

Guide for facilitators

delivering community education
sessions on three forms
of modern slavery.

August 2025

ssi.org.au

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of life.

Introduction

This manual provides guidance on delivering community education sessions through audio-visual stories on the three forms of modern slavery:

- **Forced marriage**
- **Servitude in the context of an intimate or familial relationships**
- **Labour exploitation**

Developed by SSI and the SToP Modern Slavery Project Reference Group
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Three story-based videos have been developed to raise awareness and break down complex information on forced marriage, domestic servitude, and forced labour into simple relatable information.

These story-based videos present these issues in a way that allows for ‘othering’, yet foster a sense of empowerment through awareness, education, and meaningful engagement aimed at challenging and disrupting harmful norms and practices.

Each video has natural community discussion points where the facilitator pauses to hold a discussion and reflection with the participants.

Each video comes with a complete guide of questions to support discussion after each scene.

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Understanding modern slavery

Modern slavery is an umbrella term that describes practices which involve the use of coercion, threats, deception, or abuse of power to exploit people and deny them their right to choice and freedom.

Common forms of modern slavery are:

- Human trafficking
- Slavery
- Worst forms of child labour
- Forced marriage
- Forced labour
- Domestic servitude
- Debt bondage
- Deceptive recruitment

Common indicators of modern slavery are:

- Someone is not allowed to leave their work or home freely.
 - A person's passport or important documents are held by someone else.
 - No wages or wages are withheld.
 - Abusive working or living conditions.
 - A person owes debt to their employer.
 - A person has restricted movement or is unable to leave employment.
-

Role of a facilitator

As a facilitator your role is to:

- Guide discussions to explore and understand these complex and sensitive topics in a safe and respectful manner.
 - Ensure a safe and inclusive space for all voices to be heard.
 - Provide accurate information and clarify misunderstanding.
 - Model empathy and active listening.
 - Factor in cultural nuances when discussing these issues within diverse communities.
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What you will need to lead the discussion

- A room or space where participants feel safe and comfortable.
 - A screen or projector.
 - A laptop which can be plugged into the screen or projector to show the video.
-

Tips to facilitate a group discussion

Facilitating a group discussion involves creating a respectful, inclusive, and engaging environment for learning and sharing.

Here are some key points to consider:

- Begin with group introductions and establish ground rules (e.g. respect, confidentiality, the right to pass).
 - Use the videos as conversation starters – pause at key points to explore participant reactions.
 - Use open-ended questions to promote discussion.
 - Maintain a trauma-informed approach – be mindful of language, tone, and body language.
 - Allow space for silence – participants may need time to reflect before responding.
 - Encourage quieter participants to share and reflect on the discussions.
 - Manage dominant voices without making them feel singled out.
 - Validate contributions without judgement or correction.
 - Be flexible – adjust your facilitation style based on the group's needs.
 - Redirect misinformation gently and provide correct information when necessary.
 - Summarise key points regularly and check for understanding.
 - If you are unsure about any questions, pause and advise the participants that you will double check the correct information and advise them. It is okay not to know everything!
-

Creating a safe space

- Acknowledge that some content may be distressing.
 - Encourage participants to take breaks or step outside if needed.
 - Remind participants that it is a safe and confidential space and to only share **deidentified** information.
 - Remind participants that there is no right or wrong answer.
 - Encourage participation, however, provide them with the option to pass if needed.
 - Have ground rules to prevent victim-blaming or harmful remarks.
 - Emphasise that no personal disclosures are required.
-

Responding to disclosures

Due to the sensitive nature of these topics, disclosures may occur. Therefore, as a facilitator, you must:

- Assess for safety risk.
- Listen without judgement.
- Acknowledge the courage it takes to speak up.
- Avoid pressing for details.
- Do not make any promises that you cannot fulfill.
- Be open about the limitation of your role and explore what support the person is after.
- Offer appropriate support and links to services.
- Offer to stay back for a conversation.

To learn more visit:

modernslavery.gov.au/support-someone-else/support-someone-frontline-worker

- Do not promise to keep everything confidential — some disclosures may require mandatory reporting depending on the participant's age, status, or risk.
-

Supporting the community discussion

Each film comes with a complete guide with questions and prompts to encourage discussion and reflection.

The next chapters set out the discussion guide for each video.

Community discussion guide

Forced marriage

Session overview

This session uses a short video to explore the concept of marriage and to guide discussion and reflection with the participants around choice, and free and full consent.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: approximately 60 mins.

Session objectives

- Understand the difference between arranged and forced marriage.
- Learn about the role of choice, pressure, and the concept of free and full consent.
- Understand the personal, social, and legal impacts of forced marriage.
- Know where to get help and support.

Definition: forced marriage

When a person gets married without freely and fully consenting because of coercion, threat or deception, or because they're incapable of understanding the nature and effect of the marriage ceremony because of age or mental capacity, or the individual is under the age of 16 years.



Opening the session:



Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to forced marriage. Please take care of yourself during the session. You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only deidentified information.
- Participate as you feel comfortable.

Community discussion guide

Forced marriage

Introduction

(facilitator speaking notes)

“

Today we're watching a video about marriage. This session isn't about blaming anyone, but building our awareness and understanding about choice, pressure, and what free and full consent means.

Background to share

15-year-old Sara lives with her parents and three siblings - one older brother, a younger sister, and a younger brother. Sara's parents migrated to Australia when Sara was two years of age to provide a better life for the family. Sara wants to be a marine biologist when she grows up. She has a lot of career aspirations and wants to do well in life and make her parents proud. Sara is very close to her parents.



Ripples of a Promise:
youtu.be/ELFmSOKrto8
(show the video)

Scene 1 - Breaking the news

“

Summary:

Sara is informed by her father that he has promised her hand in marriage to his friend's son.

Q 1: What is happening here?

Prompt:

What do you observe? Get the group to reflect on the scene and how the father is making decisions and whether Sara has a say in those decisions.

Q 2: Why do parents take the lead in organising marriage?

Prompt:

Culture, family honour, tradition, safety, fulfilling a promise, preventing shame, protective factor.

Q 3: Do conversations about marriage usually happen like this?

Prompt:

How much choice is the person given? Is there a discussion or is it decided? Try to explore the concept of choice with the participants.

Community discussion guide

Forced marriage

Scene 2: Talking to friends

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Summary:

Sara confides in her friends, fears getting parents in trouble, and feels isolated.

Q 1: What pressures might Sara be feeling?

Prompt:

Identify emotional conflict: fear of disappointing her family, shame, being isolated, fear of legal trouble for her parents.

Q 2: Who could she talk to for help, and what might be the challenges?

Prompt:

Who might be a trusted person — family member, teacher, social worker?
Discuss challenges such as cultural barriers, fear of not being believed, or not wanting to shame her family, isolation, or being ostracised by the community.

Q 3: What might happen if she goes ahead with the marriage?

Prompt:

Explore potential impacts like dropping out of school, losing independence, health risks, early pregnancy, mental health issues, domestic, family and sexual violence, financial dependency, domestic servitude, limited or no career prospects.

Scene 3: Family pressure

“

Summary:

Sara tells her parents she doesn't want to marry Zac. Her father insists. Her mother suggests delaying the marriage.

Q 1: How do Sara's parents try to convince her?

Prompt:

Love, saying Zac is good, future security.
Ask the participants - Do they try to guilt her, express love, or talk about what's best for her?
Ask the participants about their understanding around coercion and in what ways it can manifest.

Q 2: Does Sara have a genuine choice in this situation? Why or why not?

Prompt:

Explore what free and full consent looks like.
Ask the participants if there is space for Sara to say no without pressure or consequences?

Q 3: Is delaying the marriage a real solution?

Prompt:

Does it still feel like pressure?
Ask the participants if delaying the marriage changes the power dynamic or just postpones the issues?

Community discussion guide

Forced marriage

What does the law say

- Forced marriage is illegal in Australia and it carries jail time.
- Marriage under 16 years of age falls under forced marriage.
- Irrespective of age, for a marriage to be legal, one must freely and fully consent to the marriage. Coerced consent does not equal to free and full consent.

To learn more visit:

mybluesky.org.au/i-might-be-getting-married



Conclusion

Tell the participants that parents' involvement in marriage decision in and of itself is not wrong. It becomes wrong when the person is not being given a choice and when the person is being coerced into making the decision. An individual must give their free and full consent to the marriage.

The impact of forced marriage is lifelong. The right to decide around who, when and whether to marry is enshrined in the Universal Declaration of Human Rights which everyone is entitled to.

Thank you again for attending the session and for all your valuable contributions. Please feel free to reach out with any further questions.

Where to get help

- **My Blue Sky**
mybluesky.org.au
- **Forced Marriage Specialist Support Program**
lwb.org.au/services/forced-marriage-support/
- **The Additional Referral Pathway**
salvationarmy.org.au/additional-referral-pathway/

Facilitator tips

- Observe non-verbal cues and offer check-ins for any participants who appear distressed.
- Normalise pauses or silence – these are signs of processing complex emotions.
- Remind participants regularly that their contributions are valued, and it is a learning space, and the intention of the session is not to pass judgement on anyone.
- To further enhance your knowledge and understanding about modern slavery you can undertake this free e-module developed by Anti-Slavery Australia open.uts.edu.au/uts-open/study-area/law/modern-slavery/

Community discussion guide

Domestic servitude

Session overview

This session uses a short video to explore domestic servitude within an intimate or familial relationship and to guide discussion and reflection with the participants.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: 60-90 mins

Session objectives

- Recognise the signs of domestic servitude in private homes.
- Differentiate between domestic violence and domestic servitude.
- Understand the legal definition and rights of individuals.
- Promote reflection and awareness in the community.

Definition: domestic servitude

When a person does not consider themselves free to stop working or to leave their place of work or a relationship because of coercion, threat or deception and the person's freedom is significantly restricted.



Opening the session:

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Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to forced marriage. Please take care of yourself during the session.

You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only deidentified information.
- Participate as you feel comfortable.

Community discussion guide

Domestic servitude

Introduction

(facilitator speaking notes)

“

Today we are going to be watching a video on exploitation that happens in private households, where the individual is forced to work with little or no pay, often under threat and pressure and without the freedom to leave. It includes control over someone's movement, unpaid work, confiscation of documents, and threats. It can occur within a family or an employer context.

Background to share

Mimi was 20 years old when she migrated to Australia on a spouse visa. Mimi lived with her parents and two younger sisters in her home country before migrating to Australia. Mimi's parents have worked hard to provide well for her and her sisters, however life in her home country has limited opportunities, especially for women. The parents want to find good men for their daughters to marry.

 **My Truth:**
youtu.be/EI7TOLY4ZkA
(show the video)

Scene 1: Dinner with friends

“

Summary:

Mimi is serving dinner. Her husband Lee dominates the conversation and doesn't let her sit. He explains their marriage arrangement in a way that highlights his power.

Q 1: What is your impression of Mimi and Lee's relationship?

Prompt:

Explore with the participants how power, respect and equality are or aren't present in the relationship. Who makes all the decisions? Does this feel like a typical relationship or something more controlling? Explore what a healthy relationship looks like, and how societal and cultural expectations might influence how we view gender roles and who the authoritative figure at home should be.

Q 2: What differences do you observe between the two marriages?

Prompt:

Lee orders her around, is critical of her, minimises her in front of the friends, controls the finances, whereas the visiting couple seem happy, and seem to have more of an equal relationship.

- One needs to note that we might not know everything about a couple by briefly observing them. There might be couples who seem to have a perfect relationship on the outside, but they might be experiencing abuse.

Community discussion guide

Domestic servitude

Scene 2: Fall out from dinner

“

Q 3: What does this say about gender roles, expectations, and control?

Prompt:

Consider how traditional gender roles may be used to justify unequal treatment or unpaid work at home.

Explore how societal and cultural norms might shape expectations that women should be obedient, invisible, or always be available to serve.

Think about how these expectations can mask coercive control or domestic servitude, especially when combined with power imbalances like dependency, isolation, and immigration threats.

“

Summary:

Mimi tells Mia she's not allowed to go out alone. After the guests leave, Lee yells at Mimi and makes threats.

Q 1: What is Mimi's life like in Australia?

Prompt:

Not a happy one, Lee does not trust her, she is not allowed to go out on her own, the life she was promised in Australia is different to her reality.

Q 2: What are some warning signs of control and abuse?

Prompt:

Explore how power is expressed in Lee's interaction with Mimi and whether this relationship feels equal, respectful, or caring. Does it show signs of control, fear, and power imbalance? Explore Mimi's body language, tone, and how much autonomy she has. Does she have a choice and voice in the relationship?

Q 3: How might Mimi's family respond if they knew?

Prompt:

Explore the fear of bringing shame upon the family, impact on family honour (the threat about her sisters). In some families they may unintentionally dismiss signs of servitude as normal or as fulfilling ones' responsibility as a wife. Families might prioritise reputation, stability, keeping the peace, potential impacts on the marriage prospects of other daughters over how the person is being treated.

Community discussion guide

Domestic servitude

Scene 3: Personal reflections

“

Summary:

Mimi describes her daily life, including threats, confiscated passport, lack of freedom. She feels like a prisoner and slave.

Q 1: What barriers prevent someone like Mimi from leaving this situation?

Prompt:

Limited knowledge about her rights in Australia, she has no access to money, language barriers, fear of deportation, impacts on her wider family, not wanting to bring shame upon her family, family obligation, and a sense of duty towards her family. In some cultures, divorce might be considered a taboo.

Q 2: What is the difference between domestic, family and sexual violence and domestic servitude?

Prompt:

Servitude differs from domestic violence in that the person is often required to work like a servant under constant control, has no freedom to stop, and may be isolated from others. The person may believe they have no legal or social options. Mimi's story highlights psychological imprisonment and dependency, due to threat, deception, and coercion.

“

Q 3: How does coercive control show up in domestic servitude, and how is it different from coercive control in domestic, family and sexual violence (DFS)?

Prompt:

In DFSV, coercive control often includes emotional abuse, financial control, and isolation. In domestic servitude, these are compounded by forced labour, immigration threats, restricted movement, and the expectation of unpaid, ongoing work where the person has no choice and control over their situation. The person is made to feel like they cannot stop working.

Community discussion guide

Domestic servitude

What does the law say

- Domestic servitude is one form of modern slavery and is a serious crime in Australia.
- The Commonwealth Criminal Code criminalises servitude and penalties can include imprisonment of up to 20 years.



Conclusion

One of the challenges of identifying domestic servitude is that it happens behind closed doors. It is not uncommon to come across situations where a woman is doing all the household chores. It becomes exploitation when she has no agency over her life, where she does not consider herself free to stop working, and when her personal freedom has been taken away.

Everyone is born free and equal. Exploiting someone and restricting their freedom and movement is a gross violation of human rights.

Thank you again for attending the session and for all your valuable contributions. Please feel free to reach out with any further questions.

Where to get help

- **The Additional Referral Pathway**
salvationarmy.org.au/additional-referral-pathway/
- **Anti-Slavery Australia**
antislavery.org.au/contact/

Facilitator tips

- Observe non-verbal cues and offer check-ins for any participants who appear distressed.
- Normalise pauses or silence – these are signs of processing complex emotions.
- Remind participants regularly that their contributions are valued and that this is a learning space and the intention of the session is not to pass judgement on anyone.
- It is important to note that domestic servitude does not only happen within a family relationship and can happen outside of a family relationship such as when working for an employer. For example, someone is brought to Australia to work as a domestic worker in a private household but instead is exploited. It can happen in businesses as well. To learn more visit: modernslavery.gov.au/about-modern-slavery/types-modern-slavery/servitude
- To further enhance your knowledge and understanding about modern slavery you can undertake this free e-module developed by Anti-Slavery Australia open.uts.edu.au/uts-open/study-area/law/modern-slavery/

Community discussion guide

Labour exploitation

Session overview

This session uses a video voice over approach to unpack the differences between poor work practices and forced labour. Facilitators are encouraged to select a total of three videos: one introductory video, one video from the 'Poor Work Practices' category, and one from the 'Forced Labour' category for a balanced session. Facilitators can mix and match videos depending upon the participants' preference.

How to run the session

- Play the three videos (introduction, one poor work practices video, and one forced labour video) as three parts (scenes).
- After the end of each video, pause the video and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: approximately 60 mins.

Session objectives

- Recognise the signs of labour exploitation.
- Differentiate between poor work practices and forced labour.
- Understand workers' rights regardless of visa status.
- Promote reflection and awareness in the community.

Definition: forced labour

When a person does not consider themselves free to stop working or to leave their place of work because of coercion, threat or deception.



Opening the session



Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to labour exploitation. Please take care of yourself during the session. You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only **deidentified** information.
- Participate as you feel comfortable.

Community discussion guide

Labour exploitation

Introduction

(facilitator speaking notes)

“

Today we are going to be watching three short videos on what exploitative work practices look like in Australia.

Migrants, people on temporary visas, and international students including women and girls are at higher risk of experiencing labour exploitation.

Labour exploitation has many faces and can take many forms. Some forms of exploitation are extreme, and this is called forced labour.

 **Labour Exploitation Introduction**
youtu.be/6FzvNQKLf0E

(show the video)

Scene 1: Scenes from different workplaces

(introduction video)

“

Summary:

Footage of various industries where exploitation may occur.

Q 1: Have you ever had a bad job? What made the job bad?

Prompt:

This question is an ice breaker as it will get participants to think about some of the bad jobs they have held. For example, very little pay, long work hours, no contract, no payslip, no overtime.

Q 2: Did you have a choice to leave that employment if you wanted?

Prompt:

Explore with the participants the concept of freedom and choice. Ask the participants what were some of the barriers that stopped them from leaving? Did they have the choice to change employers if they wanted to?

Community discussion guide

Labour exploitation

Scene 2: Poor work practices (Choose one)

 **Waiter (You Are Welcome)**
youtu.be/OhiqSO0nbXk

- At the time this video was made, the minimum pay was \$24.10. Please check the Fair Work Ombudsman website to see the most recent pay rate.

 **Factory (Keeping Our Heads Down)**
youtu.be/QDOR3jETLao

 **Food Delivery (Unaccounted Miles)**
youtu.be/NgZyx8kgerA



Summary:

A waiter is underpaid in a restaurant, a factory worker is afraid of losing her job, a delivery driver is struggling with low pay.

Q 1: How are people drawn into exploitative work?

Prompt:

Explore with the participants: cash-in-hand payments, visa status (depending upon the visa there might be limitations), no local experience, family responsibilities and pressure to send money home, someone from one's own community that they trusted, language barriers.

- Here you can reflect on cash-in-hand payments, superannuation and the importance of superannuation. What is your understanding around cash-in-hand payments – are they legal?
- In Australia paying wages in cash is legal. If paying wages in cash, employers must comply with all



the employment laws which include providing accurate payslips, paying superannuation, and withholding the correct amount of tax.

Q 2: What are some unfair and unsafe work practices shown in this story?

Prompt:

Underpayment of wages, long work hours, no pay slips, no contract, no penalty for working overtime, no safety equipment, and abusive workplaces.

- Here you can hold a discussion about minimum wage, working without a contract, and no payslip.
- Look up 'Fair Work' to see the most current minimum wage and industry awards.
- You can advise participants that it does not matter if a contract has been signed. All employees are automatically covered by the National Employment Standard regardless of whether they signed a contract or not.

- Visit the Australian Taxation Office website for more information: ato.gov.au/individuals-and-families/jobs-and-employment-types/working-as-an-employee/receiving-cash-for-work-you-do
- Visit the Fair Work Ombudsman website for more information: fairwork.gov.au/employment-conditions/contracts#:~:text=All%20employees%20are%20covered%20by,than%20their%20minimum%20legal%20entitlements

Community discussion guide

Labour exploitation



Q 3. Do you think this person has a choice to leave the employment?

Prompt:

Participants will talk about the various barriers that might be stopping this person from leaving the employment; however, you need to make them understand that irrespective of the barriers, the person in this story still has a choice to leave this employment should this person wish to.

Scene 3: Forced labour (Choose one)



Farm (We Trusted Him)

youtu.be/UN71a39w1Rs



Cleaning (In Search of a Better Future)

youtu.be/maWUWikDI2M



Sex Work (In Hope of Freedom)

youtu.be/o9zsqu2TPGw



Q 1: What are some forms of abuse you can identify in this story?

Prompt:

Cash-in-hand, long hours without breaks, threats to report to immigration, passport seized by employer, little or no personal freedom, deception, no payment, under payment, abusive working and living conditions, co-ethnic exploitation, sponsorship deductions.

- Here you can hold a discussion around wage theft or underpayment and how participants can recover unpaid wages. Explain to the participants what wage theft is: Wage theft is the deliberate underpayment or non-payment of wages or entitlements by an employer. There are legal services that can help with this.
- In January 2025 intentional underpayment of wages became a criminal offence.
- You have **six years** from the date of the underpayment to put in an application to recover unpaid wages. Fair Work has a **Record My Hours** app which you can download on your smartphone to keep a record of the hours worked.

Community discussion guide

Labour exploitation

“

Q 2: What is stopping the person in this story from leaving the employment?

Prompt:

Get participants to pick up on threat, coercion, and deception. Fear of deportation, hope of a permanent visa, threats made by the employer, passport seized by the employer, not knowing their rights, restricted movement, debts, isolation, visa status (restrictions on visas creates vulnerabilities), language barriers, being misled about their rights.

Q 3: How is forced labour different from just a bad job?

Prompt:

Choice and control. People in forced labour situations experience poor work conditions as experienced in bad jobs, however, people in forced labour situations do not have a choice but to continue working for the employer due to threat, deception, and coercion. A person's freedom and choice get taken away and whether the threat is actual or perceived the person believes that he/she has no choice and is forced to continue working for the employer.

- Visit the Fair Work Ombudsman website for more information: fairwork.gov.au/about-us/workplace-laws/legislation-changes/closing-loopholes/criminalising-wage-underpayments-and-other-issues

What does the law say

- Forced labour is a criminal offence under Australian law, with penalties of up to 12 years.
- All workers in Australia have legal protections regardless of their visa status.

“

Conclusion

Exploitation of any kind is illegal in Australia. Exploiting someone for one's own personal gain is a gross violation of human rights. Everyone has the right to safety and fair work. It can happen to anyone irrespective of their visa status - and remember, exploitation is never the victim's fault.

Where to get help

- **Anti-Slavery Australia**
antislavery.org.au/contact/
- **Fair Work Ombudsman**
fairwork.gov.au
- **Working Women's Centre Australia**
wwc.org.au/help-and-contact
- **Australian Red Cross**
redcross.org.au/work-right-hub/directory/
- **Australian Federal Police**
afp.gov.au/crimes/human-trafficking-and-people-smuggling/human-trafficking-and-slavery

Facilitation tips

Watch the full set of videos beforehand to understand tone and content as each video has some unique aspects that you can explore with the participants.

- **Food Delivery (Unaccounted Miles)**
You can hold a discussion about ABNs and what it means to work with an ABN.
- **Factory Worker (Keeping our Heads down)**
You can hold a discussion on no access to unions or legal information, and safety equipment.
- **Waiter (You Are Welcome)**
You can hold a discussion about work references and how that works.
- **Sex Work (In Hope of Freedom)**
You can hold a discussion on how sex work is legal in Australia, and challenging assumptions around stigma and victim-blaming.
- **Farm (We Trusted Him)**
You can hold a discussion on co-ethnic exploitation and child labour.
- **Cleaning (In Search of a Better Future)**
You can hold a discussion on sponsorship deduction and the special situation students find themselves in in Australia: they can only work limited hours and must pass their subjects. Shame is associated with failing the course and then losing the visa. Life is expensive in Australia, therefore exploitation of their situation is quite likely.

- Observe non-verbal cues and offer check-ins for any participants who appear distressed.
 - Normalise pauses or silence – these are signs of processing complex emotions.
 - Please note this is not a legal advice session. The session is there to help participants understand when a job stops becoming just a bad job and tips over to serious exploitation. Do not provide any legal advice and ask participants to contact one of the services listed above for advice.
 - To further enhance your knowledge and understanding about labour exploitation you can undertake this free e-module developed by the Australian Red Cross: redcross.org.au/globalassets/html-sites/work-right-hub/labour-exploitation/story.html
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SToP Modern Slavery Project

w: [ssi.org.au/our-services/health-wellbeing/
strategies-to-prevent-modern-slavery-program/](https://ssi.org.au/our-services/health-wellbeing/strategies-to-prevent-modern-slavery-program/)

e: info@ssi.org.au

We're SSI.

We stand for a world in which everyone
has access to equal opportunity.

We are driven by equality, empathy,
and celebration of every individual.

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