

Co-funded
by the European Union



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Co-funded and implemented
by the Council of Europe



Classroom scenario

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

Author: Verica Stamenkova Trajkova, PhD
Skopje, April 2026

Original title in Macedonian: Сценарио за на час: превенција на трговијата со деца од рана училишна возраст (V одделение)

This educational material was produced with the financial support of the European Union and the Council of Europe. Its contents are the sole responsibility of the author(s). The views expressed herein can in no way be taken to reflect the official opinion of the European Union and the Council of Europe.

The reproduction of the extracts (up to 500 words) is authorised, except for the commercial purposes as long as the integrity of the text is preserved, the excerpt is not used out of context, does not provide incomplete information or does not otherwise mislead the reader as to the nature, scope or content of the text. The source text must always be acknowledged as follows “© Council of Europe, 2026”. All requests concerning the reproduction/translation of all part of the document, should be addressed to the Directorate of Communications, Council of Europe (F-67075 Strasbourg Cedex or publishing@coe.int).

All other correspondence concerning this document should be addressed to the Directorate II, Avenue de l'Europe F-67075 Strasbourg Cedex, France,
Tel. +33 (0)3 88 41 20 00,
E-mail: Horizontal.Facility@coe.int

Cover image: Shutterstock
Illustrations: Sara Prenk

© Council of Europe, April 2026. All rights reserved. Licensed to the European Union under conditions.

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

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

Subject study	Macedonian language
Type/category of subject matter	Mandatory
Grade	Vth grade
Curriculum theme/area	• Protection of children's rights • Protection of human rights
Number of lessons	Total of four school classes
Equipment & Assets	• The Pinocchio Tale • Magazine images/posters • Sheets, sheets for drawing • Felt-tip pens, coloured pencils • Glue/tape, scissors • Worksheets for pupils • Notes for the Teacher • Age-appropriate audiovisual aids
Objectives	General objectives To foster understanding, sensitivity and responsibility in children through the tale of "<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 objectives Pupils: • Understand the content and message of the tale of "<i>Pinocchio</i>". • Recognise the 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 story'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 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 – for children to convey what they have learnt from the story. • Engage in a reasoned discussion, expressing their own opinions with respect for others' views. • Recognise when they need support and where they can safely seek it.

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 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>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 story 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.	
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	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.													
Scenario implementation	The teacher implementing the activity independently decides on the selection of activities in accordance with the developmental level and the socio-cultural background of the pupils.													

Content of the activity

Lesson 1: Let us get to know Pinocchio (by presenting the first part/picture and the beginning of the story of Pinocchio)

Objectives:

- To understand Pinocchio's character and the theme of deception
- To pave the way for a conversation about deception and manipulation

Activities:

Opening game: "Who is telling the truth?" (10 min.)

The teacher says:

"I will read you a few sentences. You have to guess, if they are true or false."

Examples:

- Today is Sunday.
- My nose grows when I lie.
- The fox helped Pinocchio find his way home.
- Geppetto loved Pinocchio unconditionally.
- Lying always leads to something good.

Then the teacher asks:

"Can we always tell when someone is lying? How do we feel when we are being lied to?"

First part recap – Pinocchio's revival and his departure to school (15 min.).

Conversation (15 min.)

- Who helped Pinocchio?
- Did he always listen to good advice?
- What part of the story excites your feelings the most?

Task:

Each pupil writes on a piece of paper:

- "Trust is when..."
- "It is a lie when..."

Lesson 2: The path of error

Objectives:

- To recognise the risks of false promises – Pinocchio's choice and lying, and false promises in the story
- Explain what conscience is and how it helps us.

Activities:

Analysis of the tale (15 min.)

The Circus, the Fox and the Cat

Conversation (15 min.)

- Why did Pinocchio trust them?
- How did they lie to him?
- Who was his voice of conscience?
- What was the aim of the bad boys, why did they lie to Pinocchio?

Activity "Light of conscience" (10 min.)

Pupils draw the cricket and write a message:

"My conscience tells me..."

(e.g., "not to go out with strangers," "to talk when something scares me").

Conclusion (5 min.)

"To be brave is to say **NO** when something is wrong."

Lesson 3: In the land of toys- things are not always the way they seem- Pinocchio ends up kidnapped, cheated, and exploited**Objectives:**

- Understand the concept of manipulation.
- Make a connection with online and everyday risks.

Activities:

Analysis of the "Land of Toys" section – transportation, children who become donkeys (15 min.)

Discussion (15 min.)

- Why did the children go to an unknown country by themselves?
- What gained their trust?
- Who used them and how?

Group activity (10 min.)

Poster with messages:

- "Do not believe everything you hear!"
- "True friends do not make you do anything dangerous."

Modern parallels (5 min.)

The teacher opens a conversation:

"Are there still people who promise things to deceive you? What should we do if someone on the internet asks us to send them a photo?"

Lesson 4: Pinocchio becomes a real child**Objectives:**

- Reflect on learning and mistakes (pupils' reflection).
- Encourage personal responsibility and self-esteem.

Activities:

Analysis of the final part of the story (15 min)

Introductory exercise (5 min.)

Pupils write:

"When I made a mistake, I learned that..."

Conversation (10 min.)

- What made Pinocchio a real child?
- Who helped him the most?
- Who is your Geppetto?

Creative activity (20 min.)

Draw a heart with three personal tips:

- "To be brave..."
- "Not to believe lies..."
- "To protect my friends."

Reflection in a circle (10 min.)

Each pupil shares:

"From Pinocchio I learned that..."

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 Introduction (5 minutes):

1. The teacher explains that through a game, they will explore the story 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 multiple 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's not about acting perfectly, it is about thinking how each character feels."

V. PROPOSED SCENARIOS – roleplay

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

THE FOX

Ticket for the land of toys



GEPPETTO



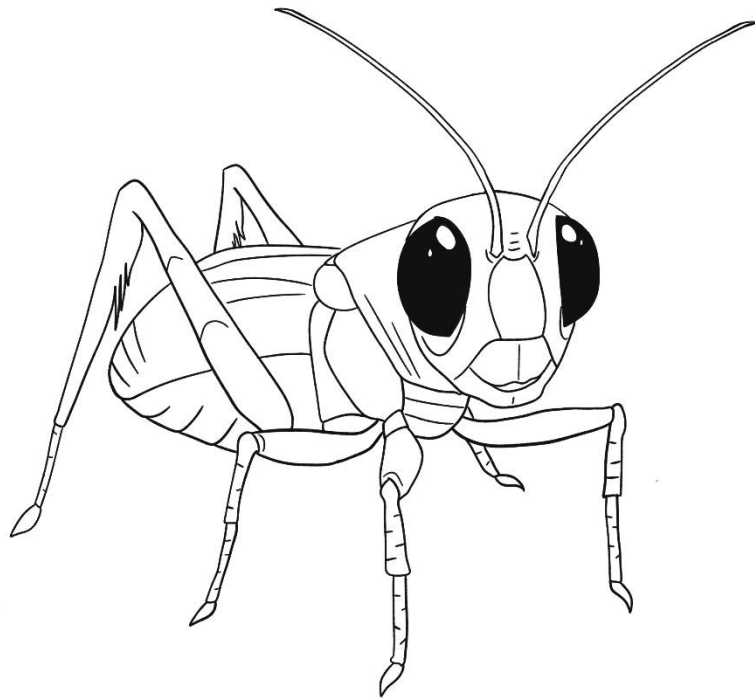
THE CAT



PINOCCHIO



THE CRICKET



THE FAIRY



This educational material was produced with the financial support of the European Union and the Council of Europe. Its contents are the sole responsibility of the author(s). Views expressed herein can in no way be taken to reflect the official opinion of the European Union or the Council of Europe.

The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

www.europa.eu

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

ENG

Co-funded
by the European Union



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Co-funded and implemented
by the Council of Europe