Guide

for teachers and support persons

for the prevention game

RED FLAG

Learn.
Detect.
Protect.

VANGUARD

Developed as part of the VANGUARD project
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I. Introduction

The digital world is like an adventure playground with so much to discover. But alongside many wonderful discoveries, there are also dangers lurking – particularly for children and young people.

65 per cent of 10- to 12-year-olds already own their own smartphone, and amongst 13- to 15-year-olds the figure is as high as 90 per cent, according to a representative study.[1] More than half of 6- to 13-year-olds are online every day. Many children use platforms such as TikTok or Instagram, even though they have not yet reached the current minimum age requirement of 13. Age restrictions are frequently circumvented or simply ignored.[2] All of these figures are reasons which have recently led the European Commission to propose the EU KIDS Act, a document calling for social media age limits, platforms to guarantee safety for children, age verification and EU-wide standards without national exceptions.[3]

It is not surprising that young people regularly experience sexual harassment online. 38 per cent of young people surveyed in an Austrian poll had already been confronted with forms of sexual harassment online at least once. An alarming 10 per cent stated that they were affected often or very often. This includes suggestive comments, intimate questions or requests to send nude images.[4]

The issue of pornography also plays a role in the lives and online experiences of many young people. Since the 2000s, the prevalence of online pornography has increased rapidly and has received a further boost with the widespread introduction of broadband internet, smartphones and free streaming platforms. As a result, young people come into contact with pornographic content for the first time at an average age of 13 – usually involuntarily, without consciously seeking it out, and often via popular social media apps such as Twitter/X, Instagram or Snapchat.[5]

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[1] Bitkom Research (2024). By the age of 10, most children have their own smartphone, article dated 2 December 2024. Available at: https://bitkom-research.de/news/ab-10-jahren-haben-die-meisten-kinder-ein-eigenes-smartphone [accessed 06.07.2026].

[2] MPFS (2024). KIM-Study. Available at: https://mpfs.de/studie/kim-studie-2024/ [accessed: 06.07.2026]

[3] European Commission (2026). *Proposal for a Regulation of the European Parliament and of the Council: EU KIDS ACT - 'EU Keeping Internet Digital Spaces Accountable and Trustworthy'*, COM(2026) 681 final, 17 September. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52026PC0681 [accessed: 25.09.2026].

[4] Saferinternet.at (2025). Online sexual harassment. Available at: https://www.saferinternet.at/presse-detail/studie-jugendliche-von-sexueller-belaestigung-im-internet-betroffen [accessed: 06.07.2026].

[5] Children's Commissioner for England (2023). *A lot of it is actually just abuse: Young people and pornography*. Available at: https://www.childrenscommissioner.gov.uk/resource/a-lot-of-it-is-actually-just-abuse-young-people-and-pornography/ [accessed: 06.07.2026].

Furthermore, people with malicious intentions deliberately use social media apps, gaming platforms with chat features and other spaces frequented by children and young people to make contact with them – without parents, teachers or other supervisors being aware of it. One worrying trend that the police have observed for several years is so-called 'pocket money meetings' (TGT). These are arranged meetings in which minors usually offer sexual acts in exchange for 'pocket money'. The trivialising term should not obscure the fact that this is a form of sexualised violence and exploitation.[6]

Human trafficking also poses a serious threat to children and young people, as the number of minors affected is rising.[7] Victims are recruited through coercion, deception, threats or the exploitation of a vulnerable situation, with the aim of exploiting them for profit. Whilst girls are frequently subjected to sexual exploitation, boys are often forced into criminal activities or begging.

In Germany, a total of 232 cases of human trafficking involving minors were reported to the police in 2024; one in four children were under the age of 14, and three-quarters held German citizenship. In the case of 83 girls (whose cases had come to light / 'reported cases'), the 'loverboy method'[8] was used.[6] The figures quoted explicitly refer to reported cases; the number of unreported cases is estimated to be much higher.

Preventive work plays a crucial role in tackling these challenges effectively. Media literacy and education are essential to enable children and young people to engage with digital media safely and critically. However, targeted information and awareness-raising about the risks mentioned above are also needed. Children and young people must be made aware of the strategies employed by organised criminal groups to prevent them from becoming victims or even perpetrators. This is where our interactive educational game, RED FLAG, comes in.

[6] German Federal Criminal Police Office (2025). National report on human trafficking and exploitation 2024. Available at: https://www.bka.de/DE/AktuelleInformationen/StatistikenLagebilder/Lagebilder/Menschenhandel/menschenhandel_node.html (accessed: 06.07.2026).

[7] United Nations. Understanding Human Trafficking. Available at: https://www.un.org/en/peace-and-security/understanding-human-trafficking [accessed: 06.07.2026].

[8] In the 'loverboy method', a boy or man – usually older – enters into a romantic relationship with a girl, makes her emotionally dependent on him and later persuades her to perform sexual acts in exchange for money, from which he himself or a criminal gang profits.

II. Background

A. The project VANGUARD

In the EU-funded VANGUARD research project, 22 partners from 12 countries worked together over a three-year period (2024–2026), including research and higher education institutions, technology-oriented companies and civil society organisations, as well as police and border control authorities.

The aim of the project has been to help combat human trafficking more effectively. To this end, the project developed advanced technological solutions and training programmes designed to enhance understanding and raise awareness among law enforcement agencies, among others. To help improve the understanding of human trafficking, more than 50 academic interviews were conducted with experts, survivors of human trafficking (as 'lived experts') and convicted offenders in German prisons. The focus here was on information relating to human trafficking for the purposes of sexual exploitation, labour exploitation and forced criminality.

Further information on the VANGUARD project can be found on the project website.

B. Development of the game and the RED FLAG awareness campaign

As part of the VANGUARD project, and drawing on the project's own research findings as well as the long-standing experience of the civil society project partners, the web-based educational game RED FLAG was developed under the leadership of the CENTRIC research centre (UK). The game is directly linked to an awareness-raising campaign of the same name led by the civil society organisation Gemeinsam gegen Menschenhandel (DE).

The game is primarily aimed at young people aged 13 and over, as well as young adults, but is also available to the general public. The awareness-raising campaign is aimed primarily at parents and professionals who work with young people – teachers, social workers, youth group leaders, etc. – and offers additional materials to complement the game (the Q&A learning platform and this guide).

The aim of the game and the awareness-raising campaign is to raise the target group's awareness of the risks of human trafficking for the purposes of sexual exploitation or entanglement in criminal networks (forced criminality).

Young people should be encouraged to reflect critically on their own behaviour and to take steps to ensure their own safety and that of others. They should be made more aware that they also bear a personal responsibility to inform themselves and, where necessary, to change their own beliefs (e.g. regarding gender-based violence) and behaviours (particularly online) that make them vulnerable to human trafficking and other dangers. They are given access to further in-depth information and specialist support services.

The game and the awareness-raising campaign have been translated into several languages using the resources and language skills available within the consortium. The aim is to add further languages.

During the game's development phase, the first scenario – the 'perpetrator scenario' or Daniel's story – was tested with experts and, in particular, with young people themselves, in order to gather initial feedback. This feedback was used to improve the game and better engage the target audience. After the first scenario was completed, the game was presented again to pupils in Spain and Germany. Their feedback was collected via an online questionnaire. 100 per cent of the pupils stated that they found the game educational and engaging, and that they preferred this learning method to traditional lessons.

All participants also agreed that the game could have a positive impact. Critical feedback regarding visuals, design and the balance between images and text was taken into account in the further development of the next two scenarios.

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III. A look at the game

The game is browser-based and freely accessible via the following link, provided you have internet access: https://red-flag.centric-research.co.uk

It works on all browsers and on mobile devices. However, due to screen size and text readability, we recommend using a laptop or computer.

Sound is not required, but is recommended for the full gaming experience.

Before you start playing, you can adjust the overall volume, language and brightness to your preference via the 'Settings' menu option.

The game is currently available in English, German, Spanish, Portuguese and Greek.

The settings can be adjusted at any time whilst playing by clicking on the menu in the top-left corner of the window (see illustration on the right).

Once the 'Play' menu option has been selected, players are free to choose one of three characters: Daniel, Maria or Annie.

A. Storyline

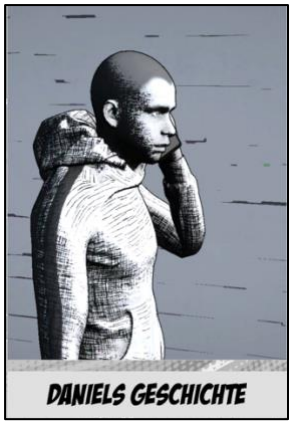
The story is told through three different scenarios, which were developed based on the research findings from the VANGUARD project and taking into account feedback from former victims of human trafficking. Each scenario explores a different character's perspective. Players can choose which story they would like to play.

The three characters' stories unfold against the same backdrop. Maria, Daniel and Annie live in the same neighbourhood in a medium-sized town. Nearby are a shopping centre, a market, a swimming pool, the secondary school and several cafés and restaurants.

Maria and Annie are friends and are in the same class. Only a few weeks remain until the summer holidays. They do not yet know Daniel at the start of the game.

Crime also runs through the town. A gang involved in various illegal activities, such as drug dealing, is led by 30-year-old Johnny. Johnny has a strong network, supervises the other gang members and is quite successful in what he does. When Daniel comes into contact with Johnny, it quickly becomes clear that he is not to be trifled with. His actions shape Daniel and Maria's stories.

B. Characters



Daniel

The first scenario follows Daniel.

Daniel Porter is 17 years old. He lives alone with his mother. His father left the family when Daniel was still young. He can hardly remember him. Daniel left school at 16, but has not yet found a job. Money is tight at home, even though his mother works double shifts. All he really wants is an easier life, quick money and a bit of respect.

This scenario illustrates how, through contact with a criminal gang, Daniel quickly becomes embroiled in human trafficking as a perpetrator – first through drug dealing and eventually as a ‘loverboy’.

The scenario is divided into six chapters, each focusing on a different phase of exploitation:

- Chapter 1 – Recruitment
- Chapter 2 – Illegal activities
- Chapter 3 – Manipulation
- Chapter 4 – Exploitation
- Chapter 5 – Escape
- Chapter 6 – Prosecution

It has been calculated that players can take 21,600 different paths through Daniel's story in the game.

Maria

The second scenario centres on Maria.

Maria Crapper is 14 years old. She lives with her parents in a lovely rental flat. Her parents work long hours to afford the flat. As a result, they don't give Maria the attention she needs. Maria is popular at school, but she finds her life rather boring and monotonous. She is a pretty girl who loves fashion and make-up. On social media, she shares tutorial videos that get lots of likes. She'd like to become an influencer one day.

This scenario illustrates how Maria becomes a victim of human trafficking as a result of various factors. Her story centres primarily on sexual exploitation through the so-called 'loverboy method', but also addresses the concept of multiple forms of exploitation. Maria's story is divided into five chapters, each focusing on a different phase of exploitation:

- Chapter 1 – Recruitment
- Chapter 2 – Manipulation
- Chapter 3 – Exploitation
- Chapter 4 – Escape
- Chapter 5 – Prosecution

In total, there are 43,740 different ways in which players can play through Maria's story in the game.

Annie

The third scenario tells Annie's story.

Annie Miller is 14 years old, just like Maria, and is in the same class as her. The two are friends. Annie's parents don't have much money, so Annie works at the market a few afternoons a week to earn a bit of extra money. She enjoys going to school, but has to study hard to get good marks. She knows it's important to focus on school and work towards her life goals.

This scenario explores experiences of human trafficking from the perspective of an outsider. Players will see ways to respond to warning signs and perhaps even help rescue a friend from a dangerous or exploitative situation. Annie's story is divided into four chapters:

Chapter 1 – Warning
Chapter 2 – Changes
Chapter 3 – Exploitation
Chapter 4 – Law enforcement

C. How the game works and the aim of the game

Throughout the three stories, players encounter various challenges that they may also face in real life, or may even have already faced. Staying safe online is a key theme, particularly in Maria's story. The desire for quick money, success and recognition plays a key role, particularly in Daniel's story. Annie's story focuses primarily on recognising warning signs when a friend becomes a victim of criminal activity, and on highlighting possible courses of action in such a situation.

Throughout the game, players must make decisions repeatedly. After a scene, for example, the game asks, 'What do you want to do now?' and players can choose from two or three different answers. Each decision directly affects the rest of the game. Each decision is immediately evaluated, with basic information explaining the reasoning behind it, plus a reference to the learning platform (Q&A) once the game is finished. Good decisions are confirmed and highlighted as such, whilst less good decisions may bring short-term success – such as financial gain, influence on social media or a sense of well-being – but lead to negative consequences that become apparent by the end of the game at the latest.

At the end of the game, players are given a summary explaining what happened in the story and how their decisions played a part. They are redirected to the learning platform to find answers to any questions they may have and to learn more about the topics covered. The platform also offers direct support services for those who may be personally affected.

D. Scoring System

To illustrate just how challenging the situations the characters have to deal with are, a rating system has been incorporated. The categories in the rating system measure performance and are ultimately incorporated into a summary of the player's performance. They differ slightly between the three characters, but follow the same dynamic.

At the start of the game, the score in all categories is zero. However, from the very first scene onwards, the score changes continuously and may even drop into negative territory. In this case, additional warning messages appear, suggesting the player changes their behaviour.

In Daniel's case, the rating system displays categories for *stress*, *finances*, *integrity*, and *victim trust*. If Daniel's *stress* level becomes too high, the player receives warnings. The third warning ends the game immediately (*Game Over*), explaining that Daniel is forced to flee the criminal gang and go into hiding. The *'victim's trust'* category operates on a similar system; here too, warnings are issued if Daniel loses Maria's trust. If the player receives the third warning, Daniel is arrested by the police (*Game Over*). At the start of the game, the game explains that Daniel is driven by a desire for an easy life and quick money. The '*Finances'* section illustrates that, while Daniel may appear to be making easy money through criminal activity, he ultimately ends up empty-handed as his assets are seized. The *'Integrity'* section indicates the quality of the decisions made. Good decisions are rewarded, whilst less favourable decisions cause the value to drop. This scoring system aims to highlight the challenges of achieving these goals whilst living this lifestyle, the main aim of the game is actually to score the highest on the *integrity* metric.

The evaluation system in Maria's story differs from Daniel's because Maria is driven by different motivations. She is aiming for a career as a social media influencer, which makes her prone to neglecting other areas (her school grades) and leads her to put herself in an exploitative situation that restricts her independence and well-being. Maria's assessment system therefore covers the areas of *influence* (on social media), *grades, well-being* and *independence*.

As Maria, players aim to achieve a high score in the '*Influence'* category while maintaining good *grades*, *well-being*, and *independence*. Good well-being and grades scores are essential to complete the game successfully, using a warning system similar to Daniel's: if *well-being* drops too low, players receive warnings; a third warning ends the game immediately (*Game Over*).

Annie's story displays the categories of *trust*, *integrity* and *well-being* in the evaluation system. At various points in the game, the player can choose to be attentive – that is, to ask Maria how she is doing and whether she needs help, or even to seek external help – or to take the situation less seriously and, if necessary, ignore warning signs. In Annie's story, too, good decisions are rewarded. Annie's goal is to score highly on *integrity*, *well-being* and the *trust* of her friends, scores drop for less favourable choices. However, no warnings in this scenario lead to the game ending prematurely.

E. Mini Games

In Daniel and Maria's scenarios, there are also so-called mini-games.

The '*Find the Indicators'* mini-game appears in Chapter 1 of Daniel's story. Players identify and select warning signs in a scene that indicates potential danger. If players click on a correct warning sign, they receive immediate confirmation and an explanation of why it might indeed be a warning sign. At the end of the scene, players learn how many warning signs they found and which ones they missed.

The '*Manipulation Tactics'* mini-game features in both Daniel's and Maria's storylines. In the mini-game, players must select which manipulation tactics Johnny (the gang leader) or Daniel used in the previous scene. The manipulation tactics available for selection are accompanied by brief descriptions. Quotes from the previous scene are displayed, and players must identify the ways in which their character was intended to be manipulated in each instance.

IV. On the use of RED FLAG

Our age recommendation for young people aged 13 and over is based on study findings, police reports and our own professional experience in the civil society sector regarding the age at which young people are currently exposed to the risks addressed in the game.

90 per cent of 13- to 15-year-olds already own their own smartphone, and many young people are active on various social media platforms. More than a quarter of 11- to 14-year-olds have already been affected by sexual harassment online.[4] Furthermore, the average age of underage victims of commercial sexual exploitation is 15. 10 per cent of those identified in 2025 were even under the age of 14.[9]

Nevertheless, parents, youth leaders, social workers and teachers are best placed to assess whether the game is suitable for the age group of young people with whom they wish to explore the topic. Children and young people develop at different rates, depending in part on their environment, where they live, and so on. We therefore recommend that you first take a look at RED FLAG yourself and work through the stories of the various characters if you wish to use the game with a group of young people. This will help you assess whether the game is suitable for the intended group, what preparations you may need to make, and the best context in which to use the game.

A. Preparations

Venue and setting

In principle, RED FLAG can be integrated into school lessons in various ways. Options include project weeks, theme days, free periods, or even regular subjects such as social studies, ethics, religion, civic education or computing. You can also use it in youth groups or similar settings.

The game is browser-based and free to access with an internet connection. No special login details are required. We recommend using a laptop or computer to ensure the text is easy to read. Speakers or headphones are recommended for the full gaming experience.

[9] German Federal Criminal Police Office (2026). National report on human trafficking and exploitation 2025. Available at: https://www.bka.de/DE/AktuelleInformationen/StatistikenLagebilder/Lagebilder/Menschenhandel/menschenhandel_node.html (accessed: 06.07.2026).

Young people can play the game on their own or in small groups (2–3 people). If you need to form groups because of limited computer and laptop availability, we recommend separating groups by gender (girls and boys separately), given the sensitive nature of the topic.

Parental consent

In the context of school communications, parents should be informed in good time about the planned lesson content, background and objectives, in accordance with the applicable Education Act. They should also be assured that no personal information will be collected or processed by the game. This can be done via a letter to parents or at a parents' evening. It should be made clear to parents and carers that their child has, in all likelihood, already been exposed to the issues addressed in the game – particularly if they already own a smartphone – and that age-appropriate discussions and guidance on dealing with such challenges are therefore strongly recommended.

Trigger warning

The game addresses the issues of human trafficking, sexual exploitation – particularly through the 'loverboy method' – and coercion into criminal activity. It also explores other dangers faced by young people – both online and offline – such as drugs and so-called 'deepfakes'[10].

You can give the young people a 'trigger warning' in advance and let them know what themes the game will cover. When selecting Maria, players take on the role of a victim of human trafficking. Daniel becomes a victim of a criminal gang, which also forces him to become a perpetrator himself. Remind the young people that – as is usual in video games – they are taking on a role and may find themselves identifying with the character and 'sharing in their suffering'. In this context, you should reassure the young people that their participation is voluntary and that there are no consequences for not taking part. Young people should also know they can stop playing at any time, again with no consequences.

As a teacher, youth leader, or social worker, it helps to know the young people with whom you intend to use the game well and to be aware of any potential vulnerabilities. It cannot be ruled out that there may be young people in the class or group who are or have been affected by sexual abuse themselves, or who know people in their immediate circle who are victims of gender-based violence.

[10] A deepfake is a video, image or audio clip that has been created or manipulated using artificial intelligence (AI) and looks deceptively real.

As a teacher, youth leader or care provider, you should be alert to any signs of distress and offer support to young people who react particularly sensitively to the game's content. Create a safe space and emphasise that there is no danger; rather, the knowledge about risks conveyed in the game is intended to help the young people and counteract their fears.

Given the sensitive nature of the topics addressed, it is also important to involve the school psychologist, where available, in the preparation and delivery of the activity. The involvement of the school psychologist, before, during and after the session, is particularly important given the sensitive nature of the topics addressed and the possibility that the activity may bring up difficult personal experiences or emotion.

Make sure you are well prepared yourself and aware of the support services available in your town or region. You can find support services on the VANGUARD project website; however, we encourage you to also look for relevant local organisations in your area, display leaflets where appropriate, or write the contact details of the local police and/or a nearby support service on the noticeboard.

We also recommend reminding young people of more informal help channels available to them through speaking to a trusted adult, such as a parent, teacher or school social worker, if anything in the game triggers them or makes them feel unsettled.

B. Introduction to the topic

Young people generally do not need any prior knowledge to play RED FLAG. However, we recommend embedding the game within a lesson or a wider thematic focus, so that the subject matter can be properly prepared and explored in greater depth later on (see also *C. Follow-up on the content*).

In particular, for younger pupils, it may be useful to first clarify what human trafficking and prostitution mean and what the legal situation regarding both is in your country. The topic of pornography also plays a role in the game and in the real lives of many pupils and should be discussed in greater detail than is possible within the game itself.

C. Follow-up on the content

It is possible to play the game independently of other activities and without providing any follow-up. Situations are explained in an age-appropriate manner, and throughout the game there are regular assessments and evaluations of the decisions made, accompanied by explanations and a description of possible consequences. The scoring system also provides direct feedback and a learning experience for the players. Via the linked learning platform (see *D.*), young people can independently find further information and support services.

Nevertheless, we recommend viewing the game as a tool and using it to complement the teaching of the topic in a school setting (or elsewhere). Under *E.*, you will find ideas for follow-up questions and discussion sessions.

However, the topic does not necessarily have to be explored in greater depth by the teacher or social worker themselves; it is also possible to make use of external resources (workshops, etc.) (see *F. Further resources for in-depth study*).

Regardless of any in-depth follow-up sessions, it is certainly a good idea to allow for a brief feedback and support session after the game. Some young people may not engage with the topic, make fun of the content, and not give it further thought, others may feel unsettled or frightened by the issues raised. During a voluntary feedback session, participants can therefore be reminded once again of the support and counselling services available.

It may also be useful to direct young people to the help4you website which has been developed to assist young people on reporting potential abuse to adults.

D. Learning Platform

The learning platform mentioned at various points throughout the game forms part of the Knowledge Sharing and Collaboration Platform developed as part of the VANGUARD project. It is available in the languages in which the game can be played (English, German, Spanish, Greek and Portuguese).

It is designed to be age-appropriate and is divided into four thematic areas:

1) Online safety
2) Human trafficking
3) Sexual exploitation
4) Help

A **Q&A section** is used to address key questions that young people may have whilst playing the game or in their everyday lives, such as:

- *Is it OK to chat to people I don't know?*
- *Why should I be careful when posting pictures online?*
- *Can I meet up with someone I've met online?*
- *How can I become an influencer?*

The learning platform is mentioned during the game so players know early on where to find more information after the game. However, a direct link to it is only provided at the end of the game, so as not to distract from the game itself or cause players to switch back and forth between screens.

Under '***Help'***, young people will find a section with contact details they can use if they realise they are affected themselves, or if they wish to report a case they consider dangerous or concerning. All the contacts listed are trustworthy organisations and associations with many years of experience in child and youth protection, victim support, prevention, etc.

E. Questions for the lesson

Immediately after playing the game, there should first be a chance for personal discussion – preferably in small groups or pairs, and separated by gender (boys and girls) – to process initial impressions. The teacher or social worker should remain attentive and approachable in case any young people feel unsettled by the challenging subject matter. In the event that a young person requires special attention or needs to talk, a trusted adult (such as a school social worker) should be on hand or have been informed.

If you choose to use any of the following questions with your class, please make sure to check with the school psychologist in case your school may have specific needs in terms of communicating about potentially triggering and distressful content.

Suggested discussion questions for small-group discussions:

Emotional level

1. *How are you feeling now?*

2. *Did you feel comfortable playing the character (Maria, Daniel, Annie)?*

3. *What did you particularly like about the game or the character?*

4. *What particularly bothered you about the game or the character?*

Learning level

1. *Did any of the challenges mentioned sound familiar to you?*

2. *What was new to you?*

3. *What did you learn?*

Practical level

1. *Is there anything you'd like to do or change now?*

2. *Is there anything you'll take away from this, or anything you might want to do differently in future?*

Following the small-group discussion, experiences and impressions can also be discussed within the larger group or class.

Possible questions for discussion and exchange within the larger group:

1. *What could Maria have done differently?*

2. *What could Daniel have done differently?*

3. *Who else in Maria's or Daniel's circle might have noticed something?*

4. *What do you think teachers can do?*

5. *What would you do if you realised that a friend of yours was in a similar situation to Maria or Daniel?*

6. *Who would you talk to if you, or a friend, found themselves in a similar situation? Why?*

7. *Is it safe for a child or teenager to be an influencer? What would the conditions be?*

The exploration of the game and the topics discussed can be further expanded and explored in individual work. For example, pupils can be asked to explore further questions in writing, either in class or at home.

Suggestions for possible written follow-up work at an individual level:

1. *Rewrite the story: What if at least one character had already learnt something about online dangers and issues such as human trafficking and the 'loverboy' scam? How might Maria, Daniel or Annie have behaved differently? (Choose one character)*

2. *In your opinion, how important are media literacy and media education today? How important is it for children and young people to be made aware of the dangers on the internet, and on social media in particular? And at what age should they start learning about these issues?*

F. Further resources for in-depth study

There are many ways to explore this topic in greater depth and broaden its scope. As mentioned at the outset, many related topics are relevant and important in the lives of young people today. These include self-confidence and self-esteem, male and female role models and stereotypes, media literacy, gender-based violence, dealing with pornography, and much more.

Our RED FLAG game can be combined with other programmes for example focusing on online safety. The **Thinkuknow program** developed by the national crime agency (NCA) teaches children about general online safety including topics of inappropriate communication and grooming. It includes games tailored for different age groups. Link: https://www.ceopeducation.co.uk/.

Also, Action for Children provides a list of helpful websites and organisations that offer information and resources around online safety, sex education, pornography, as well as training.

V. Contact

Do you have any questions, or would you like to share your feedback, experiences or suggestions for improvement with us?

If so, please do get in touch!

For feedback:
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For questions:
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For information on the VANGUARD Project:
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Gemeinsam gegen Menschenhandel e.V. (Together against Human Trafficking) is an open alliance of organisations and initiatives working to combat human trafficking. Our main areas of focus are: public awareness campaigns, research, and political advocacy aimed at improving the legal framework and moving towards the so-called 'equality model' (Nordic model) of prostitution policy. In all of this, we aim to give a voice to those affected. You can find more information on our website.

VI. Sources and further resources

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