



# **Human Trafficking and Our Response**

## **Take a REEL Look!**

**A Step-by-Step Guide to Hosting and Leading a Video  
Discussion on Human Trafficking**

Salvatorian Anti-Human Trafficking Committee

Salvatorian Human Trafficking Awareness Month

January 2013

## Why host a Video Discussion?

January is Salvatorian Human Trafficking Awareness Month. But, our call to bring the issue of modern day slavery to the attention of our members, our friends, our neighbors and our faith communities stretches throughout the year. By using a few well-chosen videos, it is easy to raise awareness, help viewers to link new learnings to new actions, and foster attitudes and actions that can cause long-term change for justice.

Actually experiencing vivid images, interpersonal narratives, and “real stories” allows us to integrate dynamic, complex issues. Videos can bring an issue to life, and can touch us and change us on a level that simply reading about public policy cannot. Watching and talking about a video can begin to engage us in the deep change that moves us to action.

Hosting a video allows any group to “take the lead” in actually DOING something that impacts modern day slavery. Showing a video and then facilitating a discussion allows people to learn, process, share, and act on what they saw. It’s an easy way to educate yourself and others about the need for a response to the issue of slavery today.

## Where do I get the videos?

Each of our four featured videos are available online for purchase. Some are free. All are available to Salvatorians and groups affiliated with Salvatorians (parishes, places of ministry, sponsored institutions, etc.) as a loan through

our Salvatorian Anti Human Trafficking Committee.

Regional moderators will be the initial contacts for local interest and can provide leadership in facilitating the Video Discussions. **Sister Sheila Novak, 760-734-6707 [snovaksds@gmail.com](mailto:snovaksds@gmail.com)**, can tell you if your choice is available.

## What videos are available? Are there others, too?

In this guide, we’ll focus on four videos we have reviewed, used ourselves, and recommend. But, we’ve gathered a long list of videos that you might also select from. The long list is available as a free download from our website [www.sdssisters.org/slavery](http://www.sdssisters.org/slavery). (We’ve posted a copy of this guide there as well. Feel free to share the link!)

Our four recommendations are:

- **Dreams Die Hard (30 min)**
- **The Dark Side of Chocolate (45 min)**
- **Lives for Sale (58 min)**
- **What I’ve been through is not what I am (22 min)**

In the following pages, we’ll offer you some specific ideas for discussion questions on each of these videos. We invite you to modify them for use with other videos you might select, too.



## Step-by-Step to a Successful and Easy Viewing Experience

### Before the Event:

**1**

**Choose a date and time.** Keep in mind other conflicting events, including meetings, sports events, etc. You want as many as possible to join you.

**2**

**Invite your audience.** Consider that personal invitation (phone call, texts, or face to face) are absolutely the most effective “advertising” you can do. Also consider including an invitation in parish bulletins, websites, Facebook, newsletters, or other venues that you know your target audience will see. Be sure to advertise as far in advance as necessary.

**3**

**Be collaborative.** Invite staff or members of a local non-profit or faith community to help facilitate the discussion. Invite others to collaborate by helping with set up, serving refreshments, managing the electronics, and cleaning up.

**4**

**Be inclusive.** If the video you use is not captioned, consider hiring a captionist to provide captions so hard of hearing folks can participate. (S. Patrice Colletti can help you.) Alternatively, create a transcript. Hold your event in a location that people using walkers, canes, or wheelchairs can access. Use a microphone for leading the discussion, but also pass it around to amplify input from participants to the large group.

**5**

**Set up equipment and test it in advance.** Nothing creates stress

like a projector that won’t talk to a laptop! Do a dress-rehearsal in advance of your event. Test all of the equipment (DVD player, speakers, microphones, projectors, screens) to be positive they work for you.

**6**

**Be prepared.** View the video yourself prior to the event. Consider what current local events, prior audience knowledge on the topic, and scriptural teaching might be relevant to your audience. Review all the recommended questions (pg. 5) and add a few of your own. Consider inviting other “experts” on the topic to come and ask them to help you with responding to audience questions after the video.

### At the Event:

**1**

**Welcome your audience.** Make sure they know who you are, what group(s) you represent. Invite them to introduce themselves to each other, either “turn to the persons near you” or “please tell all of us”, depending on group size.

**2**

**Tell your audience the plan.** “Tonight, we will view the video [title]. The video is about [insert time] minutes in length. After the video, we will talk together in small groups of three to five, so that all have a chance to share. We will have about [twenty] minutes in our small groups. We’ll conclude our small group discussions by [insert time] and have a few minutes for sharing with the larger group if you wish.”

**3**

**Transition is important.** After the video ends, turn on the lights and immediately invite participants to reposition their chairs for a small group conversation. Breaking up a large group into smaller groups (3 to 5) allows more people to share.



**Set up “ground rules” for discussion groups.** If your audience members are new to each other, it really helps to tell everyone the “ground rules” for discussion. For example, “During tonight’s discussion, we want everyone to feel comfortable learning about a complex and sometimes upsetting topic. Here are the rules for discussion: Please do not interrupt each other. Please stay on topic. Please make sure everyone has a chance to share. Even if you are an expert, please don’t dominate the discussion. Please help each other follow these rules.” Sometimes it is helpful to post these ground rules on a slide or poster.



**Post the questions so all can see them.** Often, you can prepare a “Powerpoint” slide with the questions. Or, hand out half-sheets of paper to all in the audience so they can have the questions before them as they discuss. This will help ensure that participants stay focused on the topic. Remind participants that they do not need to answer every one of the questions.



**Five Minute Warning.** Keep track of time. At five minutes before the end of the small group discussion, give a “five minute warning” to help each group make sure all have had a chance to speak. Repeat the warning at 3 minutes and 1 minute. Then, welcome everyone back to the large group (including moving chairs back into place if needed.)



**Invite brief responses to the large group.** Pass the microphone so all can hear. Invite people to share



briefly one of the things that will stay with them from the video or from the discussion.

**Q&A.** Particularly if you have members of your audience who have a significant knowledge on the topic of human trafficking and slavery, you might want to also include about 10 minutes for “Q&A” or “Question and Answer.” You, yourself, don’t need to be the expert. You can say, “Let’s take ten minutes for questions about this topic. If you have a question, please ask it using the microphone. And, if you know an answer, please raise your hand and help us out by sharing your insights in response to the questions raised.” Your role is to facilitate this process, perhaps by calling on audience



members as they offer questions or answers to the large group.

**Conclude well.** As you conclude your event, consider doing one of the following:

- Inviting audience members to take a prepared handout containing your group’s contact information and perhaps the website address [www.sdssisters.org/slavery](http://www.sdssisters.org/slavery).
- Invite audience members to think of an action they might take with the new knowledge they have gained.
- Invite audience members to write an article about this experience and put it in their local newsletter/news paper, on their personal blog, or on their Facebook.
- Invite audience members to mingle and enjoy some snacks or refreshments.

## Discussion Questions:

### Dreams Die Hard (30 min)

This video, which is also available at <http://youtu.be/myBQ-iM5dUk>, exposes the slavery that puts food on our tables, cleans middle-class homes, and abuses young men and women in forced prostitution.

1. **What did you discover about slavery in the US that you didn't know before? What surprised you?**
2. **As you viewed the video, what did you think and feel? How did you respond?**
3. **What can be learned from the stories of these survivors?**
4. **What makes people vulnerable to slavery? How are systemic issues (capitalism, supply and demand, profit motive, value of women, etc.) also at work here?**



## Discussion Questions:

### The Dark Side of Chocolate (45 min)

This video, available at <http://youtu.be/7Vfbv6hNeng>, reveals new evidence that child labor and human trafficking continue in the cocoa fields for millions of children, nearly a decade after the major players in the cocoa industry promised to resolve these problems.

1. **Which parts of the video did you find to be most surprising or disturbing?**
2. **The film mentions repeatedly the 2001 Harkin-Engel Protocol to end child trafficking, slavery, etc by 2005 (later extended to 2008). After seeing the film, do you think that voluntary, self-policing agreements by industry are effective in enforcing minimum human rights standards?**
3. **Throughout the documentary, we see various members of the chocolate industry claiming they do not know anything about the issue of child labor or outright denying its existence. But when confronted later with the evidence, there was concession that there is child labor in the cocoa fields. Does that make you feel that chocolate companies can be taken at their word when they claim to be addressing issues of child labor?**
4. **Throughout the film, we also saw various cocoa stakeholders passing responsibility to others. ( At the chocolate trade show, confectioner company Guyliau said that it is not their responsibility and to ask chocolate maker Barry Callebaut, which pleaded ignorance.) The child trafficker in Mali said that it is impossible to place the responsibility for trafficking on any one person. What can we do as consumers to ensure that we take responsibility for our role?**
5. **What actions could you take in response to what you've learned tonight?**

For more information and additional free resources, please visit us at:

[www.sdssisters.org/slavery](http://www.sdssisters.org/slavery)

## Discussion Questions:

### Lives for Sale (58 min)

This video, \$20 at <http://www.livesforsale.com/>, as well as for loan from the contact noted on page 2, looks at slavery and human trafficking, the underbelly of illegal immigration, including the black-market trade in human beings that occurs right under our noses.



1. What part of this video most strongly spoke to you as you viewed it? Why?
2. What were the surprises here for you?
3. This video seems to indicate that people who care are critical. How does this relate to our call to live our faith?
4. The producers indicate a compelling need for reform of social policies around this issue. What do you think? Why?
5. What actions could you take in response to what you've learned tonight?



## Discussion Questions:

### What I've been through is not what I am (22 min)

The full documentary (21.36 min) is available at <http://youtu.be/BmmRTjoL3R0> and is captioned. It focuses on the commercial sexual exploitation of children that occurs in every city and small town in the US.

1. What part of this video most strongly spoke to you as you viewed it? Why?
2. What were the surprises here for you?
3. This video seems to indicate that people who care are critical. How does this relate to our call to live our faith?
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