



Belgrade, Republic of Serbia
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PREVENTIVE ANTI-TRAFFICKING WORKSHOP

Duration: 90 minutes

Materials and equipment:

- * Laptop, mouse, beamer, speakers, extension cord
- * Instruction for holding the workshop as a reminder
- * Leaflets to be distributed to the pupils at the end of the workshop
- * Camera (make a few photos at every workshop)

Idea of the workshop

The workshop is designed as an interactive discussion about trafficking in human beings with accompanying videos which additionally explain each segment of the human trafficking process.

INTRODUCTION OF THE PEER EDUCATORS AND OF THE WORKSHOP – in brief (how long it is going to last, how it will go and why we are there) – PPT 7, Slide 1 – ASTRA’s poster and what trafficking in human beings is.

3 minutes

1. TRAFFICKING IN HUMAN BEINGS – GENERAL CONCEPTS

10 minutes

Ask the pupils what they think are the forms of human trafficking, listen to their answers and when needed clarify what they have in mind.

Video 2 – Girls going wild on red light district (1. 39 minutes)

Ask them to comment what they have seen and explain and give example for every form of human trafficking they mentioned.

Video 3 – A police officer (0. 43 minutes)

Add what was missed, clarify any confusion that remained – by now the pupils should know in general what human trafficking is and what forms it may take.



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Before going to the next part, ask the pupils if in their opinion human trafficking is present in Serbia – if the exploitation is taking place in Serbia and if our citizens may become victims.

2. HOW DO PEOPLE FALL VICTIM TO TRAFFICKING?

15 minutes

Ask the pupils how someone can become the victim of trafficking in their opinion.

Video 4 – Two Little Girls (3.08 minutes)

Comment the video – what have we just seen and does it seem realistic?

Photo 6 – Guy in the Chat Room

Talk about the dangers of the Internet when used for acquiring someone's confidence (besides offers that could be found in the Internet).

Ask for their impressions and opinions, tell them more about the recruitment by a “lover boy” and explain and give example for every recruitment strategy traffickers use.

3. WHO ARE VICTIMS OF TRAFFICKING? WHO ARE TRAFFICKERS?

10 minutes

After the discussion on ways in which someone may become a victim of trafficking, the pupils should conclude that anyone can be a trafficker and that anyone can be a victim (regardless of their age, gender, education etc.).

ASTRA's figures – PPT 7, Slides 2-8.

Explain factors that contribute to someone's falling victim to trafficking and ask the pupils to give their opinion.

4. WHY VICTIMS DON'T RUN AWAY, WHAT IS THEIR LIFE LIKE AND WHAT THEY GO THROUGH WHILE IN TRAFFICKING CHAIN

10 minutes

Video 8 – A girl from Spain (sexual and labor exploitation) (1.46 minutes)

Ask the pupils why in their opinion victims don't run away, what is their daily life like and what they are forced to endure while living in the trafficking chain. Acknowledge each answer, comment, add, explain where needed.



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5. GETTING OUT OF THE TRAFFICKING CHAIN, PHYSICAL AND PSYCHOLOGICAL CONSEQUENCES

10 minutes

Ask the pupils for their opinion on how the victims get out of the trafficking chain and about the consequences they have to live with. Acknowledge each answer, comment, add, explain where needed.

“I didn’t know whom to trust” – PPT 7, Slide 9

Say in short what sorts of assistance ASTRA provides to victims (medical, legal, psychological, Daily Center etc.).

6. HOW TO PROTECT OURSELVES AND PREVENT THIS FROM HAPPENING TO US?

15 minutes

PPT 7, Slide 10

Discuss with the pupils the ways of protection according to every recruitment method – ask for their opinions and ideas, add and explain where needed.

If the pupils don’t know much about how they can protect themselves from traffickers, explain in detail.

If the pupils are familiar with precaution measures, discuss it with them further in such a way so that is understandable for all the pupils because it often happens that some of them know what to do, but the other have no idea – the goal is for all the pupils to hear what steps to take.

Show them the photo of a job ad – PPT 7, Slide 11

Ask them what they think about that ad, how it looks to them, if there is anything suspicious and what – explain how a job ad should (not) look.

ASTRA contacts – PPT 7, Slide 13

Marcelo’s video for the end (STOP Labor Exploitation Campaigns) **(4. 23 minutes)**