



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC) “Freedom of Thought & Expression”

by

Author: Ruzanna Karapetyan - Armenia

Editor: Ana Žnidarec Čučković

Education for the prevention of discrimination (DISC)

“Freedom of Thought & Expression”

by

Author: Ruzanna Karapetyan - Armenia

Editor: Ana Žnidarec Čučković

Last edition: **December 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Freedom of Thought & Expression**Title: Stereotypes & Prejudice****Expected outcome**

- ➔ Learners will begin to understand the meaning and examples of *stereotypes, prejudice and discrimination* by using a variety of activities and factors impacting the human interactions – from cognitive and affective perspectives. They will learn a "how to" process for appropriately forming their opinions when interacting with others.
- ➔ Learners will reflect on the importance of appreciating human similarities, and the necessity for *prevention of discrimination* and demonstration of more *tolerance* when it comes to people differences.
- ➔ Learners will understand and explain "*Trafficking*" and how the "*Universal Declaration of Human Rights*" acts to protect human rights; will be able to describe problems of Trafficking around the world.

Target group

Type of training	School level / age	Subject area
In-service training of Teacher Trainers & Teachers	High School students aged 11-16	History, Social & Political Sciences, Language Arts

Brief description of the unit

With a brief introduction of "Prejudice and Stereotyping", in first activity participants will read, work in pairs and research different examples of discrimination. They will share the results with the whole class. Reflection is implemented through brainstorming about the "prevention of discrimination" issue and the dangers of stereotypes prejudice. Second activity provides engagement for all students on "first impression" with sharing the views and opinions, tolerance and similarities by recording the answers on chart paper or board. Third activity had trafficking nature. Student are encouraged to search for "Universal Declaration of Human Rights and "Trafficking process and types" and then identify strategies for combating with trafficking and prevention of discrimination. Reflection will be implemented by writing a set of questions on a board and discussions.

Methods/techniques used

General teaching methods: ICT use, learner-centred vs. curriculum-centred teachers, lesson methodology, textbooks and materials, Q&A, problem solving, quality education methodology – individualization, cooperation, assertive assessment, use of a wider thinking skills; Cooperative Learning (CL), learning from social interaction (student-to-student learning); favourable classroom environment.

Time 3 x 45 minutes

Activity 1	
Introduction	▶ 5minutes
Phase 1	▶ 15 minutes
Phase 2	▶ 10 minutes
Phase 3	▶ 10 minutes
Debriefing/reflecting	▶ 5minutes
Activity 2	
Warming Activity	▶ 5minutes
Phase 1	▶ 15 minutes
Phase 2	▶ 10 minutes
Phase 3	▶ 10 minutes
Debriefing/reflecting	▶ 5 minutes
Activity 3	
Warming Activity	▶ 5minutes
Phase 1	▶ 15 minutes

Phase 2	▶ 10 minutes
Phase 3	▶ 10 minutes
Debriefing/reflecting	▶ 5minutes

Tips for trainers:

- Connect the meaning of stereotypes to prejudice. Teach students that when we form positive or negative opinions based on preconceived stereotyped images or thoughts rather than accurate and complete information, it is called "**prejudice**." Teach the students that it is a natural function of our brains to organize incoming information (from our senses) into categories to make sense of our world. Emphasize the importance of addressing people as individuals being unique in their thoughts and actions. Explain the students that when we use images of people, events or issues, to make broad generalizations or oversimplified statements – it is harmful and called "**stereotyping**."
- Use group work to raise the students' understanding and awareness of *prevention the discrimination* and *trafficking*. Encourage the students to explain their thoughts, discuss the cases and listen for comments.
- Learner participation in the class discussion and writing prompt will serve as the assessment for the lesson.
- Discussions in groups could become too hot and raise much noise in the classroom environment, thus in the groups that are comfortable with writing exercises either of the tasks could be set as written work.

Resources

Preparatory reading on: <ul style="list-style-type: none"> ➤ http://www1.umn.edu/humanrts/instree/auod.htm ➤ http://www.tolerance.org/hiddenbias ➤ http://en.wikipedia.org/wiki/Stereotype ➤ http://www.understandingprejudice.org/apa/english/ 	
"Cooperative learning" Manuals for Trainers & Teachers (in Armenian Language)	
For activity 1: <ul style="list-style-type: none"> ➤ http://www.co-operation.org/ ➤ http://www.dictionary.com ➤ http://www.google.com 	
For activity 2: <ul style="list-style-type: none"> ➤ http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights ➤ http://en.wikipedia.org/wiki/Human_trafficking#References ➤ http://www.humantraffickinged.com/ 	

Activity 1 What is Stereotype & Prejudice?



45 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Learners will define <i>Stereotype</i> and <i>Prejudice</i> – so that they will have the necessary skills <i>to analyze the effects</i> these attitudes have on society and <i>to prevent discrimination</i>. <p>► Specific aims: Learners will:</p> <ul style="list-style-type: none"> ➤ define and explain the connection between stereotypes & prejudice, ➤ state harmful outcomes of stereotypes & prejudice, ➤ illustrate a stereotype and identify stereotypes illustrated by other students, ➤ define the "vocabulary words" for prejudice, stereotype and give examples. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative learning ➤ Display board or chart paper ➤ Writing materials ➤ Hand outs 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ http://www.co-operation.org/ ➤ Dictionary.com: http://www.dictionary.com ➤ Google Images: http://www.google.com ➤ Appendix 1 - Hand out 1 "Definitions of stereotypes" ➤ Appendix 2 - Hand out 2 "If the World Were 100 People" ➤ Appendix 3 - Hand out 3 Actual statistics (for teachers) ➤ Appendix 4 - Hand out 4 "Stereotypes" 	

► **Practical arrangements:**

- Preparing of hand-outs 1 - 4 (Appendixes 1 - 4), in corners with chairs and tables for group works.

► **Instructions/procedure:**

Welcoming participants & Warming

Introduce yourself and present the purpose of the training and the agenda. If you have a small group, you can ask individuals to introduce themselves and tell you what they hope to get out of the training. In a larger group, invite volunteers to share their expectations. On your whiteboard jot down some of the specific things participants mention. You can come back to this at the end of the training to make sure you've covered these points. (This activity is designed to serve as a brief icebreaker. It will also give you an idea what participants' expectations and needs are.)

A brief introduction of "Prejudice and Stereotyping"

Prejudice is a baseless and usually negative attitude toward members of a group. Common features of prejudice include negative feelings, stereotyped beliefs, and a tendency to discriminate against members of the group. While specific definitions of prejudice given by social scientists often differ, most agree that it involves prejudgments (usually negative) about members of a group.

When prejudice occurs, stereotyping and discrimination may also result. In many cases, prejudices are based upon stereotypes. A stereotype is a simplified assumption about a group based on prior assumptions. Stereotypes can be both positive ("women are warm and nurturing") or negative ("teenagers are lazy"). Stereotypes can lead to faulty beliefs, but they can also result in both prejudice and discrimination. Prejudice can be based upon a number of factors including sex, race, age, sexual orientations, nationality, socioeconomic status and religion. Some of the most well-known types of prejudice include:

- *Racism*
- *Sexism*
- *Classicism*
- *Homophobia*
- *Nationalism*
- *Religious prejudice*
- *Ageism*

Phase 1 (15 min.)

Ask the students to read some definitions of stereotypes (Hand out 1 – Appendix 1). They should work with a partner and think about examples for each piece of information of the definitions.

Ask learners to research different examples where individuals have been denied their rights due to discrimination (research may be done on the Internet in the high school library). Encourage them to come up with at least one example that has not yet been mentioned in the class discussion. Share the research results with the whole class.

Phase 2 (10 min.)

Work in groups.

“Stereotyping”: Break the learners into groups of four or five to discuss answers, reach consensus and complete the worksheet. Distribute the *"If the World Were 100 People"* (Hand out 2 – Appendix 2) to each learner. Explain that the learners will take a look at some of their perceptions about the world and compare them with actual world demographics about population, health, wealth and resources. A recorder-student from each group should come to the board and write the statistics their group chose for each item on the worksheet. When all groups have written their information on the board, the teacher should write (or distribute to the groups) the Actual statistics (Appendix 3) and have the class discuss why the actual statistics may vary from the student responses.

Phase 3 (10 min.)

Distribute the Hand out 4 (Appendix 4) to students in groups and give them time to fill in the final tables "Stereotypes" (Parts 1; 2), followed by relevant discussions in the whole class.

► **Tips to trainers:**

As a homework:

- Look to current events to find examples of prejudice and discrimination in the world.
- How and where are people treating others unfairly because they don't understand them fully?
- Have the learners ask their parents to share with them any instance they know of that would demonstrate prejudice or stereotype. Have the students write these examples on a sheet of paper, in complete sentences, to bring into class to share.

Activity 2 First Impressions



45 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ First impressions of people can often lead to misunderstandings and unfair treatment of others. This lesson will teach learners about the importance of not judging others based on first impressions using appearances as a clue to the personality of a person. Learners will reflect on diversity, the importance of appreciating human similarities, and the necessity for <i>prevention of discrimination</i> and more <i>tolerance</i> when it comes to people differences. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Make character trait assumptions using various pictures of people, ➤ Write a list of human similarities, ➤ Reflect/respond in writing to the questionnaire, ➤ Define the terms assumption, prejudice, stereotype and tolerance. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative Learning ➤ Power-point presentations 1-2 ➤ Display board or chart paper ➤ Writing materials 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ http://www.co-operation.org/ ➤ Dictionary.com: http://www.dictionary.com ➤ Google Images: http://www.google.com ➤ Appendix 5 - "Warming" – "Name the people" – Power-point Presentation 1 ➤ Appendix 6 - "People pictures" – Power-point Presentation 2 ➤ Appendix 7 - Hand out 5 – "What Do You See?" 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Prepare: corners with chairs and tables for group works; 2 books + 2 covers (plain & enticing); Power-point presentation-1 Appendix 5 (Warming); Power-point presentation-2 Appendix 6 (People-pictures) and Handout 5 	

<p>"What Do You See?" (Appendix 7). The pictures of children should be about the age of the learners in the class and should not have any identifying information on them, as far as the learners are to make assumptions based on the physical appearances of the pictures that they are viewing. All the pictures chosen should be general in nature.</p>	
<p>► Instructions/procedure:</p> <p>The students can work in groups. This exercise is aimed to stimulate the interpersonal intelligence: Power-point presentation-1 of „Name that famous person" (Appendix 5). A "warmer" is a great idea to get the class into communication. For example, during the language lessons the "warmers" are particularly important, relaxing, fun way to slip easily back into using the language. It can be hard for learners to snap back into speaking language again just because they have entered a classroom where you are in charge and you say it is time to speak for example in English. A good warmer can enliven the participants and remind them that it is fun to speak English and that, in fact, they are good at it.</p> <p>Phase 1 (15 min.)</p> <p>Write on the board "<i>Don't judge by appearances</i>".</p> <p>Hold up two books. (Choose a book that is a favourite of the learners and cover it with a plain book cover. Choose another book that the children might think is difficult to read or that they wouldn't be interested in reading. Cover that book with a very enticing book cover). Ask for a show of hands to determine which of the books most of the learners would like to read just by looking at the cover of the books. After the vote has been taken, reveal that the book with the plain cover is actually a favourite of the class and the other one probably is not a book that they would like to read.</p> <p>Read the phrase on the board and ask the learners to share what they think the phrase means through a set of Questions:</p> <ul style="list-style-type: none"> ➤ If they have ever seen or met someone and immediately formed an opinion about what that person was like (either a positive or negative opinion; ask for a show of hands). ➤ What criterion they might use to form a "first impression" of someone? (possible responses might include: clothes, hairstyle, body language, tone of voice, etc.) ➤ How many students have had to change their "first impression" of someone once they got to know that person better (either a positive or negative opinion). ➤ What kind of things might they learn about a person that might cause them to change their opinion (trustworthy, friendly, giving, mean, funny, etc.)? Point out to the learners that "first impressions" are usually based on appearance (the cover of the book). ➤ If they have ever made an assumption (first impression opinion) about someone based on their appearance 	

and later found out that it wasn't true? What criterion did they use to make the assumption?

Phase 2 (10 min.)

- Engage the students' groups in a discussion about the words "first impressions" or assuming things about others without much information about them.
- Tell them that when they make general assumptions about people or groups of people, they are *stereotyping* people. Tell them that stereotyping means a "very simple, often mistaken generalization about a group of people. Stereotypes may be positive or negative but *all are unfair and misleading*."
- Lead the discussion to consider how we might *discriminate* against or exclude people by labelling, pre-judging, stereotyping, etc. Ask for or point out examples of contemporary discrimination (action or treatment based on prejudice, or a preconceived opinion). Ask if any of them has been discriminated against, or observed discrimination, because of any of the criteria they cited.

Phase 3 (10 min.)

Tell the learners that you are going to show them some pictures of people. Show the pictures of people by a Power-point presentation 2 (Appendix 6).

After they have looked at each picture give each learner a copy of Hand out 5 (Appendix 7 – "What Do You See?") and ask them to respond to the set of questions listed in the table.

- Ask them to share what criterion they use to make the choices that they made under the Character Attributes column and to share why they would or would not like to be friends with that person. Remind them to be respectful of other classmates' answers especially if they do not agree with them.
- Briefly refer back to the start of the lesson about the inability of us to accurately judge a book by its cover. Stress the fact that we cannot make the assumption that because people look a particular way that they are as we perceive them.
- Show each picture once again. To emphasize the similarities of us all, have students brainstorm the things that humans have in common as you record their answers on chart paper or board.

<p>► Tips to trainers/anticipated difficulties:</p> <p>As homework the students could:</p> <ul style="list-style-type: none"> ➤ Develop a list of criteria used in forming first impressions and determine if these criteria promote respect or disrespect. ➤ Consider examples of disrespect. 	
<p>► Debriefing/reflecting:</p> <p>The answers to the following question would briefly summarize the lesson:</p> <ul style="list-style-type: none"> ➤ What criterion we might use to form a "first impression" of someone? (possible responses might include: clothes, hairstyle, body language, tone of voice, etc.). 	

Activity 3 **Trafficking Nature**



45minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Learners will understand and explain "Trafficking" and how the "Universal Declaration of Human Rights" acts to protect human rights. Learners will be able to describe problems of Trafficking around the world. They will have a wider understanding of the basic <i>Human Rights</i> and <i>Prevention of Discrimination</i>. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Define types of Trafficking ➤ Be able to differentiate "Trafficking" from other similar phenomena 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative Learning ➤ Power-point presentations 1-2 ➤ Display board or chart paper ➤ Writing materials 	

<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Universal Declaration of Human Rights http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights ➤ Trafficking process and types http://en.wikipedia.org/wiki/Human_trafficking#References ➤ http://www.humantraffickinged.com/ ➤ Appendix 8 - Hand out 6 – "Mary's Story" ➤ Appendix 9 - Hand out 7 – "Situations 1; 2" 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ This lesson is conducted in a computer lab / resource centre of a High school with an intensive use of computer facilities. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Warming (5 min.) <p>Teacher presents 2 judgments on a board and suggests the students to express own ideas (agree – disagree):</p> <ol style="list-style-type: none"> 1. People should immigrate for better living conditions and welfare. 2. Trafficking has no connection with the Human rights issue. <p>Discus statements with students.</p> <p>Phase 1 (20 min.)</p> <p>Teacher presents a short lecture (or asks the students to make an internet search in the library or resource centres of high schools) on Universal Declaration of Human Rights and Trafficking process and types. Students make internet brief research find the relevant websites (mentioned in the resources of this activity) to identify strategies for <i>combating with trafficking and prevention of discrimination</i>.</p> <p>Then the teacher distributes copies of Hand out 6 – "Mary's Story" (Appendix 8) and asks the students:</p> <ul style="list-style-type: none"> • to have the list of events in chronological order, • to underline the sentences containing abuse of the Human rights, • to determine type of the trafficking. <p>Phase 2 (15 min.)</p> <p>Teacher asks the students to make groups of 4 - 5 people and distributes Hand out 7 - "Situations 1; 2" (Appendix 9). The students have to read 2 short descriptive-situations and answer the followed set of questions.</p>	

Then teacher asks the groups to think of a time when they or someone they care about was treated unfairly or unequally because they were members of some specific group. Students should encourage others to share their stories.

One representative from each group will present one similar story (chosen by the group) to the whole class audience.

► **Tips to trainers:**

- Use the lab work to raise their understanding and awareness of *prevention the discrimination and trafficking*. Promptly help the students with a real example. Ask them to identify the relevant facts; encourage them to explain their thoughts; discuss the cases and listen for comments (even in case of lack of understanding or a tendency to excuse discrimination).

► **Debriefing/reflecting:**

Write the following discussion questions on a board:

- Have you, or someone you care about, ever been discriminated against? If so, what happened?
- Did anyone help? If so, how?
- If not, what would you have wanted someone to do?
- Is it easy or difficult to speak up when your friends are discriminating against someone and you are present? Why?
- What would support you in standing up against discrimination?

Evaluation and assessment

Exit Test - sheet for Trainers / Teachers

1. "Has this training utterly transformed your teaching and learning skills regarding *stereotypes, prejudice and prevention of discrimination*?"
2. "Would you recommend this training workshop to anyone?"
3. "Would you come back to such training and do much more work here?"
4. "Have you gained sufficient confidence, knowledge and information to do your own research in the future about the *stereotypes, prejudice and prevention of discrimination*?"
5. "Have you obtained an energizing academic experience?"
6. "Have you thoroughly enjoyed the excitement of discovery?"
7. "Will you use the wealth of information and documents on the *stereotypes, prejudice and prevention of discrimination* that will be incorporated in your teaching units?"
8. "Have you learnt the basic principles of content design on the *stereotypes, prejudice and prevention of discrimination*?"
9. "Have you shaped the main ideas on how students learn to identify and determine the *stereotypes, prejudice and prevention of discrimination*?"
10. "Have you acquired a more deep understanding of how the use of CL and interactive methods improve a student performance?"
11. "Do you know how to use different tools and properties in your teaching to make lessons more interactive and interesting?"
12. "Could you emphasize the outcomes as that everything the students need to know they learn from the internet?"
13. "Do you have in the result of this training a willingness to adapt and change to meet the student needs?"
"Did you enjoy the ways of support and usefulness during this training?"

Appendix 1:

Hand out 1

"Definitions of Stereotypes"

Read some definitions of stereotypes. Work with a partner and think about at least three examples for each piece of information of the definitions.

- 1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins).*
- 2. Generalizations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)*
- 3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity*
- 4. A single statement or attitude about a group of people that does not recognize the complex, multidimensional nature of human beings*
- 5. Broad categories about people that fail to differentiate among individuals, peoples, and societies.*

Appendix 2:**ACTIVITY 1***Hand out 2***If the World Were 100 People****Directions:** Place the following numbers in the appropriate blanks:

1	57	50	21	6	70	59	52	30
1	80	70	1	48	8	6	1	14

If the world were 100 people there would be:

____ Asians

____ Europeans

____ North and South Americans

____ Africans

____ females

____ males

____ non-white, ____ white

____ percent of the entire world's wealth would belong to only ____ people and all ____ would be citizens of the United States.

____ would live in substandard housing.

_____ would be unable to read.

_____ would suffer from malnutrition.

_____ would be near death.

_____ would be near birth.

_____ would have a college education.

_____ would have a computer.

Appendix 3:**ACTIVITY 1**

Hand out 3 (for teachers)

If the World Were 100 People**Actual Statistics**

If the world were 100 people there would be:

57 Asians

21 Europeans

14 North and South Americans

8 Africans

52 females

48 males

70 non-white, 30 white

59 percent of the entire world's wealth would belong to only 6 people and all 6 would be citizens of the United States

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death

1 would be near birth

1 would have a college education

1 would have a computer

Appendix 4:**ACTIVITY 1***Hand out 4***Stereotypes****Part 1**

Discuss these items and decide whether they are true or false.

1. () Stereotypes can be positive or negative.
2. () They are all unfair and misleading.
3. () They reduce individuals to an inflexible image.
4. () Human beings are unique and complex, so no one should be stereotyped.
5. () They dehumanize people because they place all members of a group in one simple category.
6. () Stereotypes can be true.
7. () You can know a lot about a people if you know their stereotypes.
8. () Stereotypes are not necessarily true, but there is a lot of reality in them.

Part 2

Match the words about stereotypes with their definitions:

1. alienation	() a belief that one is better than others are
2. attitude of superiority	() fear or dislike of foreigners or strangers
3. discrimination	() a feeling of being separate or not belonging
4. ethnocentrism	() special treatment (good or bad) based on race, religion, physical appearance, age or social class
5. intolerance	() lack of kindness or understanding toward people who are different
6. prejudice	() belief that one's own group (country, race or culture) is better than other
7. racism	() characteristics, features
8. scapegoat	() A person or group who is given the blame for the mistakes or failures of others
9. traits	() Belief that an ethnic group is superior or inferior than other groups
10. xenophobia	() A negative, unfair opinion about a person or group of people based on limited information or experience

Answer key: 2, 10, 1, 3, 5, 4, 9, 8, 7, 6

NAME THAT FAMOUS FACE



NAME THAT FAMOUS FACE

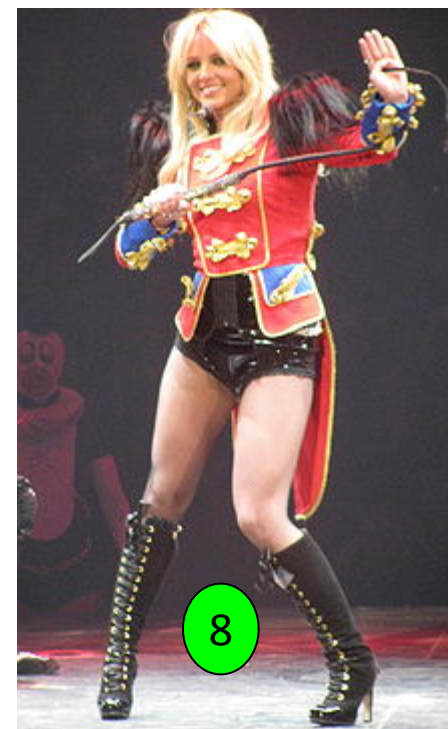


THE ANSWERS – R1

1. Tony Blair
2. Queen Elizabeth II
3. Prince Charles
4. Gordon Brown
5. Rowan Williams (*Archbishop of Canterbury*)
6. Barack Obama
7. **Nicolas Sarkozy**
8. **Nick Clegg**



NAME THAT FAMOUS FACE

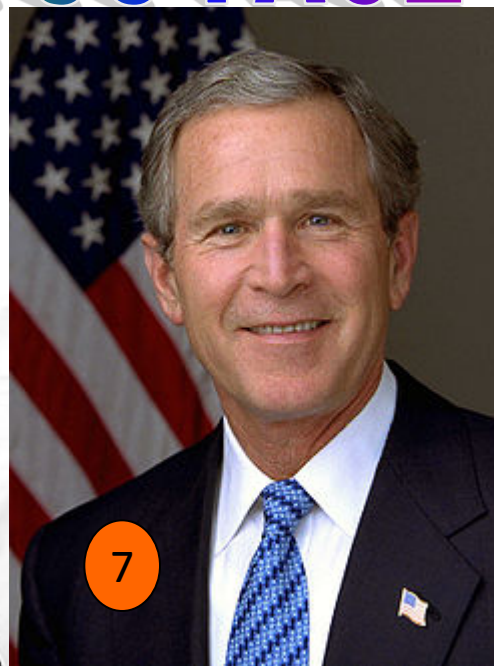


R2 - Answers

1. Brad Pitt
2. Angelina Jolie
3. Jennifer Aniston
4. Daniel Radcliffe
5. Robert Pattinson
6. Alexandra Burke
7. Paul McCartney
8. Britney Spears

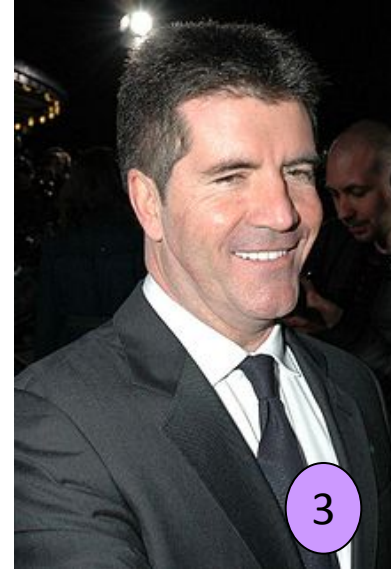
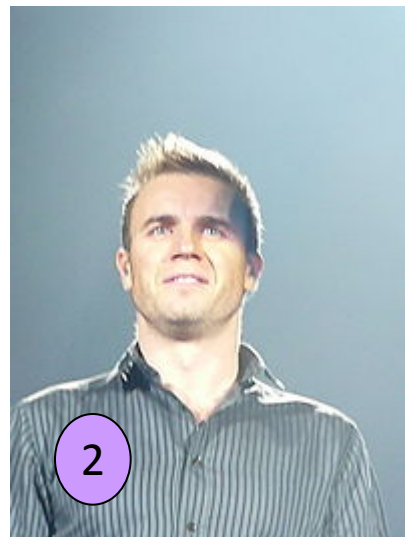
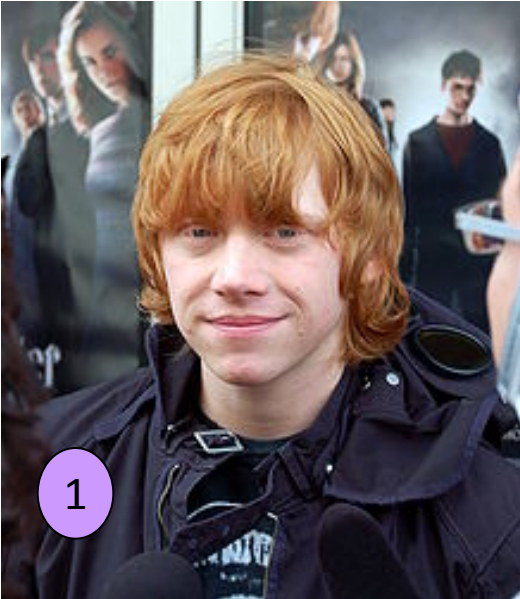


NAME THAT FAMOUS FACE

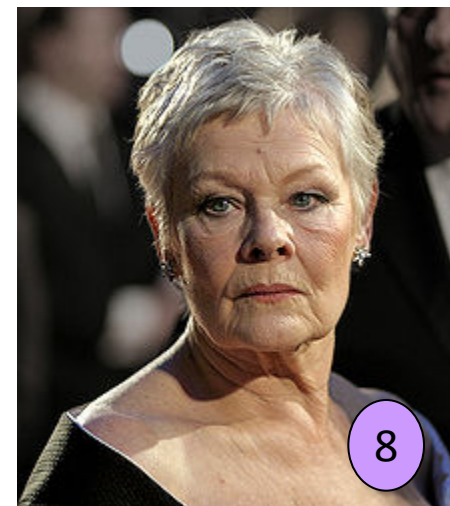
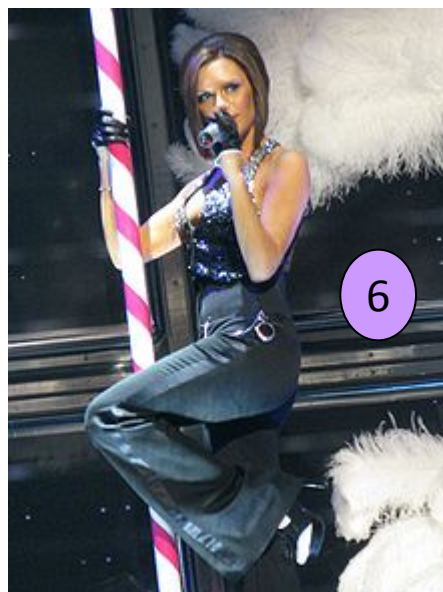


R3 - Answers

1. David Cameron
2. Lord Seb Coe
3. Prince William
4. Jack Straw
5. Margaret Thatcher
6. John Prescott
7. George Bush
8. John Major



NAME THAT FAMOUS FACE



R4 - Answers

1. Rupert Grint
2. Garry Barlow
3. Simon Cowell
4. Zac Efron
5. Miley Cyrus
6. Victoria Beckham
7. Chris Martin (Coldplay)
8. Dame Judi Dench

















Appendix 7:

Hand out 5

What do you see?

Directions: Choose one word from each word category that best describes the person or people you see in each picture (Appendix 6). Write that word in the correct column beside each number. Write a brief statement about whether or not you would like to have this person for a friend.

Character Attribute: Good; Bad; Fair; Unfair; Kind; Mean; Honest; Dishonest; Tolerant; Intolerant; Happy; Sad; Not Sure

A person I would like to have for a friend: Yes, No

Why?

Photograph Number	Character Attribute	I would like to have this person/these people for a friend.	Why?
Example: Picture	kind	Yes	Because I like play games.
1			
2			
3			
4			
5			
6			
7			
8			

Appendix 8:**ACTIVITY 3***Hand out 6***MARY'S STORY**

She was given drugs and was badly abused.
But she was escorted there and back every day and was never allowed to go anywhere on her own.
She wasn't allowed to go and see a doctor when she was ill or hurt.
When she was about 17 years old, she was persuaded to go to the USA with the promise that she would have a better life and be provided with a job.
She was given a job at a factory packing vegetables.
However, when she arrived in the USA her life got a lot worse.
Mary was born in Mexico.
She was never paid for the work that she did.
She wasn't allowed to leave her apartment except when she went to work.
A man promised to take her and look after her.

Answer key:

Mary was born in Mexico. When she was about 17 years old, she was persuaded to go to the USA with the promise that she would have a better life and be provided with a job. A man promised to take her and look after her. However, when she arrived in the USA her life got a lot worse. She was given a job at a factory packing vegetables. But she was escorted there and back every day and was never allowed to go anywhere on her own. She wasn't allowed to leave her apartment except when she went to work. She was never paid for the work that she did. She was given drugs and was badly abused. She wasn't allowed to go and see a doctor when she was ill or hurt.

Appendix 9:

Hand out 7

Situation 1

Olga, 23, came to Dubai from Moldova on a visitor visa after hearing about a job opportunity there. A Russian woman and an Indian man picked her up at the airport when she arrived. They took her to their apartment and told her she would instead be prostituted. When she refused, they beat her and threatened to kill her and bury her in the desert. They threatened to harm her if she did not pay them back for her travel expenses, and then sent Olga to a local hotel to meet customers and collect money from them. After two weeks, Olga met another woman from Moldova in the hotel and told her about her condition. The woman advised her to report her situation to the police, who raided the apartment and arrested the suspected traffickers.

Is Olga a trafficking victim? Chose the correct Option from the following list:

1. NO, she is a grown-up person and made her own decision on business-immigration to Dubai.
2. Yes, she is a victim of Sex and Labour trafficking.
3. I don't know.

Situation 2

USA

Alissa, 16, met an older man at a convenience store in Dallas and after a few dates accepted his marriage proposal and invitation to move in with him. But soon Alissa's new "husband" convinced her to be an escort for him, accompanying men on dates and having sex with them for money. He took her to an area known for street prostitution and forced her to hand over all of her earnings. He made Alissa get a tattoo of his nicknames, branding her as his property, and he posted prostitution advertisements with her picture on an Internet site. He rented hotel rooms around Dallas and forced Alissa to have sex with men who responded to the ads. The man, who kept an assault rifle in the closet of his apartment, threatened Alissa and physically assaulted her on multiple occasions. The man later pled guilty to trafficking Alissa.

How would you explain Alisa's situation?

1. Marriage.
2. Cheated and explored, but not a trafficking victim.
3. Trafficking victim.
4. I don't know.