

## Discussion Guide

Element in video	Key questions	Key messages
Perceptions and misperceptions	<ul style="list-style-type: none"> <li>Ask the students what surprised them about the video.</li> <li>What did they like or not like and why?</li> <li>Did they notice the diversity of the characters?</li> </ul>	<p>Did the debriefing session identify any common misperceptions about human trafficking? For example, people tend to think that human trafficking is always about the sexual exploitation of women.</p> <p>Remind the students that human trafficking has many forms: for sexual exploitation, forced labour, forced begging, forced marriage, etc.</p> <p>Point out that the group of football players is diverse; it comprises boys and girls.</p>
Gender	<ul style="list-style-type: none"> <li>Ask students if the gender of the main character (the boy) surprised them? Were they expecting a girl?</li> </ul>	<p>Explain that gender plays an important role in the video. That said, although the main character in the video is a boy, human trafficking in some countries is associated with women and girls.</p>

### First scenes

Element in video	Key questions	Key messages
Young people playing on the football pitch	<ul style="list-style-type: none"> <li>Ask the students where the opening scene might have taken place.</li> <li>What in the opening scene reflects the socio-economic realities of the young people playing football? Are they rich or poor, do they live in a</li> </ul>	<ul style="list-style-type: none"> <li>Point out signs in the scene that reflect the socio-economic conditions of the young people and their environment (the condition of homes, the field, transportation, etc.)</li> <li>Note that in some countries football is a sport that is not widely played.</li> </ul>

	<p>developed country or a developing one?</p> <ul style="list-style-type: none"> <li>• What might a football or recreational field look like in your part of the world?</li> <li>• Ask the students to identify other sports in which there are opportunities for taking people abroad.</li> </ul>	
<p>The offer from the stranger</p>	<ul style="list-style-type: none"> <li>• How is the boy approached?</li> <li>• Is the recruiter a stranger or does the boy know the man? Does this make a difference?</li> <li>• How does the flyer appeal to the boy's dream?</li> <li>• How does he imagine his new life?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to focus on the elements related to the recruitment as an action (the man attempts to recruit the boy)</li> <li>• In this case, the stranger makes a proposal. The proposal appeals to the boy's dream.</li> <li>• Note that, although the offer is proposed by a stranger, a person close to the victim can also be a recruiter.</li> <li>• The trafficker talks to the boy and hands him a flyer. The flyer brazenly depicts an image of a football player stepping over a football while looking at the horizon. Dollar signs are depicted on the flyer. The boy takes the flyer and looks curious. His eyes turn into dollar signs. He closes his eyes, smiles and begins to imagine himself in the same position.</li> </ul>

## Development

Element in video	Key questions	Key messages
The recruitment and transportation	<ul style="list-style-type: none"> <li>How is the boy being transported from one place to another?</li> </ul>	<ul style="list-style-type: none"> <li>The boy arrives for a trip with a suitcase and backpack. He hands over his passport to someone who he thinks is his friend or agent.</li> </ul>
The first game	<ul style="list-style-type: none"> <li>How does he imagine the first game?</li> <li>What can you tell about the boy from what he imagines?</li> </ul>	<ul style="list-style-type: none"> <li>At the first game, the boy is wearing his kit and the captain's armband, preparing to score a free-kick or a penalty. He smiles confidently. The stadium lights are on.</li> </ul>
The first game/realization	<ul style="list-style-type: none"> <li>What makes the boy see the trafficker for who he really is?</li> <li>How does the trafficker cause the boy to become indebted to him?</li> </ul>	<ul style="list-style-type: none"> <li>The referee (trafficker) appears on the scene and whistles, showing a passport instead of a football card. He places the boy's passport in his shirt pocket and smiles maliciously. The boy is astonished.</li> <li>The trafficker shows a notebook with a list of the boy's debt, with symbols and numbers on the side. The symbols include a plane, a car, a bed, food, etc. The boy's passport is in the trafficker's pocket.</li> </ul>
The day dream sequence	<ul style="list-style-type: none"> <li>How does the boy imagine his dreams of becoming a famous footballer playing out?</li> <li>How might traffickers lure their potential victims (in traditional settings and online)?</li> </ul>	<ul style="list-style-type: none"> <li>Explore how traffickers play on the fame and fortune aspect of foreign travel and faraway places in the video.</li> <li>Discuss the expectations versus the reality of living in a foreign country. Discuss other pull and push factors that</li> </ul>

	<ul style="list-style-type: none"> <li>• What push factors might have caused the boy to consider leaving his home and family (conflict, drought, lack of opportunities, etc.)?</li> <li>• Identify pull factors that may have influenced the boy to emigrate to another region or country (religious freedom, a better life, a family member base, employment, etc.).</li> </ul>	<p>traffickers might exploit to lure victims.</p> <ul style="list-style-type: none"> <li>• Pull and push factors are conditions that encourage or force people to migrate from one area to another. Push factors are usually ones that cause people stress (poverty, conflict, lack of opportunities, etc.), while pull factors normally have positive associations (better job prospects, religious freedom, political stability, etc.)</li> </ul>
<p>The role of the passport</p>	<ul style="list-style-type: none"> <li>• Why is the confiscation of the boy's passport important to the trafficking process? What are the dangers of not having proper documentation?</li> <li>• Ask the students to explain what they think the link could be between the passport at the airport and the passport as a yellow card in the football match in the dream sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate on the significance of the confiscation of the boy's passport: <ul style="list-style-type: none"> <li>○ This is one of the ways used to control victims.</li> <li>○ When abroad, a passport is the main identity document. Without it, people are vulnerable and at risk.</li> </ul> </li> </ul>

### Final scenes

Element in video	Key questions	Key messages
<p>The purpose</p>	<ul style="list-style-type: none"> <li>• How does the scene change after the boy realizes that the referee is not who he thinks he is?</li> <li>• What does this scene represent? (forced labour)</li> <li>• Why was the boy sent to the forced labour camp?</li> </ul>	<ul style="list-style-type: none"> <li>• The boy looks surprised and disappointed. The elements of the scene change. His football kit turns into a ragged uniform, the captain's armband becomes a bandage (wound). His face is tired, his eyes have dark circles under them and a box appears in his arms.</li> </ul>

	<p>(cheap goods to be sold at profit)</p> <ul style="list-style-type: none"> <li>• Is trafficking a one-time crime committed by one or two individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• The field turns into a wilderness that looks like a parking lot. The crossbar turns into a dirty old warehouse. On the side, there is a carcass with a vulture on top of it. An old truck appears with the same young people playing football carrying boxes.</li> <li>• Human trafficking is not a one-time event. It is a process. It begins with the recruitment of a person (with or without their consent) and continues with the movement of the person into another area or country.</li> <li>• Next, the victim is exploited, such as through forced labour or sexual exploitation. Other crimes, such as money-laundering, may be committed during the process because human trafficking can be linked to organized crime.</li> </ul>
<p>The trafficking</p>	<ul style="list-style-type: none"> <li>• How does the boy react when he realizes what has happened?</li> </ul>	<ul style="list-style-type: none"> <li>• The boy is amazed and scared. He puts his hands on his face. The scene becomes blurred and the screen darkens.</li> </ul>