30 seconds or as deemed appropriate by the facilitator.• Participants in line B encourage their partners in line A to say more words, without repeating any.• Then, they switch roles. <p>Alternative 2:</p> <ul style="list-style-type: none">• Ask participants to make a circle and they will move to the center one by one. Tell them that all words spoken in this battle must be associated to the topic under discussion.• Two participants are face to face.• They will take turns to say a word starting with a letter instructed by the guide. Example:• Facilitator: Say words starting with the letter S.• Participant 1: Street.• Participant 2: Comfort.		5 to 10 min.

Activities	Description	Materials	Time
	<p>Alternative 3:</p> <ul style="list-style-type: none"> • They all form a circle and the group splits in two, one part to the right and the other part to the left. It is the same game but instead of one person, here participants say a word one by one, first one side and then the other: • Facilitator: Tell me words starting with D. • Participant 1 right: Debt. • Participant 1 left : Devotion. • Participant 2 right: Devout. • Participant 2 left : Divinity. • And so on. • *If they fail with a letter, change the letter. 		

Recommendations:

- Before the exercise, set out a list of letters to help them identify the words, so you can demand swiftness and pace.
- Do not force participation, request collaboration, don't force them. Participants are free to choose whether they want to participate or not.

Group activity: The line of social coincidence

Expected learning outcomes:

- Recognize similar experiences.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none"> • Put some masking tape lines on the floor to divide the room in three. • Participants stand behind one of the lines, all together in one group. Tell them they will be asked questions and if their answer is yes, they have to cross the room and stand behind the line at front. If the answer is no, they have to stay in the spot. 	Masking Tape	5 to 10 min.

Activities	Description	Materials	Time
	<p>Ask questions about common and specific situations associated to the topic under discussion, for example, labor exploitation and bonded labor.</p> <ul style="list-style-type: none"> • <i>Do you live with your parents?</i> • <i>Do you live with other relatives?</i> • <i>Do you live alone in a rental?</i> • <i>Do you like eating guinea pig?</i> • <i>Do you like walking?</i> • <i>Have you ever worked longer than 8 hours a day?</i> • <i>Have you ever felt abused by your boss?</i> • <i>Do you know people that have been victims of violence?</i> • <i>Do you know anyone who has been exploited at work? (adapt to topic being discussed)</i> • <i>Do you know anyone that left for a job and was tricked?</i> <p>After each question, ask participants to look among their partners in their group. Then, they are asked to go back to the starting point.</p> <p>The activity is finished with a reflection on how they felt when they realized all their answers were yes, or when they saw their partners crossing to the other side and they didn't.</p>		

Recommendations:

- Ask the participants to be honest.
- Do not tolerate mocking or teasing, remind them how important mutual respect is.
- Questions may vary depending on the topic you suggest.
- It is better to suggest increasingly complex questions, from easier to answer to more complex, personal or difficult questions and keep comfort and willingness of the group in mind.

Group activity: Streets and avenues

Expected learning outcomes:

- Reduce tension in the group of participants.
- Encourage team work and reflection.

Teaching sequence:

Activities	Description	Materials	Time
Start	<ul style="list-style-type: none"> • Ask two volunteers to perform, one as a dog (chasing cat) and the other as a cat (running from dog). • Invite participants to form lines according to volume. • They should hold hands with the partner to their left and right. That will be the “street” position. • Then, ask them to turn right as to hold hand with their new partners who are on each side. That will be the “avenue” position. • As the facilitator says “streets” o “avenues”, the participants will assume said position accordingly. • Then, the two volunteers will start the chase in the streets and avenues made by the rest of participants. • The facilitator continuously changes instructions from streets to avenues and vice versa and this makes it difficult for the dog to catch the cat. • To finish the activity, ask the participants: <ul style="list-style-type: none"> ✓ <i>What triggered in me when doing this activity?</i> ✓ <i>How is this similar to real life?</i> ✓ <i>What do I realize?</i> 	Masking Tape	5 to 10 min.

Recommendations:

- Explain the game dynamics clearly.
- Find some large space, preferably a patio.
- This activity can be used as a metaphor of how much life changes and how suddenly some situations have a dead-end.

2. Activities for developing the session

Explore in depth and prepare collaborative products.



Development is the most important teaching step as it is linked to exploring a specific topic suggested to the group. This is when the teacher can accompany, guide, model, explain, and provide the student with elements for learning building. This is where strategies and materials are shared with students to facilitate research to generate new knowledge and develop skills, and abilities.

It is a privileged space fit for exchange, discussion, and reflection about specific topics that may be associated to problems such as human trafficking. However, this reflection is made as a group rather than an individual as it nourishes the participants' point of view. The activities suggested herein facilitate gathering, reflection, discussion, and collective construction.



2.1. Group activities for reflecting about our own attitudes

These techniques are good for critical self-reflection about our personal attitudes, prejudice, or forms of discrimination as they are negative risk factors associated to human trafficking.

Group activity: Self-esteem, body and personality

Expected learning outcomes:

- Identify what part of our bodies we like.
- Identify what personal attitudes we like.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Instruct participants to stand in a circle.• The facilitator throws a ball to any participant while saying what part of his own body and personality he likes. Then, participants will do the same.• At the end, prompt discussion as follows:<ul style="list-style-type: none">✓ <i>How did I feel during this exercise?</i>✓ <i>What made me feel that way?</i>✓ <i>Why is it important to say what we like about our emotional skills and our body?</i>	Ball	25 to 35 min.

Recommendations:

- Make sure this activity is driven with the upmost respect. Do not tolerate mocking and promote respect of the opinions given in the circle.
 - Invite participants to be honest with themselves.
-

Group activity: Romantic love and gender-based violence

Expected learning outcomes:

- Identify the relationship between romantic love and gender-based violence.

Teaching sequence:

Activities	Description	Materials	Time
Development	<p>Use video “Preventing violence in a relationship” (8 minutes). https://www.youtube.com/watch?v=DHtrRXVkyzM</p> <ul style="list-style-type: none"> • After watching, ask the following questions: <ul style="list-style-type: none"> ✓ <i>How did the video make you feel? Did it bring any personal memories back?</i> ✓ <i>Do guys try to control us in a dating relationship? Why?</i> ✓ <i>Is love a reason for jealousy? Can you elaborate?</i> ✓ <i>Does love forgive everything? What are the boundaries?</i> ✓ <i>Do we dress up only for our dating partners?</i> ✓ <i>Is controlling your partner a form of violence? Why?</i> ✓ <i>Why do we feel responsible when the relationship is in crisis?</i> ✓ <i>What do you think of this saying “love does not hurt”?</i> <p>Reflection: Try to identify the myths of romantic love featured on the video while identifying what hurts us:</p> <ul style="list-style-type: none"> ✓ Jealousy ✓ “I will only like you for the rest of my life”. ✓ “Love can do anything”. ✓ Is love a reason for jealousy? ✓ Does love forgive everything? ✓ When you are with somebody, do you think you must never like anybody else? <p>Think of other forms of being masculine like “new masculinities”</p> <p>To finish the activity, ask participants to answer questions such as <i>How did you feel with this activity?</i></p>	Multimedia equipment	25 to 35 min.

Recommendations:

- Learn to listen without interrupting and pay attention to others' opinions.
- Start with a unexpected question: *"If there were silence, what would you like it to be?"*
- Use an object to assign who will speak.

Group activity:

Stereotypes and prejudice about feminine and masculine

Expected learning outcomes:

- Identify stereotypes and prejudice about feminine and masculine
- Identify the differences through our own differences as persons.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Split participants into two groups: men and women.• Ask men to draw a woman's contour and women to draw a man's contour.• Then, ask them to write on a card what they think the drawn contour is thinking, looking at, or saying. Ask them to put their card on the drawn contour in the corresponding part.<ul style="list-style-type: none">✓ Head: <i>What are they thinking?</i>✓ Eyes: <i>What do they like looking at?</i>✓ Mouth: <i>What do they say?</i>✓ Ears: <i>What do they want to listen?</i>✓ Heart: <i>What are they passionate about?</i>✓ Hands: <i>What do they like doing?</i>✓ Stomach: <i>What do they feel?</i> (explain.)✓ Feet: <i>Where do they like to go?</i>	Masking tape, large sheets of paper, and markers	25 to 35 min.

Activities	Description	Materials	Time
	<p>At the end, ask them if they see a reflection of themselves.</p> <ul style="list-style-type: none"> • Start analysis of both contours with everybody. • Take a few cards as an example of what can be used for both sides or none of them. • Not all men and women are the same. • Discuss about stereotypes and prejudice, discrimination in our country and how these perceptions result in the creation of an individualistic and insecure society. 		

Recommendations:

- Assure them ideas can be discussed to attain consensus on the product.
- Allow everyone to participate, including their comments.
- This activity becomes a driver for our topic as we associate stereotypes and their involvement in increasing human trafficking risk.

Group activity: Hypothetical cases

Expected learning outcomes:

- Identify and debate about hypothetical cases regarding several real-life topics.
- Reach an agreement and exchange ideas.
- Identify possible endings for cases that remain open or find agreed solutions.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none"> • Form five groups. • Give each student a hypothetical case associated to the topic under discussion, in this case, labor exploitation. • Each group presents a group answer to the following questions: <ul style="list-style-type: none"> ✓ <i>How is this situation similar to real life?</i> ✓ <i>What will the ending be like?</i> 	Written cases, large sheets of paper, and markers	35 to 40 min.

Recommendations:

- Read the cases carefully and share and compare them to real life.
- Figure possible endings out together.

Group activity: Prejudice

Expected learning outcomes:

- Reflect about our own prejudice.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Ask them to make 5 or 6 groups.• Look at pictures of women, men, girls, boys, and old men and women, and ask them:<ul style="list-style-type: none">✓ <i>What do you think they are like?</i>✓ <i>What do you think they are doing?</i>✓ <i>What do you think they like doing?</i>✓ <i>Where do they work?</i>✓ <i>Where do they live?</i>• Share answers and reflect about prejudice, discrimination in our country and how these perceptions result in the creation of an individualistic and insecure society.	Pictures of faces of women, men, girls, and boys.	30 to 35 min.

Recommendations:

- Previously choose the pictures you want to prompt reflection on.
- Promote respect when referring to the faces they see on the pictures.
- If they see a xenophobic relation, prompt participants to comment in class and reflect on the topic without judging.
- Prompt reflection on the fact that there is a person at risk behind every face, and every problem they may have.
- This activity becomes a driver for our topic as we associate prejudice and the increasing human trafficking risk or how difficult it is for a person that was a human trafficking victim to reinsert him/herself back in the community.

2.2. Group activities for collaborative work

These activities are oriented to collective production. They intend to prompt interaction, communication, decision making, agreements, and attainment of collective goals, starting from recognizing individual differences as an input to work together with other people, learn to engage with each other, and attain common objectives.

Group activity: Photography

Expected learning outcomes:

- Encourage team work.
- Prompt participants to interpret a topic.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Form groups.• Give each group a topic (for example, bonded labor) and some time to depict the topic as in a photograph. Alternative: <ul style="list-style-type: none">• Organize them in groups according to number of participants.• Each group will create a story to depict.• Then, they will divide the story into scenes. Example: <ul style="list-style-type: none">✓ Scene 1 – Little Red Riding Hood and her mom fixing a food basket for her grandma.✓ Scene 2 – Little Red Riding Hood picking flowers in the woods.✓ Scene 3 – The wolf suggesting Little Red Riding Hood to take the shortest trail.✓ Scene 4 – The wolf at grandma's house.✓ Scene 5 – Little Red Riding Hood at grandma's house		35 to 40 min.

Activities	Description	Materials	Time
	<ul style="list-style-type: none"> • Then, they have to enact a character or object or part of the scene they want to depict • Characters cannot move since they are to simulate a picture. • We give them a few minutes to rehearse. • Use a code – counting or clapping – to move to the next scene. <p>To finish the activity, ask the participants: <i>What reflection comes to mind with each photograph?</i></p>		

Recommendations:

- With several groups, each group can work on their corresponding photograph. They all enact them in a collective exhibition.
- Provide a set time to create their photographs.
- This group activity can be done to analyze specific human trafficking cases with different endings.

Group activity: Dreams

Expected learning outcomes:

- Facilitate a space to explore goals and dreams as a source of protecting encouragement and motivation.

Teaching sequence:

Activities	Description	Materials	Time
Development	<p>Get the biggest dictionary you can find and read the definition of “dream”.</p> <ul style="list-style-type: none"> ✓ 1. n. A state of mind marked by abstraction or release from reality . “walking around in a dream”. ✓ 3. n. A series of thoughts, images, or emotions occurring during sleep. ✓ 4. n. something that fully satisfies a wish. 	Sheets of paper and pens	25 to 30 min.

Activities	Description	Materials	Time
	<ul style="list-style-type: none"> • Ask participants to use their notebooks and reflect on their own dreams as you ask: <ul style="list-style-type: none"> ✓ <i>What are dreams to you?</i> ✓ <i>Why is it (not) important to have dreams?</i> ✓ <i>What are your dreams?</i> ✓ <i>What are you willing to do or will you do to make them true?</i> ✓ <i>What happens to you when the dream is broken or you cannot attain a goal?</i> ✓ <i>How do you feel when your dream comes true or your goal is attained?</i> ✓ <i>What hurts me the most?</i> • Ask participants to form groups of three and exchange their answers to these questions. • Instruct participants to write down those ideas they liked or were interested in and use them as an additional resource for their writing exercise. • Provide some time for students to participate as they answer this question: <i>What did I realize from the exercise we just did?</i> • Finally, ask participants to write a paragraph, a stanza, a poem, a story, etc., with the information they collected. • Ask participants to share their writing voluntarily. 		

Recommendations:

- Create some space for participants to exchange their writings.
- Participation must always be voluntary. You can ask participants to share and, if anyone decides to share afterwards, ask him or her to timely raise their hand the next time. Make them note the importance of taking an opportunity when they see it.
- This activity can be associated to exploring their life plan as a protecting factor against human trafficking.

Group activity: The exquisite corpse²

Expected learning outcomes:

- Generate ideas to prompt collective constructions.
- Facilitate a space for collaborative work.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none"> • Present a topic for participants to explore. • Show them a stimulus, a picture, a song, a short film, etc., about the topic we want the participants to work on. • Ask each participant to think of a phrase to describe what he thinks or feels about the topic proposed based on the experience suggested. • Give participants a piece of paper so they can write their ideas one by one, without looking at what their partners wrote. • Once the round is done, unfold the piece of paper and read the phrases proposed. • Give the paper back to participants and ask them to do arrange their writing as needed to produce something with meaning, for example, a poem arranged in 4-line stanzas, the body of a song, etc. • Ask the group to read their finished product and ask them the following: <ul style="list-style-type: none"> ✓ <i>What is our production about?</i> ✓ <i>What does it make me feel?</i> ✓ <i>What does it make me realize?</i> ✓ <i>What questions grow in me from it?</i> 	Sheets of paper and pens.	30 to 40 min.

² The exquisite corpse is a word game where you watch an image and generate words out of it. The result is known as an exquisite corpse or cadavre exquis in French. It is a technique used by surrealists in 1925. It is a board game where players take turns to write on the same piece of paper. After a player has written on the paper, he folds it to cover his own writing and pass the paper to the next player so they can also write on it. Each person can only see the ending of what the previous player wrote. Theorists and game enthusiasts (at first, Robert Desnos, Paul Éluard, André Bretón and Tristan Tzara) would say creation – especially poetry – had to be anonymous and collective, intuitive, spontaneous, playful and automatic if possible. https://es.wikipedia.org/wiki/Cadáver_exquisito

Recommendations:

- Let ideas flow without judging.
- Ask them for their permission to make corrections, especially spelling-related. It is important to give some space for participants to exchange their products.

Group activity: One word story

Expected learning outcomes:

- Create a group story with a beginning, a plot/problem and an end.
- Settle concepts or ideas about a topic.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Participants stand in a circle.• Each participant will help make a story by saying one word at a time. Example:<ul style="list-style-type: none">✓ Participant 1: Once✓ Participant 2: upon✓ Participant 3: a✓ Participant 4: time✓ Participant 3: there(And so on.)• Make sure the story has a logical sequence with a beginning, a development, and an end. <p><u>Alternative:</u></p> <ul style="list-style-type: none">• You can later add two words or phrases or let the participant talk for about 10 seconds. Then, ask the next participant to continue for 5 seconds. The next one can speak for 30 seconds, and so on.	Sheets of paper and pens.	25 to 30 min.

Recommendations:

- Define first what topic they are going to work on.
- Ask them to pronounce well and out loud.

Group activity: Acceptance

Expected learning outcomes:

- Prompt creativity.
- Work on acceptance.
- Prevent them from refusing their partners' suggestions.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Pair participants at random. Make sure they are all paired up.• One participant of each pair will suggest a belief regarding a specific topic provided in the activity. For example: <i>“Jealousy is acceptable only if there is love...”</i>• Their corresponding partner cannot reject their proposed belief. However, they can use one of these connectors:<ul style="list-style-type: none">- Yes, and;- Yes, but;- <i>No, but.</i>• Their proposal has to grow at each turn.• Once the exercise is complete, mix participants to make new couples.		25 to 30 min.

Recommendations:

- Start by “Yes, and...” and try to prevent rejection or denial by any partner.
- Make participants exaggerate the proposed belief.

Group activity: Stories from words

Expected learning outcomes:

- Create a group story with a beginning, a plot/problem and an end.
- Settle concepts or ideas about a topic.

Teaching sequence:

Activities	Description	Materials	Time
Development	<ul style="list-style-type: none">• Provide an initial topic for everyone or for each group. On a piece of paper, they should write all the words coming to their minds about said initial topic in 60 seconds.• Provide other 30 seconds for them to write names of characters, animals, objects.• The same goes for scenarios, places, or any other element that may be part of the story.• Next, they will write a history following this structure:<ul style="list-style-type: none">✓ Beginning: They will introduce the characters and their characteristics, place and time of the story.✓ Development: The problem or danger they face.✓ Ending: How they solve this problem.	Sheets of paper and pens.	25 to 30 min.

Recommendations:

- Suggest a few words or examples as a complement for a specific topic or in the event there is not enough resources in the exercise.

3. Activities at the end of the session

The end of the session is an opportunity for reflection and meta-cognition about the work done as to summarize and grasp the core of the topic discussed and transfer it to real life. At this point, appreciate participants' attitude for sharing during the session. This is especially important as it allows participants to become aware of what happened inside of them as they explored proposals and it will also ensure motivation for future sessions.



Group activity: I used to think, now I think

Expected learning outcomes:

- Reflect on the experience and influence of participants' different ideas and attitudes.

Teaching sequence:

Activities	Description	Materials	Time
Closure	<ul style="list-style-type: none">• Ask participants to complete the following sentences on a piece of paper:<ul style="list-style-type: none">✓ <i>Before exploring the proposed topic, I used to think...</i>✓ <i>Now, I think ...</i>• Afterwards, ask participants to identify key moments or ideas that shifted their minds.• Organize the group in circles and ask them to share what they wrote.		5 to 10 min.

Recommendations:

- It is important that we promote respect in the group. Make it clear that there are no right or wrong answers. They have to write what was significant to each one.
- The facilitator must not nod or show preference for any input. He must listen to every input in an unbiased manner without any specific preference.
- It is important you thank them for their input and if any of these is not clear, grab what is significant about it and point it out in a kind manner.
- Do not force participation, request collaboration, don't force them. Participants are free to choose whether they want to participate or not.

Group activity: Headlines

Expected learning outcomes:

- Summarize what was shared and capture the essence.

Teaching sequence:

Activities	Description	Materials	Time
Closure	<ul style="list-style-type: none">• Ask participants to write a headline based on what was just shared over the session.• To do this, define what a headline is while pointing out the following characteristics: It is a summary of a piece of news that points out the most interesting aspects and makes the reader become interested to allure him to read the whole news.• We make a summary of the whole topic, the activities, the participants and the reflections shared over the day and ask them to write their headline.• Provide some space for participants to share their products.	Sheets of paper and pencils.	5 to 10 min.

Recommendations:

- It is important that we promote respect in the group. Make it clear that there are no right or wrong answers as it is what was significant to each participant.
- The facilitator must not nod or show preference for any input. He must listen to every input in an unbiased manner without any specific preference.
- It is important you thank them for their input and if any of these is not clear, grab what is significant about it and point it out in a kind manner.
- Do not force participation, request collaboration, don't force them. Participants are free to choose whether they want to participate or not.

Group activity:

What do I realize? What do I commit to?

Expected learning outcomes:

- Collect most important lessons from the session and promote a change of attitude through self-generated commitment.

Teaching sequence:

Activities	Description	Materials	Time
Closure	<ul style="list-style-type: none">• As you close the session, ask participants to answer the following question: <i>What do you realize from the experience we went through over this session?</i>• Provide a reasonable time for participants to prepare their answers and then invite them to share.• Then, invite participants to prepare a commitment based on what they realized while you ask the following question: <i>What do you commit to do?</i>• Enable a new round of participations and invite them to make simple and doable commitments so they can see whether they could or could not do this in the future.		5 to 10 min.

Recommendations:

- It is important that we promote respect in the group. Make it clear that there are no right or wrong answers as it is what was significant to each participant.
- The facilitator must not nod or show preference for any input. He must listen to every input in an unbiased manner without any specific preference.
- It is important you thank them for their input and if any of these is not very clear, grab what is significant about it and point it out in a kind manner.
- Do not force participation, request collaboration, don't force them. Participants are free to choose whether they want to participate or not.

Group activity: I cannot leave this meeting without saying...

Expected learning outcomes:

- Become aware of the attitudes present when completing exploration proposed over the session.

Teaching sequence:

Activities	Description	Materials	Time
Closure	<ul style="list-style-type: none">• When adjourning the session, ask participants to stand in a circle and complete the following: <i>I cannot leave this meeting without saying ...</i>• Provide a reasonable time for participants to prepare their answers and then invite them to share. Thank them for their answers. Alternative: <ul style="list-style-type: none">• In a circle, ask participants to answer the following question in a single word: <i>How do I feel now when closing this session?</i>• Ask participants to do their best to answer in a single word and thank them for their participation.		5 to 10 min.

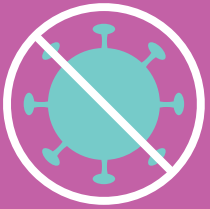
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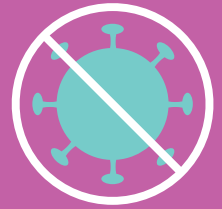
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FOLLOW THESE SIMPLE RECOMMENDATIONS TO AVOID SPREAD OF **COVID-19**



WASH YOUR HANDS



WEAR A MASK



**DISINFECT YOUR HANDS
WITH ALCOHOL**



**MEASURE YOUR
TEMPERATURE**



**DISINFECT YOUR
FOOTWEAR**



**KEEP SOCIAL
DISTANCING**