

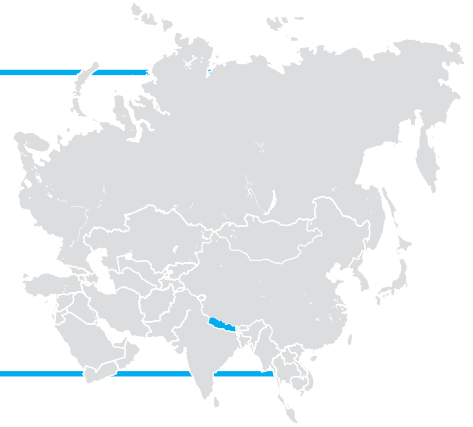
SCENARIO 3

NEPAL

*Independence in thought
and freedom*



NEPAL



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Nepal – the problem of human trafficking

Nepal is a country located in southern Asia, in the central part of the Himalayas. Its inhabitants are among the poorest in the world. The state social welfare system is not sufficient to provide security and assistance to those most in need. The border between Nepal and India is open, practically uncontrolled and over 1700 km long. The free movement of people and goods was intended to improve trade cooperation between the two countries and thus contribute to the development of the economy. In practice, the border is used by intermediaries involved in human trafficking, which has become a major problem in the country. This is a real threat to girls and women who are taken from Nepal and sold for dangerous work, drug trafficking or organ donation for transplantation. An effective way of combating human trafficking is through a border control system that makes it difficult for traffickers to transport their victims to other countries. One of the organisations that combats human trafficking and runs the border control project is 3 Angels.

3 Angels Nepal – prevention of human trafficking and assisting victims

The founder of 3 Angels Nepal (3 AN) Rajendra Gautam himself was once a victim of human trafficking. He used his experience to create an organisation whose employees are involved in both prevention of human trafficking and rehabilitation of its victims. Rehabilitation consists in supporting victims by providing them with shelter, access to education or assistance in finding work, as well as preventing them from being taken into slavery again.

3 Angels Nepal has set up a system of border checkpoints where the organisation's workers and volunteers try to identify victims of human trafficking. As part of the verification, they conduct short interviews with the persons crossing the border, separately with the potential victim and their escort. Every day, the organisation deals with about 40 to 50 suspicious cases. Representatives of the organisation make sure that people identified as victims of human trafficking do not leave the country and help them return home. In its 20 years of existence, 3 Angels Nepal has already saved thousands of victims of human trafficking.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has supported the existing checkpoints on the Nepal-India border created by 3 AN, which are the organization's key tool in counteracting human trafficking. The Kulczyk Foundation has also supported 3 AN's activities related to educating the society about the dangers of human trafficking and helping people who have fallen victim of it.

Independent thinking – Why is it worth discussing this topic?

Jean Piaget's research on the theory of cognitive stages of development shows how significant the changes in thinking skills that take place at the age of 11 are. This is the start of the period in which young people become able to make judgements for themselves and draw their own conclusions. They also have the ability to look for the general truth behind the facts, to reflect on their own thoughts, to systematise them and to come up with more and more general theories. At this age, fresh thinking and creativity give young people the courage not only to solve theoretical philosophical and social problems, but also to put their own views into practice. This is the period in which you can help young people develop critical thinking skills. The aim of education is to prepare students for a conscious and responsible life in the adult world, therefore the development of critical thinking skills should be one of the main tasks of education today. It is particularly necessary today in the age of the Internet, which bombards us with unfiltered information and draws us into the cyberworld. Critical thinking is one of the most important skills of the 21st century, as it protects us against the flood of unproven information and manipulation.

Thanks to critical thinking, people are able to independently select the information they receive and make their own judgements. Distinguishing between facts and opinions will not only help one form one's own opinion, but also defend it and resist manipulation. Understanding the intentions behind the source of the information will make it possible to think about the consequences, to question opinions taken for granted, to make one's own assumptions, to form independent judgements based on solid foundations.

These skills are a vaccine for digital inhabitants against accepting what they find on the Internet as received truth, against being deceived by people who are pretending to be someone else, helping them retain their own rational thinking and sober judgement of the situation.

Independence in thought and freedom

Key issues: freedom – independent thinking, the ability to analyse information critically and to make choices.

Materials: film, texts for analysis, infographics "How to recognise fake news" (Attachment).

THE OBJECTIVES OF THE CLASSES



- **I KNOW:** The student knows that they should be critical of information.
- **I FEEL:** The student is aware that a person who has been given false information may make the wrong decision. The consequences of this decision will be borne by that person or by others.
- **I HELP:** The student knows the consequences of making decisions based on false information and is willing to share this knowledge with others.

BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. Children for Sale" (season 6) available at www.kulczyk-foundation.org.pl. Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the problem of human trafficking in Nepal.

LESSON PLAN

What encourages me to buy?

BRAINSTORMING, REFLECTION

Point the students' attention to the fact that these days they have a wide choice of different goods and services, which means that something needs to encourage them to choose a particular offer. Ask them to remember their last purchase and think about what convinced them to get it. Was the purchase in line with their expectations? Have they ever felt cheated?

Ask if anyone would like to share their experience.

Then ask the students to list the factors that guide them when making purchasing choices. Listen carefully to what they say and ask questions. As you write down examples given by the students, make sure that you understand them correctly, that you can paraphrase what they said. If students fail to mention any of the important factors, ask about them. Try to name and group them, making sure the list includes:

- authority (e.g. a liked celebrity showing up in the advertisement),
- information about unusual properties (e.g. weight loss pills),
- special offers (time pressure – special offers last a short amount of time, attractive price – comparison with the initial price),
- increasing prestige (having a given product increases the attractiveness of the owner, e.g. a particular brand of shoes),
- the need to be accepted by the people around us (e.g. wearing a specific outfit so as not to stand out from the group),
- gaining additional benefits (e.g. having a product will make you happy, win you friends, make you more attractive).

Domino Effect. Children for Sale



FILM, CONVERSATION

Announce to your students that you will now watch fragments of the documentary series "Domino Effect. Children for Sale", which addresses such problems as lies and manipulation. Ask the students to remember the situations in which the problems appear as they watch the video.

After the screening, ask the students what they think about the stories presented in the film and what drew their attention in particular. You can refer to the reactions they showed while watching the film. Ask them about situations in which they have noticed manipulation or a lie. Was it hard to recognise them? Why? What could be the consequences if 3 Angels failed to act?

When discussing the screened part of the film, also comment on the experiences of the students. Ask them if and where they might have come across false information. Perhaps they had clicked on advertising banners that promised incredible things (e.g. learning a foreign language in 3 days) or read an article written to mislead the audience. What led them to believe that the information was false. Write down the examples given.

What if I'm wrong? Stereotypes or reality?

WORK IN GROUPS

Create a list of different social groups that can evoke stereotypical associations. Ask the students to write down their associations about the groups they draw, working in teams. You can choose from the list below:

WOMAN, MAN, ITALIAN, GERMAN, ROMANI, ATHLETE, POLICEMAN, SPORTS FAN

NOTE: You know your class best, so you know what topics your students will be interested in and what you can discuss to benefit the group the most.



Ask the willing groups to present their work. After each presentation, ask the rest of the class if anyone thinks otherwise, does not agree with any of the terms given. Encourage students to provide arguments. Ask if the other party's arguments have convinced anyone and what emotions talking about the subject brings up in them. If students do not provide arguments that undermine stereotypes, try to ask guiding questions, e.g. Does every Italian like pizza? Is every woman a mother? Is a chess player also a sports person?

Ask what thoughts they had after this task. Have they noticed similarities and differences between their associations and other people's proposals? Did something change their view of a given group?

Then ask the class to gather in the same groups as before and think of answers to the questions:

- What can make me change my mind about something?
- What is good about being ready to change one's way of thinking and what can be difficult about it?
- Why might someone want to influence my opinion or decision? What are their intentions?
- Why would I want to influence someone's opinion or decision? What's driving me?

Ask one group to present their thoughts and the other groups to complete them if they feel that something else is important. Ask the speakers about the emotions that may be associated with the situations to which the question relates.

Say that there are situations in which we do something or fail to do something because we don't want to oppose an opinion or a group's decision (we are affected) because we are afraid of being ridiculed in the eyes of other people (we submit to other people). Add that being open to different opinions and listening to arguments will allow us to look at an issue from a different angle, to verify our approach and broaden our horizons. This allows us to form our own opinion on a subject and to defend it, which makes us more resistant to manipulation. Tell the students that people who want to manipulate us have an easier task when we accept stereotypes and are not critical of the information we receive. For that reason, in order for our opinion to be truly ours, it is worth thinking critically and trying to form your own opinions on a particular subject.

NOTE! You can also use the task below as a project proposal for the Namibia and Peru scenarios.



How to raise the awareness of a problem?

| WORK IN GROUPS, WORK WITHIN THE PROJECT METHODOLOGY

The traumatic experiences of Kamala, whose story was presented in the film, resulted from her difficult life situation, which forced her to look for a job, but also from her lack of knowledge about the dangers and her inability to assess the truthfulness of information. Kamala wanted other girls to avoid her fate, so she created a radio report, part of which was a street survey in which she asked whether the people of Nepal were aware of the problem of human trafficking. One of Kamala's female interviewees said that if this problem had been discussed on television and radio, it would be more well-known.

Divide the class into 5-6-person groups and ask the students to consider whether they see a problem, a phenomenon that is worth preparing an information campaign about. If a group has a problem providing an example, you can propose one, for example, the subject of deceiving elderly people (special offers on pots & pans, money fraud by people pretending to be a little known grandchild), the problem of hate in the classroom when a person or group of people turns the rest against a "scapegoat".

Ask them to analyse the problem, taking into account the following aspects:

- What manifestations of manipulation do they see in a given phenomenon and what is the purpose of the manipulation?
- Who might be misled by a given piece of information?
- What makes a person prone to manipulation?
- What could the consequences for such a person be?
- What could the consequences for others be?
- What actions could prevent manipulation?
- What arguments could be used to convince those threatened by manipulation not to give in to it?

Ask each group to present their work. Ask the rest of the class if they would like to add anything to the presented analysis. Point the students' attention to the reasons for why we fall victim to manipulation. Talk to your students about being influenced by peer pressure, about how difficult it can be to resist authority, about how sometimes someone can just exploit our ignorance. Ask them what benefits they see in having one's own opinion. Say that reaching one's own opinion about an issue may require a lot of effort, but it is an expression of our freedom.

A TASK FOR OLDER STUDENTS

How to recognise fake news?

| WORK IN GROUPS, CASE STUDY

Ask the students if they have heard about fake news, i.e. untrue information that is published in the media in order to obtain some benefit, for example, financial or political. If anyone can provide an example, talk about it. You can use the support questions:

- What seemed credible in that information and what seemed unbelievable?
- For what purpose could anyone have created such a piece of information?
- What consequences could believing the information have?

Return to working in groups. Give each team the infographic "How to recognise fake news" (Appendix) and ask them to use it to analyse the attached texts and answer the questions asked before.

1. Hi, I'm Mark, the director of Facebook. Hello, everyone, it looks like all the warnings are real. Using Facebook costs money. If you send this link to 18 other people on your list, your icon will turn blue and it will be free for you. If you don't believe me, Facebook will close down tomorrow at 6 p.m. and you will have to pay to access it. It's all legal. The purpose of this message is to inform all of our users that our servers have recently been overloaded. Please help us in solving this problem. We require our active users to share this message with all their contacts in order to verify our active Facebook users. If you don't send this message to all your Facebook contacts, your account will remain inactive and you will lose all your contacts if you don't send this message. Your SmartPhone will be updated within the next 24 days; it has a new look and a new chat colour. Dear Facebook users, we will be updating Facebook between 11 p.m. and 5 a.m. this morning. If you don't publish this message to all your contacts, the update will be cancelled. You cannot communicate with messages on Facebook. You must pay the price if you are not a frequent user. If you have at least 10 contacts, send this text message and the logo will turn red to indicate that you are a user.
2. Learn about a great language learning technique in a month and become a polyglot.
3. Steve earns 15 thousand a day without leaving his house.

Ask one group to present its analysis and the other groups to complete the presentation if something is missing.

Point the students' attention to how important it is to be critical of the information we are bombarded with every day from various sources. A lot of it can lead us to making decisions or taking actions that are bad for us or for other people. Therefore, it is worth looking at the information that reaches us using our critical thinking skills.

We are creating the fan of freedom – Independent thinking

Ask the students to think about the question: How independent do I feel in my thinking? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

What benefits do I have from independent thinking?

| SUMMARY OF THE CLASS

Tell the class that our image of the world is created over the years not only based on our observations, but also through other people and the information we receive. Point the students' attention to the fact that we often receive conflicting messages, so it may be difficult to understand what is true and what we should really think about something. Point out that in such a situation, criticism and careful analysis from different perspectives will help them form their own opinions based on reliable data, which in turn will help them form their own opinion on a specific topic based on facts rather than manipulated (false) information (**I KNOW**).

Ask them to recall a situation in which they discovered that they had made a decision based on false information. Given the circumstances, what can they say about the freedom of choice in that situation? What emotions do they feel when they think about it? (**I FEEL**).

Draw their attention to the fact that many people can be manipulated because, for example, they do not have access to an appropriate source of information. Ask them if they've ever heard of money fraud in which the victims are the elderly, such as the "grandchild fraud" method. Ask them to think about whether there is anyone in their environment they can warn against this threat (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

In today's class, we talked about the subject: *Independence in thought and freedom*

Proposals for activities:

- Have you or someone you know ever fallen victim of manipulation? Tell the story to your child. Draw their attention to the moment when caution was lacking.
- Organise an investigation task you can perform together: tracing manipulation, fake news and lies. Each of you can find examples of manipulation and think together about who the victim might be. You can find a lot of examples of fake news on the internet.
- Find an issue on which you have a different opinion than your child, e.g. the right to decide about your own appearance – outfit, hairstyle, makeup. Listen to each other without judging and find at least two aspects in which you agree with each other. This exercise helps to open oneself up to a different way of thinking without giving up one's own opinion.
- Parents are role models for their children, even if teenagers deny it. They look up to us and maybe not immediately, but after some time they imitate the customs they have learned at home. Therefore, modelling is a key educational tool. Try, together with the whole family, to put away your phones and plan an interesting way to spend time together – this will increase the chances of an effective digital detox. Agree with your child on the rules for using the mobile phone that apply to all members of your family. Diving into the digital world cuts people off from real life and social relations. Try to create situations at home in which you pay attention to one another and do not escape to the digital world. Nothing can replace a child's personal contact with another person.