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Classroom scenario

Prevention of trafficking in children from early school age (Grade II-IV)

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Classroom scenario: Prevention of trafficking in children from early school age (Grade II-IV)

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

Subject study	Social studies or advisory class
Type/category of subject matter	Mandatory
Grade	IIInd-IVth grade
Curriculum theme/area	• Protection of children's rights • Protection of human rights
Number of lessons	Total 1 hour
Equipment & Assets	• The Pinocchio Tale • Magazine images/posters • Sheets, drawing sheets • Felt-tip pens, coloured pencils • Glue/tape, scissors (optional, for cutting out coloured drawings) • Playdough for modelling characters • Notes for the teacher • Age-appropriate audiovisual aids
Objectives	General objective To foster understanding, sensitivity and responsibility in children through the tale "<i>Pinocchio</i>", so that they develop awareness about the danger of manipulation and abuse; understand the importance of trust and honesty; and learn how to protect themselves and others from child trafficking and other abuses. Special objective Pupils: • Understand the content and message of the tale of "Pinocchio". • Recognise good and bad choices made by Pinocchio- the lead character. • Learn how disobedience and gullibility can easily put children in danger.

	• Identify the role of conscience as an inner voice that warns when something is wrong/dangerous. • Link the tale's messages to contemporary examples: internet risks, fake profiles, peer pressure, lying and betrayal. • Develop an awareness that they can always reach out to an adult they trust (teacher, parent). • Are encouraged for mutual support and a sense of community among pupils.
Expected results	Pupils: • Understand the difference between trust and naivety/gullibility. • Develop critical thinking– not to immediately believe everything they hear. • Recognise manipulation, deception, and abuse by Pinocchio's example. • Develop empathy (what it is like to be in someone else's shoes) and understand how feelings can help us make the right choices.
During the lesson	Pupils: • Explain what trust means, how it is built and when it can be broken. • Give concrete examples of the story of how Pinocchio was deceived, how he reacted and what he learned. • Express emotional reactions – how they feel when someone lies, when they make a mistake, or when they receive a forgiveness. • Demonstrate an understanding of safe behaviour – how to protect themselves in a real and digital context. • Create an original creative expression – a message, a drawing, a poem, a letter, or a collage – through which children convey what they have learnt from the tale.

	• Engage in a reasoned discussion, expressing their own opinions with respect for others' views. • Recognise when they need support and who they can safely seek it from.												
Methodology/Recommended techniques	• Viewing/listening to the story (audiovisual assets) with analysis and reflection • Brainstorming • Guided discussions • Creative work (drawing, collage, composition/poem) • Role-playing • Individual reflection of the pupil												
Evaluation	<table> <tr> <th>Area</th><th>Indicators</th></tr> <tr> <td>Understanding</td><td>The pupil connects the messages of the tale 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>It creates poems, drawings and collages with a personal message.</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 tale to real-life situations.	Emotional Awareness	It recognises and expresses the feelings of the characters.	Creativity	It creates poems, drawings and collages with a personal message.	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.
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Scenario implementation	The teacher implementing the activity independently decides on the selection of activities in accordance with the developmental level and socio-cultural 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 each of the characters and what is their role in the tale (for example: "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 a playdough, using the provided character drawings or the pupils draw their own.
- In a meanwhile, the teacher can use that time to read a summarised version of the tale, unless the pupils were tasked to become familiar with the tale on their own time with an audiovisual aid of teacher's choice.

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

- Invite the children to use their character creations for **short, simple scenes**.
- The teacher:
 - "Pinocchio is walking. The Fox and Cat invite him to go somewhere fun with them."*
 - Pinocchio asks: *"Should I go with them?"*
 - 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 adult!"* – **the teacher uses this opportunity to explain who would be a trusted adult.**)
- The teacher:

"The Cat and the Fox ask Pinocchio to give them his money so that he can 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, as follows:

"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 the character they fabricated.
- 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)

Addition- Role-playing

I. General objective of the activity

Through acting, dialogue and analysis pupils will:

- recognise risky and manipulative situations,
- develop empathy and critical thinking,
- learn how to say "no" to dangerous offers and to make safe and moral decisions.

II. Duration

15-20 minutes

III. Required materials

- Character name cards (Pinocchio, the Cricket, the Fox, the Cat, Geppetto, the Fairy)
- Stage Performance Space (or an improvised classroom stage)

IV. Preparation of pupils

1. Introduction (5 minutes):

The teacher explains that through a game they will explore the tale from a different angle.

The teacher asks:

- "Has anyone ever offered you something that seemed too good to be true?"
- "How do you know when someone is lying to you or wants to take advantage of you?"

2. Choosing a character:

Groups choose the Pinocchio, the Cricket, the Fox, the Cat, Geppetto and the Fairy. If there are many pupils, three or four parallel groups can be formed, each with its own scenario.

3. Explanation of the task:

The teacher says:

"You're going to depict a scene from Pinocchio's life. Your job is to show how he can make good or bad choices- and what comes next.

" It is not about acting perfectly, it is about thinking how each character feels."

V. PROPOSED SCENARIOS – roleplay

The story should be used if the scenario needs to be expanded.

Script	Table of Contents	Message/Purpose
1. Pinocchio and the Cricket	Pinocchio wants to go to an island where there is no school, and everyone is having fun. The Cricket warns him.	To recognise the meaning of conscience and the voice of reason.
2. Pinocchio and the bad guys (the Fox and the Cat)	They offer him "easy money" if he gives them his money.	Manipulation, deception, naivety.
3. Pinocchio and Geppetto	Pinocchio returns home after falling a victim to lies. Geppetto forgives him but asks for honesty.	The value of forgiveness and trust.
4. Pinocchio and the Fairy	The Fairy urges him to tell the truth, his nose growing when he lies.	Consequences of lying, honesty, and self-respect.

VI. ROLEPLAY

Scene: "The Land of Toys"

Characters: Pinocchio, the Cricket, the Fox, the Cat

Pinocchio:

"Listen, Cricket! There is no school, no rules! Just games and sweets! I will go, too!"

The Cricket:

"But, Pinocchio, that looks suspicious. Why would anyone offer you so much, for no reason?"

The Fox:

"Eh, do not listen to him! We will take you there. Everyone is happy and free there!"

The Cat:

"We will show you how to be rich without effort!"

Pinocchio:

"Really? Well, maybe I should just take a little risk..."

(Pinocchio goes with them; the teacher interrupts the scene.)

The Teacher: *"Stop! Now think about it – what happens next? What is the risk? How could it have been otherwise?"*

VII. DISCUSSION AFTER THE ROLEPLAY (10 minutes)

The teacher leads the conversation:

- How did Pinocchio feel in this situation?
- How did the Cricket speak? In a calm tone or with fear?
- What is a similar real-life example? (offer via the Internet, fake profile, free gift, unknown "friend")
- How can we say "no" without fear?

Write the responses on the board in two columns:

Safe Choices

Risky Choices

VIII. BRIEF REFLECTION AND CLOSURE

1. Each child ends a sentence:

- "I have learned that..."
- "The next time someone offers me something suspicious, I will..."

2. Pupils can write a short letter to Pinocchio:

"Dear Pinocchio, if I were you, I would have..."

3. Final message from the teacher:

"We are all like Pinocchio at times – curious and gullible. But it is important to listen to the voice of conscience and recognise when someone is not wishing us well."

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 "Megjashi" +389 70390632
- Citizens' Association "Open Gate/La Strada" SOS 080011111

THE FOX

Ticket for the land of toys



GEPPETTO



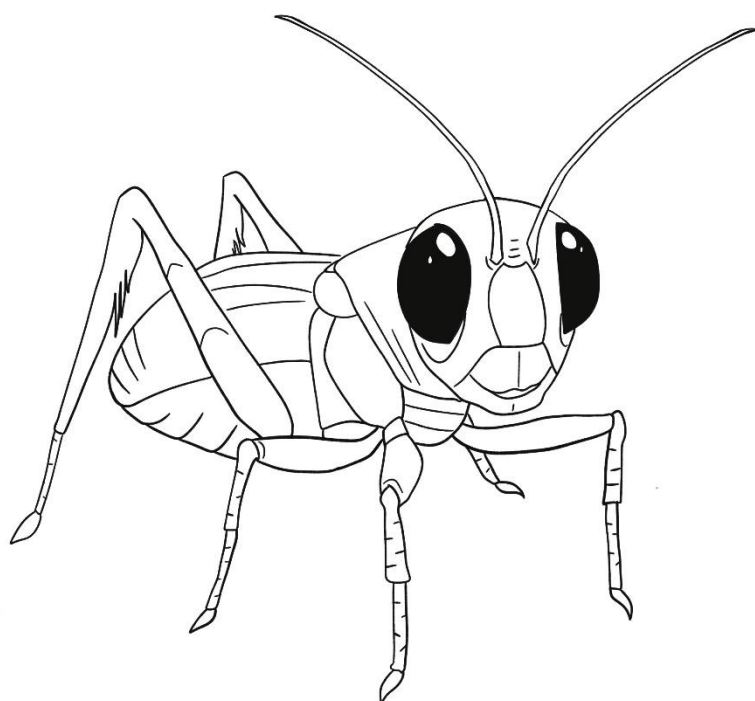
THE CAT



PINOCCHIO



THE CRICKET



THE FAIRY



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