

**Handbook on the Fight against Human Trafficking for Teachers
to Lecture Migrant Students of Elementary School at Grades 3 – 6
Volume I**

This Handbook is a part of a portfolio of research project on “The Development of a Learning Process to Prevent Children of Migrant Workers from Human Trafficking: The Case Studies of Schools and Learning Centers Admitting Migrant Children in Samut Sakhon”

**His Majesty King Bhumibol Adulyadej of Thailand,
who devoted his life for better living condition of
all Thai people, has inspired and
empowered the research team to complete
this anti-human trafficking handbook.**



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PREFACE

Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary School at Grades 3 - 6 is produced to issue guidance for teachers to teach migrant students in Samut Sakhon. This handbook is encapsulated comprehensive information on 1. learning and understanding the living conditions of migrant students, 2. migrant students' test on migrant workers' situation, 3. learning the definition of "Trafficking in Persons," 4. storytelling to raise awareness of human trafficking in migrant children, and 5. learning from experience of human traffickers and human trafficking victims.

The research team highly appreciates all teachers and students as participants for their participation that broaden our researchers' knowledge. We also would like to express our gratitude to the consultants and researcher assistants for their contribution in the production of this handbook with teaching tools.

Dr. Naparat Kranrattanasuit
Head of Research Project and Author

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1. Origin and Overview of the Handbook on the Fight against Human Trafficking for Teacher to Teach Migrant Students of Elementary School at Grades 3 - 6

Migrant students are likely to be risk of being subject of human traffickers because their immaturity of age and knowledge of human trafficking situation in Samut Sakhon province, especially, migrant students who study at level of grades three to six at the elementary schools. Teachers from four public schools who have experienced in lecturing migrant students at elementary schools in Samut Sakhon conclude that most migrant students quit school to seek for work¹ Therefore, the research team drafted and produced this handbook that is a part of a portfolio of research project on “The Development of a Learning Process to Prevent Children of Migrant Workers from Human Trafficking: The Case Studies of Schools and Learning Centers Admitting Migrant Children in Samut Sakhon.” This research project aims at raising awareness on human trafficking between teachers and migrant students to disseminate knowledge to migrant students, families, and community. The training plan is a tool for all teachers to present lessons on human trafficking to migrant students at grades three to six or other students, who are interested in learning the issue of “the fight against human trafficking.”

The Research Objectives: These training lessons consist of teaching process designed

1. To scope the content and teaching activities on anti-human trafficking for teachers
2. To provide opportunities for migrant students to learn the human trafficking circumstances in Thailand, especially in Samut Sakhon.
3. To enable migrant students, who have been lectured on anti-human trafficking, to convey this knowledge to their family and community.

2. The Training Lessons includes the following lessons:

Lesson 1 starts with learning and understanding the living conditions of migrant students consisting of four activities: 1. Meditation 2. Selecting favorite pictures 3. Desire of Life and 4. Reflection of All Lessons. These activities (namely Selecting favorite pictures and drawing) will be used to motivate migrant students to tell the fact of themselves and families.

Lesson 2 highlights the migrant students’ test of knowledge on migrants comprising of five activities: 1. Playing games of indicating items to stress relief, 2. Introducing Self-Identity, 3. Exploring Different Ethnic Groups of Migrant Student, 4. Brainstorming and 5. Reflection of All Lessons. These activities will be arranged with the “walking crosses the line” game to support migrant students’ explanation.

Lesson 3 offers to learn the definition of “Trafficking in Persons” including four activities: 1. Exploring Feelings through Artworks; Drawing to Express Feelings;

¹ Interview. Aug. 22, 2014. Representatives of teachers of four schools (one per school): Wat Srisuttharam School; Laungpatkosol Upathum School; Wat Koh School (Sumleelard Upathum); and Wat Sirimongkol School.

2. Introducing Individual or Group of People Involved in Human Trafficking; and 3. Elements of Human Trafficking; and 4. Playing Game for Relaxation. These activities will utilize image display and drawing in explaining narrative content to simplify it for migrant students.

Lesson 4 creates tales to raise awareness of human trafficking to migrant students involving three stories: 1. The Adventures of Nene; 2. The Journey of Keng; 3. Choices between School and Work of Lian; and 4. Reflection of All Lessons. These activities will encourage migrant students to read script from such stories through both playing roles in each story and summarizing the key learning lessons and prevention of human trafficking of each story for migrant students.

Lesson 5 aims at learning from experiences of human traffickers and victims consisting of two activities: 1. Showing DVD of MTV Exit; and 2. Making a Wish. These activities summarize all essential lessons.

Tips of the Application of this Handbook

1. These lessons and activities are applicable for approximately 30 migrant students at primary school between grades 3 and 6 or other students interested in human trafficking issue. These numbers of students are appropriate so that teachers will have opportunity to thoroughly discuss and review the understanding of migrant students.
2. This handbook specifies the approximate duration of the activity in each lesson to guide teachers in preparing lessons and activities. Teachers can spend less or more hours as they think it is appropriate.
3. This handbook contains five lessons that encourage teachers to choose any lessons and activities without respectively as they think it is proper.
4. This handbook encloses three stories: 1. The Adventures of Nene, 2. The Journey of Keng, and 3. Choices between School and Work of Lian. Teachers can utilize tales book of three stories. Otherwise, teachers persuade migrant students to play roles according to those three stories in order to attract better attention from these students.
5. This handbook attaches lyrics of two songs: The lyrics “Ah Ah Ah” and “Pity Me?” Teachers can motivate migrant students to sing these songs and dance during lecturing lessons and activities to relief their stress as necessary.
6. If teachers have skill of martial arts, the research team would suggest them to teach these arts to students during any lessons so that students have physical protection skill and stress relief after serious lessons.

2. Learning Lessons

2.1. Lesson 1: Learning and Understanding the Living Conditions of Migrant Students

(Time duration 110 minutes)

This lesson includes four activities: 1. Meditation 2. Selecting favorite pictures 3. Desire of Life and 4. Reflection of All Lessons. These activities (namely selecting favorite pictures and drawing) will be used to motivate migrant students to tell the fact of themselves and families.

2.1.1. Activity 1 Meditation (15 minutes)

Objective

This activity persuades migrant students to take conscious call to calm themselves on the basis of relaxation in order to prepare their mind for the further activities.

Learning Process includes different options:

1. Walking Meditation

- Teachers encourage migrant students to spend time with themselves by walking meditation without definite direction around the room.
- Teachers may direct migrant students to walk faster or slower (such as stroke gear transmission among one gear, second gear, or third gear) to go forwards to backwards.
- Teachers may persuade migrant students to walk hand in hand in order to greet or make eye contact with the closest friends

2. Sitting Meditation

- Teachers command students to sit with back straight and close their eyes in order to have a peaceful mind.
- Teachers may request students to imagine where they wish to visit, namely beach or waterfall.
- Teachers may invite students to relax their neck, shoulders, and arms.

3. Counting the Number 3 and 7

- Teachers call students to sit or stand up in a circle form. Each student starts speaking out only one number while students, who count any numbers with number 3 and 7 (namely 3, 7, 13, 17, 23, 27, 30....), clap instead.

4. Clapping to the beat

- Teachers encourage students to clap one time, two times, three times, four times, five times...on and on in order to ensure their enjoyment.

5. Speaking of Animals

- Teachers reinforce students to couple up and take turn to call two legs or four-legged animals

Equipment Used: N/A

2.1.2. Activity 2 Selecting Favorite Pictures

(45 minutes)

Objective

This activity will assist students review the basic status of themselves and their families. They also have a chance to learn more on others in the classroom in order to greater understand of each other. Teachers will encourage students to share overview of their families, careers of parents or other family members, who work in Thailand, as well as migrants' situation.

Learning Process

- Teachers invite students to select the image they wish to share about one to three images, namely people or environment. If students choose the same image, teachers can group in the same group.
- Teachers give students time to express their opinions within their own group.
- Teachers ask students questions on these following issues:
 - Which image do students see or are familiar such as parents or acquaintances, who work in that type of job or in that environment?
 - Do students know what nationality of workers, who are employed in fishing vessels, shrimp processing factory, household, or construction location?

***If students cannot verbally comment, teachers may encourage them to point out image that can describe their view. These images are attached on large paper sheets or on paper card size, namely images of crying, smiling or scowling, etc.*

Equipment Used

- Colorful image of people with different occupations, namely fishermen, shrimp peeled workers, farmers, domestic workers, etc. as well as other colorful images of environment of these people such as vessel, ocean, factory, or other workplaces of various professions.
- Images of people with varied emotions (feasibly attached on a board or large sheets of paper).

2.1.3. Activity 3 Desire of Life

(30 minutes)

Objective

This activity intends to express their wish of future career in order to persuade them to learn their individual inner needs and mind.

Learning Process

- Teachers distribute a drawing paper of the body structure.
- Teachers require students to envision their dreams of what they wish to be or to do in the future.
- Teachers uphold students to describe their painting.
- Teachers keep students' drawings to use as data in order to reflecting the next lesson

Equipment Used

- Drawing paper with a body structure
- Pencil and eraser
- Crayons or colored wood
- The pictures exhibits various professional career images (regardless domestic work, fishing, gardening, shrimp processing factory) in order to give a chance of students to learn numerous professions, namely police officers, doctors, nurses, engineers, actors and so on.

2.1.4. Activity 4 Reflection of All Lessons (20 minutes)

Objective

This activity aims at enabling students to describe their view towards all activities of lessons 2.1 through drawing, which will make students enjoy exercising this activity.

Learning Process

- Teachers review activities 2.1 and require students to portray their favorite and not favorite activities.
- Teachers distribute a drawing paper to students to draw the narrative, thoughts and feelings towards all activities of lesson 2.1.
- Teachers persuade students to voluntarily share their like and dislike activities and reasons.
- Teachers collect the data for assessment of migrant students' understanding

Equipment Used

- Drawing paper
- Pencil and eraser
- Crayons or colored wood pencil

2.2. Lesson 2: Migrant students' test on migrant workers' situation (Takes about 80 minutes)

This course aims to encourage migrant students to exchange the positive and negative experiences that migrant workers have faced in order to learn the scope of students' knowledge toward the situation of migrant students including migrant children. Further, teachers create activities and games for these students to enjoy before they reflect on the lesson at the end of this activity.

** Before launching this lesson, teachers may recommend students to wear uniform or bring ethnic identity costume to school (not mandatory) to express their own identity.

2.2.1. Activity 1 Playing Games of Indicating Items for Stress Relief (10 minutes)

Objective

This activity has been inspired from the research project entitled *Leadership for the Future* at Contemplative Education Center, Mahidol University that help relieve stress for the author. Therefore, the author intends to offer this game to migrant students in order to release their tension and feel comfortable.

Learning Process

- Teachers demand students to match up to play a game.
- Teachers order paired students to match name objects within 30 minutes per game such as names of fruit, animals, flowers, and so on.
- Game losers will be required to provide hand massage or rub shoulders to their pair.
- Teachers encourage students to play the next round. The pair will be swapped with other students or match up with the student's former partner.

Equipment Used: N/A

2.2.2. Activity 2 Introducing Self-Identity

(20 minutes)

Objective

This activity is designed to motivate students to play role of their ethnicity so that they can present their own identity.

Learning Process

- Teachers initially make an agreement with students that this activity is based upon respect for all students' local languages and traditional costumes. Teachers require all students not to speak or show parody manner or word against local languages or costumes of each other.
- Teachers assort students into different groups mixed with various ethnicities. And teachers persuade students interact with each other within their own group:
 - Greeting in their local language.
 - Counting numbers in their local language.
 - Speaking animal names in their local language.

Equipment Used: N/A

2.2.3. Activity 3 Exploring Different Ethnic Groups of Migrant Students (20 minutes)

Objective

This activity reinforces migrant students to exchange views on the positive experience of migrant workers at work in Samut Sakhon so that these students can learn the method of seeking and maintaining a job as well as work experience. It also boost students to share their opinions on the negative experience of migrant workers in the community of students affected by workplace in the province. This stimulates students to be aware of the effect against migrant workers at present and learns how to evade the situation of seeking and getting a job as well as working that leads to the risk of being subjected to human trafficking.

Learning Process

- Prior to the process starts, teachers attach paper tape to the floor to indicate the demarcation line
- Teachers explain the purpose of demarcation line in order to underpin students to walk out in response of questions relevant to their experience. In the meantime, teachers can also describe overview of the activity.
- Teachers start with asking simple questions to these students such as
 - Who wakes up late this morning, please walk across the line?
- Teachers ask a little complicated questions
 - Who was born in Thailand?
 - Who was born in Myanmar?
 - Who is the migrant student?
 - Is it correct that being migrant renders students uncomfortable to come to school? Why?
 - Is it true that being migrant leads students to the enjoyment of attending school? Why?
 - Do students have Thai friend? Why?
 - Do students not have Thai friends? Why?
 - Do students have Burmese friend?
 - Do students have Mon friend?
 - Is it right that being migrant causes unpleasant and hard time to purchase goods? Why?
 - Other common questions?

Equipment Used: N/A

2.2.4. Activity 4 Brainstorming

(30 minutes)

Objective

This activity encourages all students to raise their view and experience on how to prevent themselves as migrant students from being risk of becoming human trafficking victims.

Learning Process

- Before starting the learning process, teachers prepare flip chart to write students' opinions. Teachers can write students' views in flip chart specifying students' answers based on issues in each bullet in order to ensure to obtain students' opinions.
- Teachers ask questions on students' migrant neighbors (teachers may provide explanation on the natures of each professions before asking questions to students in order to ensure students' understanding in each of them), namely migrant neighbors work
 - In fishing boat
 - Construction
 - Shrimp processing factory
 - Domestic work
- Teachers ask for students' view on working in the fishing boats:
 - Whether working in the fishing vessels is probably the most dangerous job? How dangerous or tired? Why?
 - Whether working in the fishing vessels is probably the most difficult task? How difficult? Why?
 - Whether working in the fishing vessels is probably the dirtiest job? How dirty? Why?
 - Are students interested in doing this work? Why?
- Teachers ask for students' view on working in the construction field:
 - Whether working in the construction field is probably the most dangerous job? How dangerous or tired? Why?
 - Whether working in the construction field is probably the most difficult task? How difficult? Why?
 - Whether working in the construction field is probably the dirtiest job? How dirty? Why?
 - Are students interested in doing this work? Why?
- Teachers ask for students' view on working in the shrimp peeling factory:
 - Whether working in the shrimp peeling factory is probably the most dangerous job? How dangerous or tired? Why?
 - Whether working in the shrimp peeling factory is probably the most difficult task? How difficult? Why?
 - Whether working in the shrimp peeling factory is probably the dirtiest job? How dirty? Why?
 - Are students interested in doing this work? Why?
- Teachers ask for students' view on working as domestic worker:

- Whether working as domestic worker is probably the most dangerous job? How dangerous or tired? Why?
- Whether working as domestic worker is probably the most difficult task? How difficult? Why?
- Whether working as domestic worker is probably the dirtiest job? How dirty? Why?
- Are students interested in doing this work? Why?

Equipment Used:

- Blackboard or large paper sheets
- Colored pens.

2.2.5. Activity 5 Reflection of All Lessons

(10 minutes)

Objective

This activity invites students to share their comments on all activities of lesson 2.2 in order to learn which activity makes them enjoy.

Learning Process

- Teachers review all activities of lesson 2.2 in order to allow students to express their favorite and not favorite activities.
- Teachers may hand out a paper sheet to students so that they describe their views and feelings towards all activities of lesson 2.2.
 - Teachers motivate students to voluntarily share their like or dislike activities and reasons.
 - Teachers collect students' drawing as primary data in order to evaluate students' understanding.

Equipment Used:

- Drawing papers, colored pencils, or crayons
- Pencils and erasers

2.3. Lesson 3: Learning the definition of “Trafficking in Persons” (75 minutes)

This lesson aims to encourage migrant students to recognize those individuals and definitions related to human trafficking in order to build up fundamental knowledge of elements of trafficking in persons, which may help students to better understand this matter through three real stories.

2.3.1. Activity 1 Exploring Feelings through Artworks (15 minutes)

Objective

This activity allows students to learn the meaning of “trafficking in persons” and teaches them not to involve in human trafficking process.

Learning Process

- Teachers distribute drawing paper and make agreement with students that students will follow teachers’ commands without arguments, questions or disobediences whenever teachers raise flower/other things. For instance, teachers say that a dog actually has two legs, not four; therefore, students have to believe in this fact and are required to draw it.

**Notice:

1. Teachers should use a serious and powerful tone as well as not smiling.
2. If students raise questions or disobey teachers’ order, teachers should use powerful voice to command students to follow their orders.

Equipment Used:

- Drawing paper and colored pencil or crayons
- Pencil and eraser

2.3.2. Activity 2 Drawing to Express Feelings

(15 minutes)

Objective

This activity persuades students to express their feelings to activity one, which teachers abuse their power by intimidating students to draw a two-legged dog. This exercise will help students to acknowledge and understand human trafficking victims' suffering from forced labor or sexual exploitation. After students' recognition of threat, intimidation, and force, teachers should encourage students to explode their uncomfortable emotions and feelings toward human trafficking characteristics through their drawing.

Learning Process

- After students finish their drawing, teachers encourage students to drain out their tensions when teachers force them to draw a two-legged dog or force them to do something they do not desire to do in activity one.
- Teachers respond to students' feeling expression that their action represents the role of human trafficking traffickers in order to allow them to directly experience of suppression.

****Notice:**

1. Teachers should add lesson that students should not force or threaten others to forced labor or sexual exploitation. Students should report to parents or teachers or reliable government authorities in order to protect students from human trafficking.
 2. Teachers can also convince students not to misbehave to others as human traffickers intimidate, force, or other mistreatments such as forced labor or sexual exploitation.
- Teachers distribute drawing paper with a facial shape that leaves a space for students to draw emotion (namely smile or angry or sad, etc) responding to teachers' mistreatment role-plays.
 - Teachers suggest students to fill in the sentence that "I feel....." (teachers may also exemplify different emotions or feelings such as their sadness, anger, panic, or others).

Equipment Used:

- Drawing paper with a facial shape that leaves a space for students to draw emotion, namely smile or angry or sad, etc.
- Pencil and eraser
- Colored pencil or crayons

2.3.3. Activity 3 Introducing Individual or Group of People Involved in Human Trafficking and Elements of Human Trafficking (25 minutes)

Objective

1. This activity introduces a person and people group involving in human trafficking business namely
 - Human Trafficking Offenders
 - Anyone who intentionally encroach others by the methods of duress or abuse their power over another person for the purpose of forced labour or sexual exploitation.
 - Human Traffickers mean
 - Agency of workers that illegally aims for labor or sexual exploitation.
 - Business entrepreneur of forced labor or sexual exploitation.
 - Persons, who engage in human trafficking in forced labor or sexual exploitation.
 - Abused Persons are called “Human Trafficking Victims”
 - Everyone can be human trafficking victims including men, women, children, etc.
 - “Victim” means a group of people being exploited because of insecure legal status or no legal working permit documents, namely migrants or travelers to another country, where they are non-citizenship. Migrants include migrant children.
2. This activity aims to explain:
 - Elements² of human trafficking are composed of three factors:
 1. Actions: the recruitment, transportation, transfer, harbouring or receipt of persons
 2. Methods: the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person
 3. Purposes: the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. The consent of a victim of trafficking in persons to the intended exploitation set forth [above] shall be irrelevant where any of the means set forth [above] have been used.

Learning Process

- Teachers provide information and summarize vital content related to human trafficking and elements of human trafficking nature to students for wider

² Bundaan Buadaeng et als., Trafficking in Persons in the World of Borderless 20 (2013) (Translation from Thai into English by the Author).

understanding with various illustrations that demonstrate human trafficking factors including

- Visual maps that show students the provinces human trafficking has taken place such as Samut Sakhon, Ranong, and other provinces.
- News of human trafficking victims and locations such as fishing vessel images with captured suspects, etc.
- Teachers hand out leaflets explained the content of this activity.
- Teachers assign each student to read the definition of one word and explain the content of each topic in attachment A and B.

Equipment Used

- Documents described in attachment A and B
- Various illustrations

2.3.4. Activity 4 Playing Game for Relaxation (20 minutes)

Objective

This activity aims to release students' tension originated from all activities of lesson 2.3 by encouraging them to physical exercises such as flag race or match play paper, scissors, hammer in order to seek and reward for the winner.

Learning Process

1. Teachers encourage students to couple up with other classmates in order to play paper, scissors, hammer game. The winners will race with each other until the last person is the winner.

*** Teachers can play fast and fun songs.

2. In addition, teachers can reinforce students to play another flag race so that they relieve their physical stress by dividing into teams.

***For both games, teachers can give prizes to the winner in order to motivate them to play games.

Equipment Used

➤ CD player and enjoyable songs (optional)

***Notice

The author does not encourage teachers to ask students to share reflection because they have experienced enough tension.

2.4. Lesson 4 Storytelling to raise awareness of human trafficking in migrant children (45 minutes)

Objective

The purpose of this lesson is to tell stories on human trafficking in migrant children. The stories contain the actual experiences of human trafficking victims that the author gathered from various sources. However, in order to reduce the tension of contents, the author converts these scenarios into the form of stories with colorful images that attract students to follow the stories until the end without making them overly fear of human trafficking incidents.

Tales include three stories entitled 1) The Adventures of Nene; 2) The Journey of Keng; and 3) Choices between School and Work of Lian. Further, they contain exercise to test students' understanding of these tales.

Learning Process

- Teachers encourage students divided into groups according to the number of students.
- Teachers enhance each student to play roles as identified in scripts.
- Teachers ask questions on each role in the scripts including the role, duty, and purpose of each character so that students can distinguish between human traffickers and vulnerable groups of human trafficking. Most importantly, teachers should reiterate the moral lessons of each tale.
 - **Teachers may persuade students to review scripts while teachers explain the role of individual character.
- Before providing lesson of each tale,
 - Teachers stimulate students to exchange opinions on what students learn from each tale, and
 - Teachers motivate students to express which part of sentence in the scripts they would like to edit in order to prevent from human trafficking
 - **Teachers may persuade students to review scripts while teachers explain the role of individual character.
 - Teachers summarize tale lessons and suggestions to students at the end of each tale.

Equipment Used

Three colorful stories: 1) The Adventures of Nene; 2) The Journey of Keng; and 3) Choices between School and Work of Lian.

2.4.1. Activity 1 The Adventures of Nene

(10 minutes)

Nene is a 16-year-old girl from Bago, Myanmar. She was born in peasant family. Poverty pushes her to consider working to ease the burden on her parents. She consults with her cousin named *Lala* to help her find work. Therefore, *Lala* asks her friend named *Susie*, who works in Samut Sakhon, Thailand to give an advice to *Nene*.

Lala: Hi *Susie*. This is my friend..*Nene*.

Susie: Hi *Nene*. *Lala* told me that you are looking for a job.

Nene: Yes, I would like to work to decrease my parents' responsibility

Susie: Great! You can to work with me.

Nene: But I do not have money for travel expenditure to Thailand.

Susie: You do not have to worry about the travel cost. Your employer will pay the travel, food and accommodation for you in advance. Whenever you receive your salary, you can pay debt to your employer.

Nene: Really! Employer is very kind. What kind of work will I have to do?

Susie: It is a casual work with high income.

Nene: Great! I will work with you in Thailand.

Susie: Okay. You should prepare for the trip to Thailand with me tomorrow.

The next morning *Nene* travels to Thailand with *Susie*. *Nene* does not know 1) where she is going to work 2) who her employer is 3) how much she has to reimburse to her employer until she arrives to Mahachai, Samut Sakhon.

Susie: *Nene*...here is your workplace. It is shrimp processing factory. I will introduce you to your employer called *Khun Lae*

Nene: Hello *Khun Lae*. My name is *Nene*.

Khun Lae: Hi! You can work today. Regarding the expenditures of travel, meals, and accommodation, you must pay me back 25,000 baht. I will deduct all costs from your monthly salary until I get all back.

Susie: *Nene*...You also have to pay me for being your agent. I will ask *Khun Lae* to take away from your salary each month as well.

Nene: What! Will I have a salary to send home to my parents?

**Suggestions before teachers tell commentaries of the tale:

- Teachers review the tale of what or where happens or to whom.
- Teachers ask students what they learn from the tale in order to allow them to express their view according to their feelings.

Commentaries: Nene should not expect that her employer or someone else will pay expenses including travel, meals and accommodation without reimbursement in advance. This is because they anticipate to receive all benefits in return much more than the actual amount of money they pay.

Therefore, Nene should search for information from recruiters or agents on

1. Workplace
2. Job
3. Accommodation
4. Working hours

If the agent or recruiter does not provide all essential working information, Nene should not accept the work offer of Susie. This is because it is too high risk of being tricked into illegal workplace.

Further, Nene should verify all information given by agent or recruiter by checking from Ministry of Labour of Myanmar (or the original country of migrants) on these issues: background of office or owner in order to inquire whether he/she has violated the law. If the owner has infringed the law, Nene should not take the job offer.

2.4.2. Activity 2 The Journey of Keng

(10 minutes)

Keng, 14-year-old girl, lives in Myawaddy, Myanmar with her family. Her father barely returns home because of work while her mother is sentenced for drug trafficking. However, she does not give up and intends to seek for a job in order to support herself. She is planning to travel to work with her aunt called Auntie Nang, who works at a fish ball factory in Thailand. Keng contacts recruiter residing in her same village named Zautu in order to take her to work with Auntie Nang.

Keng: Hello! Are you broker? Could you take me to Auntie Nang's residence in Thailand?

Zautu: Sure! Do you have passport or working permit document?

Keng: I do not have any document.

Zautu: Don't worry! I will take you to Thailand without any documents.

Keng: Really? It's really nice

Zautu: Really.

One day later, Zautu leads Keng to cross a small river and takes her to a pick-up truck. It contains eight Burmese people hidden and covered with canvas. Keng is shocked when she sees them. Therefore, she does not want to climb on the truck.

Zautu: Keng...climbed up on the truck.

Keng: The truck has a very narrow space and is no sufficient air to breathe.

Zautu: Please be patient. We almost reach Thailand.

Keng: Okay.

Zautu: Don't make any noise. You can be arrested by the police.

Keng: Why?

Zautu: Oops ... You all do not have legal documents.

****Suggestions before teachers tell commentaries of the tale:**

- Teachers review the tale of what or where happens or to whom.
- Teachers ask students what they learn from the tale in order to allow them to express their view according to their feelings.

Commentaries: The travel is illegal migration because of no legal immigration documents. A person who is illicitly transported to a destination country by a smuggler. This person may be vulnerable to be lured into illegitimate work.

Therefore, if Keng would like to travel to Thailand, she should have a passport, work permit document, and safe travel plan. The smuggling, like Zautu arranges the insecure trip of truck covered with canvass for asphyxiation for Keng and other eight migrants, endangers life.

2.4.3. Activity 3 Choices between School and Work of Lian (10 minutes)

Lian is 12-year-old Burmese boy. Three years ago, he traveled with his parents departing from Myanmar. His parents work in a factory in Samut Sakhon, Thailand. Lian studies at 3rd grade of a public school in Samut Sakhon.

In the counselling course, teacher Mee Chai asks all students their studying plan after finishing third grade. All students, except Lian, raise their hands to present that they will study further in 4th grade. Teacher Mee Chai calls Lian to meet him at his office to discuss on his future.

Teacher Mee Chai: Lian...Will you study further like other classmates?

Lian: I am not sure.

Teacher Mee Chai: Why? You have made a good score. You should study further to complete sixth grade.

Lian: But I would like to work more than study.

Teacher Mee Chai: Why?

Lian: I observe my senior friends resign for job seeking in downtown. They do not have to study further.

Teacher Mee Chai: Do they work in a safe workplace, given a good care and legal wages.

Lian: I do not know.

Teacher Mee Chai: You are still young. You should learn more at least sixth grade.

Lian: But I would like to lighten my parents' burden.

Teacher Mee Chai: If you would like to reduce their burden, you could help them by studying well. You will have a chance to get scholarships and will have better job offer as you wish.

Lian: My parents are currently in trouble. I cannot wait to work after completing grade six.

Teacher Mee Chai: I understand that you need to work to decrease your parents' obstacle. However, I would like you to reconsider that the discontinuation of study in order to work with legal authority can affect your life and body. For instance, when you work unlawfully because of no legitimate documents, recruiters or employers can take advantage from you because you have no chance to negotiate in these matters:

1. Recruiters or employers may force you to work in difficult, dirty, risk to danger or a threat to your life and body, namely coerce you to sea in a fishing vessel for several months or several years.
2. Recruiters or employers may force you to work overtime exceeding to eight hours that impact your health. They also do not provide proper remuneration for your overtime. You may be intimidated to work without holiday or not be paid by recruiters or employers.

These two matters are human trafficking component.

Lian: Listening to your lessons makes me fear.

Teacher Mee Chai: I do not aim to scare you of working, but I would like you to see through the trick of harmful people, who take advantages from vulnerable persons' weakness like people without legal work permit documents.

**Suggestions before teachers tell commentaries of the tale:

- Teachers review the tale of what or where happens or to whom.
- Teachers ask students what they learn from the tale in order to allow them to express their view according to their feelings.

Commentaries: Working without legal permission can leave opportunity for people with bad intention, especially human traffickers, to exploit unlawful migrant people.

2.4.4. Activity 4 Reflection of All Lessons

(15 minutes)

Objective

This activity is created to allow students to express their feelings through drawing picture towards all activities of lesson 2.4 in order to release their tension.

Learning Process

- Teachers hand out a drawing paper to each student so that students can describe their thoughts and feelings towards all activities of Lesson 2.4.
- Teachers encourage students to describe their opinions and feelings through painting.
- Teachers summarize only key points of commentaries of each tale.
- Teachers collect all students' artwork in order to assess students' understanding.

Equipment Used

- Drawing paper
- Pencil and eraser
- Crayons or colored pencils

2.5. Lesson 5 Learning from experience of human traffickers and human trafficking victims (50 minutes)

This lesson aims to persuade students to learn from real experiences of offenders and victims through a DVD prepared by MTV Exit organization that its campaign emphasizes anti-human trafficking. Students will also be persuaded to create artwork in order to express their feelings towards human trafficking experience via DVD show exhibition.

2.5.1. Activity 1 Showing DVV of MTV Exit (30 minutes)

Objective

This activity intends to motivate students to listen and learn human trafficking experience of brokers involving in trafficking in persons and human trafficking victims. This learning process will raise awareness of students through DVD length for approximately 25 minutes.

Learning Process

- Teachers display DVD to student audiences.
- Teachers review all DVD stories.
- Teachers obviously summarize main concepts to students

Equipment Used

- Laptop
- A DVD of MTV Exit
- Projectors
- Screen (Optional)

2.5.2. Activity 2 Making a Wish (20 minutes)

Objective

This activity is a ritual activity that requires students to make resolutions of 1) what they should do or 2) how to prevent students of being at risk of human trafficking. Otherwise, they should not force others to be trafficked victims through educational support in high level or counselling of parents, teachers or trustable persons.

Learning Process

- Teachers hand out a drawing paper to each student in order to write their own aspiration.
- Teachers encourage students to explain their wish.
- Teachers demand students to place their paper of wish in the middle of the room.
- Teachers encourage all students to mutually agree that we will try to protect themselves from human trafficking and will not make anyone fall into be trafficked victims.

Equipment Used: N/A

The Attachment A
Lesson 3: Learning the definition of “Trafficking in Persons”

Activity 3 Introducing Individual or Group of People Involved in Human Trafficking

1. Human Trafficking Offender means

- Anyone who intentionally harm others by duress, coercion, users of power over others on the purpose of forced labor and sexual trafficking.
- Human Trafficking Offender includes
 - Recruiter or known as human trafficking exploiter on the purpose of forced labour or sexual prostitution.
 - Businesspersons, who run human trafficking business.
 - All persons, who engage in human trafficking and render others to forced labour or sex trafficking.

2. Victim

- Everybody can be victim including men, women, and children.
- “Victim” means a group of exploited person because of unstable legal status or no legal authorized documents such as non-citizenship migrants including migrant children.

Attachment B
Lesson 3: Learning the definition of “Trafficking in Persons”

Activity 3 The Definition and Elements of Trafficking in Persons

Elements of Human Trafficking include 3 elements:³

- Act: Recruitment, transportation, transfer, harbouring or receipt of persons.
- Means: Threats or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, giving payments or benefits.
- Purpose: Exploitation, including prostitution of others, sexual exploitation, forced labour, slavery or similar practices, removal of organs, other types of exploitation.

Terminology⁴

Group 1

Procuring means selection or procurement of people in any method.

Buying refers to money in exchange for a person, not agreement.

Selling means a person in exchange for money, the permission of a person to be exploited by money owner or called a prostitute as slavery.

Bringing from defines adopting or leading from original source and continuously happening to the present.

Sending to other locations means moving from one place to another to send to recipient or target through bypass, transmit, forward, or move out by sending to in and outside the territory.

Temporizing refers to confining a person in a place without permission him/her to go.

Detaining means to force or confine a person to stay in a limited area.

Harboring is providing shelter or stay at a place.

Receiving a person refers to getting a person in order to send or bring him/her into the residence.

³ UNODC. Human Trafficking, available at <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html> (last visited on Sept. 29, 2015).

⁴ Buadaeng et als., *supra* 4, at 20; Section 6 (1) of the Anti-Trafficking in Persons Act 2008.

Group 2

Means of the Threat refer to making a person panicked or threatened that will cause damage to him or her or family or property. It is foreseeable and at least severe risk of danger.

Use of Force means utilizing forced labour or power to do or practice or comply with a command with use of force or other methods affecting mind and body of persons that cannot resist such order.

Kidnapping means secretly or clandestinely bring a person to or at without his/her consent.

Fraudulent refers to deceiving through false speech in order to cause a person astray.

Deception means circumvention to create misunderstanding, false statement or conceal the true message that should be disclosed to a person.

Abuse of power defines wrongfully use of influence to force others to abide no matter they volunteer or not in order to cause damage.

Group 3

Exploitation means seeking benefits from human trafficking victims including

- 1) Prostitution
- 2) Production or distribution of pornographic materials
- 3) Other forms of sexual exploitation
- 4) Slavery
- 5) Causing another person to be a beggar
- 6) Forced labour or service
- 7) Coerced removal of organs for the purpose of trade
- 8) Any other similar practices resulting in forced extortion⁵

The exploitation of prostitution means the result from prostitution referring to the acceptance of repetition or any other actions or other act to orgasm in sexual desire of others for stipend or other benefits no matter the victim and offender will be the same or opposite sex.

Production or distribution of pornographic materials means creating media made by labor or machinery or advertising material to disseminate it in the immoral method.

Other forms of sexual exploitation refer to the result from the needs of sex in various forms.

Slavery means making a person to be under the power of another person and to work for others or selling a person for labor exploitation.

⁵ Buadaeng et als., *supra* 4, at 20; Section 4 of the Anti-Trafficking in Persons Act 2008.

Causing another person to be a beggar refers to begging for money or items from others.

Forced labour or service is compelling others to work or serve by threatening for life, body, liberty, reputation, or property of a person or others by means of violence or force that such person/victim cannot be resisted.

Any other similar practices resulting in forced extortion mean labour exploitation of others such as unfair employment, debt bondage, or unjust assessment of interest and service, and deduction of money regardless of other welfare.

Attachment D
 “Song San Noo Mai”

Song Writer/Composer: Wallop Pumara

G Em G Em

Song Sarn Noo Mai Ti Doen Tum Rai.....Song Sarn Noo Mai Khao Hai Khai Tua

G Am C D7

Aow Noo Ma Kai Hai Noo Wad Klua....Klua...Klua...Klua...Jab Hua Jai
 (English Translation: Do you pity me that I am assaulted or traded as prostitute? I am terror.)

G Em

Song Sarn Noo Na Ti Mai Dai Rien Ngang Seu

G Em

Song Sarn Noo Na Lai Lai Meu...Mai Dai Kin

G Am C D7

Guck Kang Noo Wai....Mai Hai Roo...Mai Hai Dai Yin...Aa Rai Pen Pai....Mai Roo Leui
 (English Translation: Do you pity me that I do not study or eat? I am confined to block me to hear and know).

C G D7 G

Noo Yung Pen Dek ...Yung Lek Lek You Hai Noo Rien Roo...Hai Terb Toe Som Wai

C D7 D7 G

Khaow Tong Roe Suk...Jueng Kew Gin Dai Mua Noo Terb Yai....Ja Tum Ngan Tee Dee

C G D7 G

Song Seng Pleng Nee Hai Dung Gong Fah Prod Shuew Noo Na...Pa Noo Klub Tee

C Am C D7

Took Toraman...Took Kien...Took Tee Yah Hai Noo Tong Yoo Yang Nee Leui
 (English Translation: I am still a little child. Please let me grow up and study. Likewise, rice has to be cooked to chew. Whenever I grow up, I will voluntarily work. I loudly sing this song..please rescue me. I am tortured, lashed, smacked....do not leave me here).

(All Repeated)

C D7 C D7

Yah Hai Noo Tong Yoo Yang Nee Leui ... Yah Hai Noo Tong Pen Baeb Nee Leui
 (English Translation: please do not leave me here...please do not make me be like this).

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