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## Classroom scenario

### Prevention of trafficking in children from early school age (Grade I)

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Classroom scenario: Prevention of trafficking in children from early school age (Grade I)

*Tale analysis of "Pinocchio" by Carlo Collodi* – Learning about Trust, Risk and Protection from child abuse and trafficking

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject study                   | Social Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Type/category of subject matter | Mandatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Grade                           | 1st grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Curriculum theme/area           | <ul style="list-style-type: none"> <li>• Protection of children's rights</li> <li>• Protection of human rights</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Number of lessons               | Total one school class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Equipment & Assets              | <ul style="list-style-type: none"> <li>• The Pinocchio Tale</li> <li>• Age-appropriate audiovisual aids</li> <li>• Sheets for drawing (optional)</li> <li>• Felt-tip pens, coloured pencils, or crayons</li> <li>• Scissors (optional, for cutting out coloured drawings)</li> <li>• Playdough for modelling characters</li> <li>• Notes for the Teacher</li> </ul>                                                                                                                                                                                                                                                                   |
| Objectives                      | <p><b>General objectives</b></p> <p>To foster understanding, sensitivity and responsibility in children through the story "<i>Pinocchio</i>", so that they develop awareness of the danger of manipulation and abuse; understand the importance of trust and honesty; and learn <b>how to protect themselves and others from child trafficking and other abuses.</b></p> <p><b>Special objectives</b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• Understand the content and message of the Pinocchio tale.</li> <li>• Recognise the good and bad choices made by "<i>Pinocchio</i>" - the main character.</li> </ul> |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <ul style="list-style-type: none"> <li>• Learn how <b>disobedience and gullibility can easily put children in danger</b>.</li> <li>• Identify the <b>role of conscience</b> as an inner voice that warns when something is wrong/dangerous.</li> <li>• Link the story's messages to <b>contemporary examples</b>: internet risks, fake profiles, peer pressure, lying, and betrayal.</li> <li>• <b>Develop an awareness</b> that they can always reach out to an adult they trust (the teacher, the parent).</li> <li>• Are encouraged for <b>mutual support</b> and a sense of community among pupils.</li> </ul> |
| Expected results  | <p>Pupils:</p> <ul style="list-style-type: none"> <li>• Understand the difference between <b>trust and naivety/gullibility</b>.</li> <li>• Develop <b>critical thinking</b> – not to immediately believe everything they hear.</li> <li>• <b>Recognise manipulation, deception, and abuse</b> by the Pinocchio's example.</li> <li>• Develop <b>empathy (what it is like to be in someone else's shoes)</b> and understand how feelings can help us make the right choices.</li> </ul>                                                                                                                             |
| During the lesson | <p>Pupils:</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what trust means, how it is built and when it can be broken.</li> <li>• <b>Give concrete examples</b> of the story of how Pinocchio was deceived, how he reacted and what he learned.</li> <li>• <b>Express emotional reactions</b> – how they feel when someone lies, when they make a mistake, or when they receive forgiveness.</li> </ul>                                                                                                                                                                                               |

|                                    | <ul style="list-style-type: none"> <li>• <b>Demonstrate an understanding of safe behaviour</b> – how to protect themselves in a real and digital context.</li> <li>• <b>Recognise when they need support</b> and where they can safely seek it.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|---------------|-----------------------------------------------------------------------|---------------------|-------------------------------------------------------------|------------|----------------------------------------------------------|-------------------|--------------------------------------------|------------|-------------------------------------------------------------------------------------------|
| Methodology/Recommended techniques | <ul style="list-style-type: none"> <li>• Viewing/listening to the story (audiovisual assets) or reading a summarised version of the story with analysis and reflection</li> <li>• Guided discussions</li> <li>• Creative work (creating the characters)</li> <li>• Role-playing</li> </ul>                                                                                                                                                                                                                                                                                                                   |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Evaluation                         | <table> <tr> <th>Area</th><th>Indicators</th></tr> <tr> <td>Understanding</td><td>The pupil connects the messages of the story to real-life situations.</td></tr> <tr> <td>Emotional Awareness</td><td>It recognises and expresses the feelings of the characters.</td></tr> <tr> <td>Creativity</td><td>Drawing, colouring or playing the character of the tale.</td></tr> <tr> <td>Critical thinking</td><td>It thinks about what is true, what is not.</td></tr> <tr> <td>Reflection</td><td>The child expresses what it had learned and how it would apply it in real life situation.</td></tr> </table> | Area | Indicators | Understanding | The pupil connects the messages of the story to real-life situations. | Emotional Awareness | It recognises and expresses the feelings of the characters. | Creativity | Drawing, colouring or playing the character of the tale. | Critical thinking | It thinks about what is true, what is not. | Reflection | The child expresses what it had learned and how it would apply it in real life situation. |
| Area                               | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Understanding                      | The pupil connects the messages of the story to real-life situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Emotional Awareness                | It recognises and expresses the feelings of the characters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Creativity                         | Drawing, colouring or playing the character of the tale.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Critical thinking                  | It thinks about what is true, what is not.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Reflection                         | The child expresses what it had learned and how it would apply it in real life situation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |
| Scenario implementation            | The teacher implementing the activity is granted discretion to adapt the scope and choice of activities in accordance with the developmental level and sociocultural background of the pupils.                                                                                                                                                                                                                                                                                                                                                                                                               |      |            |               |                                                                       |                     |                                                             |            |                                                          |                   |                                            |            |                                                                                           |

## Activity: Playing Safe with Pinocchio and friends (Teacher led)

### Objectives:

- To understand Pinocchio's character and the theme of deception
- To pave the way for a conversation about deception and manipulation.
- Children learn about safe choices, trusting their feelings, and asking adults for help - all while having fun making and playing with characters.

### Meet the characters! (5 minutes)

- Showing the children pictures of each character.
- Briefly describing who each one is and what they do in the story (ex: "Pinocchio tries to make good choices but sometimes makes mistakes. The Cricket is his good conscience. The Fox and Cat sometimes try to trick him.")

### Make your own characters (15 minutes)

- Creating characters from materials by the teacher's choice, using playdough, using the provided character drawings or pupils draw their own.
- The teacher can use this time to read or tell them a summarised version of the story, unless the pupils were tasked to become familiar with the story on their own time with an audiovisual aid of the teacher's choice.

### Scene play: What should Pinocchio do? (15 minutes)

- Invite the children to use their character creations for **short, simple scenes**.
- Teacher:  
*"Pinocchio is walking. The Fox and the Cat invite him to go somewhere fun with them."*
  - Pinocchio asks: *"Should I go with them?"*
  - The Cricket or another character can say: *"Be careful! Ask an adult."*
  - Teacher asks the class: *"What could Pinocchio say?"* (Encourage kids to answer or act: *"No, I will ask a trusted grown-up!"* – **the teacher uses this opportunity to explain what a trusted adult is.**)
- Teacher:

*"The Cat and the Fox ask Pinocchio to give them his money to earn "easy money", without any effort or work".*

- Pinocchio asks: *"What shall I do? Should I give them the money from my father Geppetto? He works so hard to earn them. Maybe I can help him".*
- The Cricket or another character can say: *"Be careful! It sounds too good to be true. What if you end-up without anything? What will you tell Geppetto?"*

- Teacher asks the class: “What could Pinocchio say?” Encourage kids to answer or act: “No, I will tell my father that you want to take my money. I will tell everything to Geppetto and ask for his advice.”
- If some children say they will give to money to the tricksters, the Teacher leads the discussion to:  
“The Cat and the Fox took away Pinocchio’s money and never returned. Pinocchio wonders, if he should lie to Geppetto that he lost the money.”
- Emphasise using conscience (the Cricket), recognising lies and being honest with the parents. Asking for help. Geppetto being forgiving but asking for honesty.

### **Talk & Share (5 minutes)**

- “How did Pinocchio feel when he was tricked?”
- “Who helps him make a safe choice?”
- “Who can help you if you feel scared and sad?”

### **Closing circle (3–5 minutes)**

- Each child shows their prepared character.
- Finish this sentence: “Next time I need help, I will ask \_\_\_\_.”
- Teacher gives a friendly message: “Just like Pinocchio, we can ask for help and use our good conscience when we are not sure.”

### **Conclusion and applicability**

The teacher leads the pupils to a conclusion:

"Pinocchio made a lot of mistakes, but he always learned from them. So, we too can be careful, but also courageous, when someone tries to lie to us. Today, the risks are not just on the street – they are also on the internet. That is why we have to trust our conscience, our parents and the people who love us."

### **Additional materials**

Handbook for Teachers and Professional Assistants- Protection of Children from Human Trafficking: What Should Schools Do? [1680a3027d](#)

Educational and informational materials (leaflets, illustrated books, videos) [Publications on Combatting Human Trafficking- Programme Office of the Council of Europe in Skopje](#)

Handbook on prevention and intervention in schools in case of violence, abuse and neglect [priracnik-nastavnici-print.cdr](#) (available only in Macedonian language)

## Warning signs for the children

- Sudden changes in behaviour (withdrawal, fear).
- Frequent absenteeism or school avoidance.
- Frequent requests for leave due to abdominal pain, etc.
- Telling stories that suggest contact with strangers (in real life or online).
- Inexplicable gifts, money, or objects.
- Visible anxiety when talking about safety or trust.

✦ These signs do not necessarily imply child trafficking, but they do signal that the child is at risk and needs extra attention.

## Contacts for help

- Ministry of the Interior – 192/112
- Hot lines <http://redbutton.mvr.gov.mk/>,
- Centre for Social Work
- Citizens' Association "Open Gate/La Strada" SOS 080011111
- Citizens' Association "Megjashi" +389 70390632



## THE FOX

Ticket for the land of toys



GEPPETTO



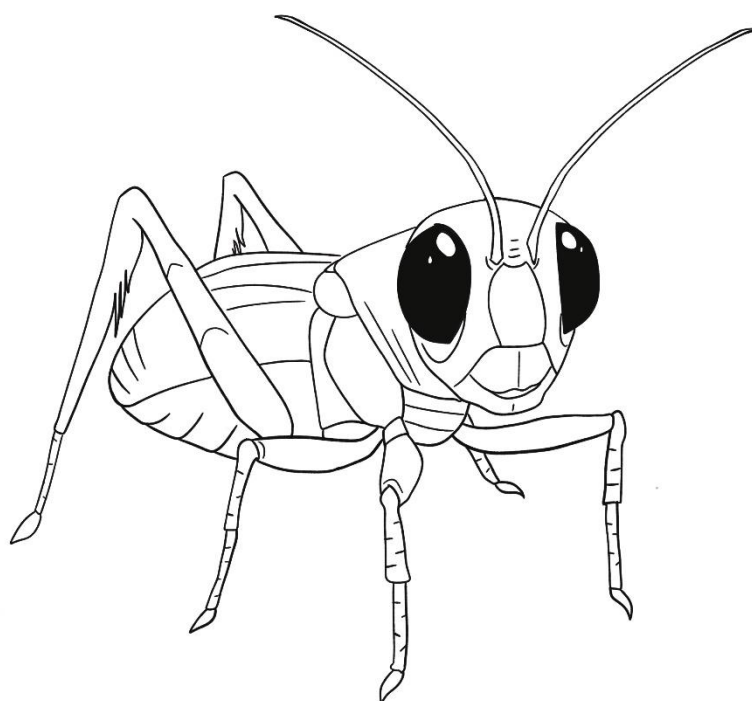
## THE CAT



PINOCCHIO



## THE CRICKET



## THE FAIRY



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