



Farmingville

P.O.V.'s Youth Views

Youth Outreach Toolkit



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Letter From The Board

New York 2005

Dear Facilitators,

The American dream has become more available than ever for many people, but what are its implications? What happens when people's dreams for a better life are torn apart by bias and abuse?

Farmingville is a microcosm of what's happening across America. As debates and protests around immigration heat up across the country, this film has never been more relevant. It is the story of a divided Long Island community struggling to solve issues around immigration policy and its impact on individual lives. Yet, while *Farmingville* looks deeply into discrimination and hate, it also highlights the importance of compromise and cultural respect.

We hope communities will see this film and continue the fight towards awareness, whether in the form of organizing, marches, protests, or just dialogue with your neighbor. As we continue to grow together it is important that we learn to respect the differences of others and learn to live together in an ever changing world.

We hope that *Farmingville* forces you to ask tough questions and open a dialogue around one of the most pressing issues in our society.

Sincerely,

Edwin Herrera, City of New York Parks & Recreation, REC Youth Video Program

Natalie Jesoinka, Amnesty International USA

William Knox, Educational Video Center

Kai Zhang, Chinatown Youth Initiatives

INTRODUCTION

Welcome to the ***Farmingville Youth Outreach Toolkit***! We are very excited to have your participation in the Youth Views program. Youth Views is dedicated to collaborating with young people that want to explore the use of documentaries as community building tools. The ***Farmingville Youth Outreach Toolkit*** focuses on involving young people in the creation of screening events where critical dialogue and civic response can succeed under youth leadership and initiative. We hope to continue creating more youth outreach toolkits for other P.O.V. programs with your input.

The Goals of The *Farmingville Youth Outreach Toolkit* Are To...

Support youth by...

encouraging the development of critical thinking, media literacy, community organizing, peer support, personal expression, leadership, coalition building, and solution seeking through the organizing and execution of a ***Farmingville*** screening event in their communities.

presenting a vehicle for “breaking the ice” on the topics covered in ***Farmingville*** through screening the film in a safe context for dialogue with families and community members.

providing documentary films to youth activists and youth community leaders as tools for education and outreach. Youth Views wants to offer support to young leaders who want to use documentaries as catalysts for action in their communities.

Support youth service providers by...

assisting communities and institutions in mapping the assets and resources available for all youth.

fostering coalition building among groups concerned about youth.

highlighting community resources available for youth activists.

How can you use *Farmingville* in your community? The Youth Views Advisory Board identified two screening goals that can be used for community discussions and activities. These goals are...

- 1. To understand the experiences of migrant and immigrant communities**
- 2. To inspire communities to take action against injustice**

This kit contains:

- The **Background Information on *Farmingville*** provides a synopsis of the film, descriptions of the characters in the film and background information on immigration in the United States today.
- **Screening Goals** offer suggestions on audiences, screening objectives and screening formats, sample discussion questions, and recommended follow-up activities. Please adapt these suggestions to your event's needs or create your own screening goals. (If you do make any changes to the kit, please send us a copy, so we can credit you in the next version of the kit!)
- The **Step-by-Step Guide on How to Organize a Screening Event** section provides questions, points, and tips to consider when planning your event.
- The **Companion Materials and Resources** can help you find out more about the issues raised in the film. Before your screening event, brainstorm possible screening partners, audiences and gather other resources for your event. It contains listings of select resources that correspond to each of the screening goals, in addition to resources for day laborers and their supporters' community.
- The **Acknowledgements** section provides information on the creators of the ***Farmingville* Youth Outreach Toolkit**, the Youth Views program, and P.O.V.

Farmingville

About the Film

In 2001, the shocking hate-based attempted murders of two Mexican day laborers, smack in the middle of Long Island, NY, catapulted the town of Farmingville into national headlines. Prospects for working with area contractors and landscapers had attracted more than 1500 day laborers to this small town, making suburban Farmingville a surprised outpost on the frontline of the debate over immigration. The film blends the stories of town leaders, residents, day laborers and activists on all sides of the debate. For nearly a year, filmmakers Carlos Sandoval and Catherine Tambini lived and worked in Farmingville in order to capture the turmoil.

Farmingville offers a powerful example of how a community in crisis dealt with its challenges and divisions. It provides an opportunity for communities to learn from Farmingville's experience, to dissect how conflicts occur and to explore how to diffuse them without making neighbors into enemies or turning to violence. The film can help communities begin or deepen their own dialogues on immigration, racism, class privilege, national identity, human rights, community organizing and the democratic process. *Running time 86:46 minutes.*

People We Meet in *Farmingville*

Margaret Bianculli-Dyber is a New York City high school teacher and resident of Farmingville. She helped found Sachem Quality of Life (SQL), an activist group of residents who want to rid the town of illegal Mexican immigrants. Bianculli-Dyber testified before Congress in 1999 about illegal immigration. She reached out to national immigration control groups who eventually involved themselves with Farmingville.

Paul Tonna at the time of filming was the Presiding Officer of the Suffolk County Legislature. He is a Republican and the father of six children: one biological, one of Native American descent and four of Mexican descent. He is a successful businessman and a theologian by training. As a result of his position in support of the day laborers, he and his family were threatened with violence.

Louise is a Farmingville resident and middle-of-the-road impromptu spokesperson for the residents of Farmingville. She walks through her neighborhood talking about what has happened to Farmingville. She attended early meetings of the SQL, but found their rhetoric inflammatory. She is strongly driven by concern for her 75-year-old mother who lives next door to a single-family house with over 30 men living in it.

Darren Sandow is a passionate advocate for the immigrants. He is a founding member of Brookhaven Citizens for Peaceful Solutions, the group formed as an alternative to Sachem Quality of Life. His involvement with Farmingville dates back to 1998; when day laborers were evicted from their home, Sandow helped secure aid for them.

Matilde Parada is a refugee from El Salvador where she was a community activist working with Archbishop Romero's organization. She is a founder of Human Solidarity, a day-laborer-based immigrant advocacy group.

Eduardo is an immigrant from Mexico City. Essentially orphaned as a child, he is a self-made man. He worked his way up to supervisor in a Mexico City printing press warehouse. He started the soccer league with Matilde.

Background Information

Facts About Immigration Today

Immigration to United States Today

- The United States is in the midst of its fourth and largest wave of immigration. Approximately one million immigrants enter the country each year.
- Currently, more than 11 percent of Americans are foreign-born.
- Most of today's newcomers are Latino, immigrating from Mexico, Central America and the Caribbean.
- The majority of new immigrants settle in cities with large immigrant communities and a history of employing foreign workers.
- A growing number of immigrants, however are moving into smaller metropolitan areas, rural towns and suburban areas.

[Source: Schmidley, Dianne, 2003. "The Foreign-Born Population in the United States: March 2002." Current Population Reports, P20-539, U.S. Census Bureau, Washington, D.C.]

Attitudes About Immigration

- The National Immigration Forum reports that while 50 percent of native-born United States citizens think immigration levels are acceptable, 40 percent think they should decrease and 10 percent think immigration should stop all together.
- The problems faced by Farmingville are not isolated. Many communities across the United States struggle with the demographic changes brought on by new immigrants.
- Communities that successfully address issues related to immigration and population change are the ones that accept the fact that newcomers will not "go away," and will, most likely, become long-term residents.

[Source: Douglas Rivlin. National Immigration Forum. Interview May 7, 2004.]

Challenges Faced By Immigrants

- Local governments often lack basic institutional tools, experience and infrastructure to serve immigrants' diverse needs.
- Immigrants often struggle to find housing, jobs, and a sense of community.
- Immigrants are often employed in low-skill service jobs such as landscaping and construction with poor working conditions.

- Immigrants, especially those who do not speak English, are often the target of resentment and animosity from anti-immigrant community members.

Immigration and the Economy

- Employers need laborers. The size of the United States labor force has declined since the 1970's.
- Without new immigrants economic growth in the United States would have been much slower.
- Wages in the United States are significantly higher than those in immigrants' home countries.
- Educated and "white-collar" workers immigrate to the U.S. to take low-skill jobs in the U.S. that pay more than what they can make in their home countries.

[Sources: Sum, Andrew, Fogg, Neeta, and Harrington, Paul. "Immigrant workers and the great American job machine: the contributions of new foreign immigration to national and regional labor force growth in the 1990s."; The Economist, March 9, 2000.]

Frequently Asked Questions About Immigration and Day Laborers

[Source: The following questions and answers come in most part from Valenzuela, Jr., Abel and Melendez Edwin. 2003. "Day Labor in New York City: Findings from the New York Day Labor Survey." New York. April 11, 2003.]

Who are day laborers?

Day laborers are overwhelmingly Latino: one-third from Mexico, one-third from other parts of Central American and one-third from other parts of the world, including South America. Numbers of day laborers from Africa have been increasing. Many are young and have been in the United States for less than two years. About half are single and 47 percent are married or live with someone they support financially. In New York, 94.8 percent of day laborers are men and 5.2 percent are women. Men work primarily in the construction industry while women work as housekeepers, janitors and in factories. On average, day laborers have had eight years of formal education, though some have no formal education and some have finished college or beyond.

Who is an immigrant?

Someone who has been born in a foreign country who has been admitted to the United States and given the status of "Lawful Permanent Resident" by the US government.

How do immigrants get admitted to permanently reside here?

Usually in one of three ways:

- Through family-sponsored immigration, a U.S. citizen can sponsor their foreign-born spouse, parent (if their sponsor is over 21), children (married or unmarried), and brothers and sisters. A Lawful Permanent Resident can sponsor their spouse, children under 18 (minors), and adult unmarried children.
- A U.S. employer can sponsor someone for a specific position if they prove there is an absence of U.S. workers to fill it.

- By winning one of a limited number of immigrant visas, which are available once a year through a lottery that is open to would-be immigrants from certain countries.

Who is an undocumented immigrant?

Someone who comes to the United States and stays without the permission of the U.S. government. They often enter the U.S. illegally without being inspected by an immigration officer or by using false documents. They also can enter legally on a temporary visa and stay past the time the visa expires. Undocumented immigrants are sometimes referred to as illegal immigrants.

Who is a non-immigrant?

A person who is allowed to enter the U.S. for a limited time. They can be students, tourists, temporary workers, business executives, diplomats, artists, entertainers and reporters. Depending on where they are from they might need to apply for a visa before they enter the U.S. All non-immigrants have to pass immigration inspection when they arrive in the U.S.

What percentage of day laborers are undocumented immigrants?

Approximately 81 percent of day laborers are undocumented immigrants.

How much do day laborers earn?

In New York, day labor work pays more than minimum wage, but it is difficult, irregular and dangerous work. The average hourly wage in the spring and summer is \$9.37 an hour and \$7.61 in the fall and winter. During a good month, day laborers earn \$1,450 on average, but in a bad month they earn about \$500 on average. Eighty-three percent of day laborers work doing day labor full time, while the rest also hold a part-time job in addition to doing day labor.

What kind of work do day laborers do?

A wide variety of jobs, including work that is dirty or dangerous and might expose them to dangerous machines or chemicals. They primarily work in construction, doing painting, carpentry and landscaping.

Who hires day laborers?

Homeowners and contractors are the primary employers of day laborers, often attracted by the low cost of labor and lack of responsibility for benefits or lasting employment.

Why work day labor?

In New York, day labor is often a step to finding year round, full time employment for workers. Despite earning low wages, many workers assist family and friends in their country-of-origin. In 2001 day laborers sent an average of \$3,641 home per year.

What are the risks of day labor?

Day laborers are often abused at the work place. About half of all day laborers reported at least one instance of not getting paid. Other kinds of abuse include abandoning day laborers at the work site, paying less than the agreed amount, not providing workers' compensation or medical insurance for job related injuries, writing bad checks, robbery, threats and not allowing breaks or water at the work site.

What are the legal rights of an undocumented day laborer?

Most employment and labor laws apply to all workers, regardless of their immigration status. This includes the right to file complaints about wages, report health and safety violations or access workers' compensation benefits.

Immigrants in the Community: Did You Know?

1. Immigrants work more and are paid less than other groups in the labor market.

- Approximately 6 million undocumented immigrants work in the U.S. labor force, which represents about 5 percent of the whole U.S. labor force.
- Almost 43 percent of immigrants work at jobs that pay less than \$7.50 an hour.
- Migrants move to where the jobs are, not because of social welfare benefits.

[Source: Passel, J. S., Capps, R., & Fix, M. E. "Undocumented Immigrants: Facts and Figures." Data at a Glance.]

2. The average immigrant contributes \$1,800 more in taxes than he or she receives in benefits and services provided by the government.

- These taxes contribute to the funding of public parks, public roads and other state, local and federal services and benefits.
- Most of these taxes go to the federal government, but the bulk of the services immigrants use, such as health care, are provided by states and localities.

[Source: The National Research Council. The New Americans: Economic, Demographic, and Fiscal Effects of Immigration.]

3. Research shows the U.S. gains economically from immigration.

- Immigration does not lower the wages of skilled workers, but does lower the wages for workers without a high school education.
- Overall, immigration is unlikely to have a tremendous impact on the per capita income in the United States.

[Source: Orrenius, Pia M., and Zavodny Madeline. "Does Immigration Affect Wages? A Look at Occupation-Level Evidence."]

4. Immigration does not generally lead to increased crime.

- A *Newsday* article on September 1, 2000 presented a Suffolk County Police Department press release refuting claims that crime had risen along with the immigrant population. The release showed the number of arrests had remained stable during the influx of day laborers from 1995-2000.
- One study done by the U.S. department of Justice focused on day labor hiring sites showed that in several areas the police have stated publicly that hiring sites do not lead to increased crime.

5. Cultural and language barriers can cause tensions between newcomers and established residents, which can lead to false accusations of criminal behavior or activity.

- In some countries, for example, it is expected that large groups of people with gather on Sunday afternoons to relax and socialize. In some communities in the United States, established residents find these gatherings inappropriate and even threatening.

[Source: Farmingville: The Resource Guide. Active Voice]

Updates on the Groups and Issues We Encounter in *Farmingville*

Immigration and day labor continue to be hotly debated issues in Farmingville, as well as in other Long Island communities and around the United States.

In July of 2005 day laborers and community organizers gathered at a national conference on Long Island to discuss peaceful solutions to conflicts like the ones that erupted in Farmingville. One such solution is a permanent hiring centers. Farmingville still has not created a permanent day labor hiring center.

After holding a conference on immigration in 2003, Schem Quality of Life was divided in disputes over who would lead the group after Margaret Bianculli-Dyber stepped down as president. One former SQL organizer, Ray Wysolmierski, is currently president of the Greater Farmingville Community Association, an anti-illegal immigration and homeowners group.

Hate crimes aimed at Latino workers continue to occur throughout Long Island. In July of 2003 three Long Island teenagers set fire to a house occupied by a Mexican family in Farmingville. In July of 2004 they were sentenced after pleading guilty to fourth-degree arson as a hate crime.

In July of 2005 two men were charged with a hate crime after yelling ethnic slurs and throwing a bottle at a Latino man in a Farmingville parking lot. Several days later, at a pre-planned march and vigil, four demonstrators were arrested after refusing to move away from the car of an activist opposed to day laborers.

In June of 2005 police raided a house in Brookhaven, a town near Farmingville, where up to 64 day laborers were living, citing safety violations. After the raid, at a meeting of the Greater Farmingville Community Association, Ray Wysolmierski, referred to Mexicans living in such houses when he said, "This is an invasion and occupation."

In response to the raid and concerns that the workers living in the house had been left homeless, Arturo C. Surokhan, Mexico's Counsel General to New York, said local officials should help soothe local tensions and help relocate the displaced tenants.

As of September 2004 Human Solidarity, which included the soccer league organized by Eduardo and Matilde Parada, was still meeting.

Glossary of Terms

Alien – A person who is not a citizen of the country in which he or she lives.

Assimilate – To take in, absorb and integrate the ideas of a new or dominant culture.

Citizen – Someone who is legally recognized as a subject by the United States. Also used to describe an inhabitant of a town or city.

Citizenship – The process of becoming legally recognized as a subject by the United States, along with the attendant rights, privileges and duties.

Day Laborer – A person who works on a day-to-day basis doing a wide variety of jobs, including construction, painting, carpentry and landscaping. They are primarily hired by homeowners and contractors.

Hate Crime – A crime that was motivated in whole or in part by a bias against the victim's perceived race, religion, ethnicity [or national origin], sexual orientation, or disability.

Hiring Site – An alternative to hiring day labors in informal settings like street corners, these centers typically have on-site staff that organizes the process of hiring day laborers. Some centers also offer legal, health, education and citizenship services to day laborers.

Immigration – The process of coming to live and work permanently in a foreign country (for example, from Mexico to the United States).

Machismo – Strong or aggressive masculine pride.

Migrant worker – A farm worker whose employment required travel that prevented the farm worker from returning to his/her permanent place of residence the same day.

Nativism – The policy of protecting the interests of native-born or established in inhabitants against those of immigrants.

Undocumented Immigrant — Someone who comes to the United States and stays without the permission of the U.S. government. Undocumented immigrants are sometimes referred to as illegal immigrants, a term which carries negative connotations.

Screening Goal One

Understanding the experiences of migrant and immigrant communities

A. Suggested Audiences

Middle, high school and university level student organizations, programs focusing on youth empowerment and youth leadership, organizations and educators that work with immigrant communities, English language learning programs and classes, Latino/a cultural organizations, youth workers, guidance counselors, mentoring programs, conflict resolution workshops and local chapters of international volunteer service organizations like the Lions Club, Rotary Club and Kiwanis Club.

B. Potential Screening Objectives and Screening Formats

1. Organize a **screening** to increase understanding and dialogue about the challenges immigrants and migrants face in the United States. Discuss how racism affects attitudes towards immigrants and how the challenges faced by immigrants in *Farmingville* are similar to or different from challenges faced by other immigrant groups.
2. Organize a **screening** and **roundtable discussion** to highlight the work that community or campus groups that work with immigrants are doing in your area. Including speakers from different ethnic and national backgrounds could help open a dialogue about the differences and similarities of struggles immigrants from different parts of the world face.
3. Organize a **workshop** directed at immigrants or people who work with immigrants (documented or undocumented) in order to raise awareness about the rights of undocumented workers. This workshop could also include a **speaker** from a local organization that works with immigrants discussing resources and issues specific to your area.
4. Organize a **screening** to correspond with a class unit or community celebration of immigration. **Invite community members to share** their stories of immigrating to the United States. Think about how United States history might be reflected in the story of Farmingville. Does anyone have stories similar to those shared in *Farmingville*? Different?

C. Sample Discussion Questions

1. What are some reasons that people immigrate to America? Why do you think people would come here illegally? Have you or anyone you know immigrated to the United States? What are some reasons that you, your family or someone you know came here?
2. How would you describe the experiences of the Mexican day laborers in the film? How are their experiences similar to that of other immigrant groups in America? How are they different? How were Mexicans treated during other times in America's history?
3. Day laborers received a wide range of responses from different members of the Farmingville community. How were they described by Farmingville residents? Why did some residents fear day laborers? Do you think their descriptions of the day laborers were fair and/or accurate? How did some of the residents' perceptions and stereotypes of day laborers influence the ways they responded to them? What do you think was the motivation behind different residents' responses?
4. In the film Eduardo, a Mexican immigrant, describes the role of day laborers like this, "...like a tiny screw in a very expensive watch—no one pays attention to the screw, but if suddenly after all the abuse, all the mistreatment the little screw wears out, the watch will break down." Paul Tonna, a member of the Suffolk county legislature, says, "We're a prosperous economy looking for people who are willing to do work. And we need day laborers. And there's the tension. It's a tension that is national. But the battleground is really fought on a local level." What role do day laborers play in the economy? Why were day laborers attracted to places like Farmingville? Why does Paul Tonna say the economy "needs" day laborers? Did this film make you think differently about how the United States economy functions? Why or why not?
5. How might the types of work a migrant worker or day laborer do be different depending on where they are located? How are the challenges faced by immigrants, documented and undocumented, different in urban and rural areas (as opposed to suburban locations like Farmingville)? What resources exist in these communities to support immigrant communities?
6. Tom, a Farmingville resident and supporter of Sachem Quality of Life, says, "They feel like we're against Mexicans and that has absolutely nothing to do with it." How do you define racism? Do you feel that racism is still a problem in the United States? What role does race and racism play in the conflict over immigration in Farmingville? (For example, think about bias crimes, ethnic slurs, difficulty in finding housing, exploitation of labor, stereotypes)
7. Legislator Paul Tonna says, "Everybody deserves to be protected." What are the rights of immigrants, both documented and undocumented? How might an

undocumented person find out what rights they have in the United States? How can knowledge of their rights make someone feel more powerful? Do you think that in the United States certain people are treated like they have no rights or that it is okay for their rights to be violated? Can you use examples from the film or your personal experience when discussing this?

8. How did some day laborers and their allies organize themselves and try to address some community concerns? How did they work to counter the threats that were directed against them by other Farmingville residents?
9. In order to organize themselves, the day laborers needed to come together as a community. In the film, what are some strategies they used for community building? How did they raise political awareness about their situation? What actions did they take? What can you learn about grassroots, political organizing from their efforts?
10. How do you define America? The “American Dream”? The “suburban dream”? How does the “American Dream” mean different things to different people? How do factors like race, ethnic background, class status and immigration status affect access to the “American Dream”? Do you think that migrant workers and undocumented immigrants have a “shot” at upward mobility like other groups of people do?
11. How is United States history reflected in this story? How do you think *Farmingville* might reflect some of the ways in which the United States is changing?

D. Recommended Screening Follow-up Activities

Does the audience want to...?

1. **Find out more** about what is happening in your community around immigration and undocumented workers?
2. **Research** the history and current policies concerning immigration and present their findings at a follow up meeting or dialogue?
3. **Get involved** in organizations that support local immigrant and migrant communities?
4. Work to **identify** local resources for immigrants and undocumented workers and **connect** them to local immigrant communities?
5. **Support** and **advocate** for the rights of immigrants locally, nationally or internationally?

Screening Goal Two

Inspire communities to take action against injustice

A. Suggested Audiences

Middle, high school and university level student organizations, programs focusing on youth empowerment and youth leadership, organizations and educators that work with immigrant communities, English language learning programs and classes, Latino/a cultural organizations, youth workers, guidance counselors, mentoring programs, conflict resolution workshops and local chapters of international volunteer service organizations like the Lions Club, Rotary Club and Kiwanis Club.

B. Potential Screening Objectives and Screening Formats

1. Organize a **screening** with the objective of learning to define and recognize injustice. What are different forms of injustice you recognize in *Farmingville*? How do race, class, immigration status, gender and sexuality connect to the injustices the audience noticed in *Farmingville*? What kinds of injustice can you identify in your community? What actions can you and your communities take to address it?
2. Organize a **roundtable discussion** with organizers of different ages and backgrounds in your community. What organizations are they involved in? How did they become involved? What are the main issues they are organizing around? What are some different strategies and tactics they use for organizing? What successes have they had? What challenges do they face?
3. Organize a **screening** and **workshop** on community organizing with experienced community organizers. How do you identify injustice in your community? How do you begin to take steps to combat it? How can participants begin to plan an organizing campaign?
4. Organize a **screening** and **workshop** focused on community conflict resolution. What are some major conflicts your community faces? How might injustice affect this conflict? What are some steps communities can take to work through differences and find solutions to these conflicts?

C. Sample Discussion Questions

1. How do you define injustice? What are some examples of injustice you saw in *Farmingville*? What are steps that different groups in the film took to address the injustices that they recognized?

2. In the film Margaret Bianculli-Dyber says, “Initially when you’re called a racist it chills you...But then you understand that that name is a tool being used to try to silence you, to try and silence your legitimate concern.” How do you define “racism”? How do you define a bias or hate crime? What are different ways that racism can occur? How is racism connected to other forms of injustice? What are some examples from the film? How can people work together to address racism? What are some examples from the film?
3. What is economic injustice? How is it connected to poverty, race and immigration? What kind of economic structures create situations such as that which legislator Paul Tonna describes, “If we all of a sudden, let’s say tomorrow, could snap our fingers and every Mexican laborer was gone, you’d have no working restaurants, no working diner, no working landscapers, no people who take care of a lot of our children, no people who take care of our sick and elderly?” What are some ways people in the film work to highlight and address economic injustices? What is your vision for economic justice?
4. In the film we saw how different members of the Farmingville community became active and organized themselves in order to address their concerns. What inspires citizens to become politically aware? How do they move from awareness to full-fledged organizing?
5. What lessons did you learn about community organizing from the approach, strategy and tactics of each group in the film? How can you begin to organize a community locally, nationally and internationally?
6. Many people in the film make claims about day laborers, immigrants and daily life in Farmingville. If you were to interview members Farmingville, who do you think would be best to ask about these issues? How can you tell the source or group’s perspective, bias or prejudice? How might you go about researching an issue or conflict in your community? What groups would you talk to? What resources can you identify to find accurate facts and statistics to help your understanding of the issue? Why is it important for a community organizer to be well informed?
7. What would you do if you lived in a community like Farmingville? What solutions would you propose?
8. What conflicts do you observe in your community right now? How do you think they might be connected to issues around race, class, gender or sexuality? How might you organize within your community to address this conflict? Did you see anything in the film that you might want to try as part of addressing conflicts in your community? Anything you would do differently?

D. Recommended Screening Follow-up Activities

Does the audience want to...?

1. **Research** the process of community organizing? What are some different strategies and tactics that groups have used at different places, times and in different cultures? Do you think those strategies would be useful for mobilizing and organizing in your community? Why or why not?
2. **Connect** with local community organizations that are working to address different forms of injustice in your community and **host** a speaker from one of these organizations?
3. **Hold a panel discussion** about different organizing strategies and tactics—for example speakers could represent a range of ages, backgrounds and come from different kinds of communities (for example, urban, suburban or rural).
4. **Take action** and develop strategies to address injustice in their community.
5. Hold a **workshop** on addressing and resolving community conflicts.

Step-by-Step Guide on How to Organize a Screening Event

The **Farmingville Youth Outreach Toolkit** is flexible and can be tailored to your organization's specific event goals. This guide includes questions, points, and tips to consider when planning your **Farmingville** screening event. Additional materials can be found on the P.O.V. website at www.pbs.org/pov/youthviews.

1. Determine Your Objectives:

To begin planning, you should call a meeting and ask participating staff, individuals, and organizations to identify their objectives and determine to what extent they can be involved. Possible objectives include:

- ❑ **Encourage dialogue** among adults and young people.
- ❑ **Raise awareness** among adults, parents, educators and others.
- ❑ **Form** new organizational alliances.
- ❑ **Make new contacts** with the media and become a resource to which they will return.
- ❑ **Recruit new members** through increased visibility.

2. Reach Out:

- ❑ **Fill out the online application form** (<http://www.pbs.org/pov/utills/povengagements.html#partners>) Your immediate response will enable us to help organize from our end!
- ❑ **Identify a Campaign Coordinator.** Please give us the name and contact information on the application.
- ❑ **Formulate ideas about who you want to take part in this event**, including ages of the participants.
- ❑ **Contact other community organizations** and briefly describe the event you would like them to help you host.
- ❑ **Create a list of community leaders or public officials** whose participation you believe will be valuable to the event.

3. Logistics:

- ❑ **Decide on a date.** Choose a time and location (approximately 90 minutes to 2 hours). Depending on how many community members you invite, you might need a large room. You will also need a TV monitor and VCR.
- ❑ **Choose a facilitator**, preferably someone who is familiar with the issues and can create a friendly environment for open discussion and can generate meaningful dialogue about the issues raised by the film.

4. Media Outreach (if applicable):

- ❑ **Send us a media contact list and your press release** as soon as you have your press contacts set.
- ❑ About four days prior to the event, contact the people to whom you sent press materials and encourage them to cover the event. **Pitch the value of this unique screening and the importance of encouraging dialogue.**
- ❑ **Prepare Press Kits** for distribution on the night of your event, or to mail to those media contacts that cannot attend. The kits should include the press release, a flyer adapted to your event and general information about your organization. You can also include a photo slick if appropriate; call us if you need more.

5. On the day of your event:

- ❑ **Confirm facilities**, make sure TV and VCR are running smoothly, and perhaps arrange for some snacks. Go over discussion points with your facilitator. Ask someone from your organization to take pictures.
- ❑ If you expect a particularly large group of people, **plan to break participants into groups** for discussion following the screening of the film.
- ❑ **Pass around a sign-up sheet** at the beginning, and an **Audience Evaluation Form** at the end, so that you will be able to obtain written feedback and reconnect with participants after the event.
- ❑ **Reserve the last half hour** of your meeting to strategize about follow-up activities.

6. Follow-up Activities:

We hope this project will serve to launch ongoing dialogue and activities in your community. There are follow-up activities listed within each of the Screening Goals.

Companion Materials and Resources

www.pbs.org/pov

P.O.V.'s website includes information on P.O.V.'s current broadcast season, film archives, instructions on "Talking Back" to P.O.V. about a film, "Behind the Lens" interviews with filmmakers and film production diaries, and information about getting involved with P.O.V. and in your community.

P.O.V.'s Farmingville Website

<http://www.pbs.org/pov/pov2004/farmingville/index.html>

P.O.V.'s website includes an introduction to the film, background on the characters in the film, a preview for the film, background of filmmakers Carlos Sandoval and Catherine Tambini, an online forum for discussion of the issues raised in *Farmingville*, and links to resources related to the film.

Farmingville Resource Guide

Co-produced by P.O.V. and Active Voice, this guide offers extensive resources on immigration, day laborers, background information on the film, success stories and ideas for creating community solutions.

P.O.V. Farmingville Discussion Guide

Information on setting up a screening and facilitating a focused, productive, respectful discussion about *Farmingville*. Also includes background information about the film.

You can download the resource and discussion guides from:

<http://www.pbs.org/pov/pov2004/farmingville/resources.html>

Farmingville Official Website

www.farmingvillethemovie.com

Offers the film trailer, press, updates and links to resources related to the film.

Day Labor

The Southwest Center for Economic Integrity's Day Labor Initiative

<http://www.economicintegrity.org/labor06.htm>

Aims to improve the working conditions for day laborers by monitoring existing labor laws and regulations that protect day laborers, developing and supporting hiring halls and worker education programs and raising public awareness about the problems and practices of the day labor industry.

Casa de Maryland

<http://www.casademaryland.org>

A community organization founded in 1985 by Central American refugees and North American supporters; Casa de Maryland offers education, legal programs, health services and employment projects to immigrants from Latin America and all over the world.

Coalition for Humane Immigrants Rights of Los Angeles (CHIRLA)

<http://www.chirla.org>

Operates workers centers for day laborers around Los Angeles that include hiring programs, education, advocacy and legal workshops for immigrants.

The Day Labor Research Institute

<http://www.daylabor.org>

Established in 1997, the Day Labor Research Institute conducts research on topics related to day laborers and works with law enforcement, government agencies, communities, businesses, and hiring centers to find solutions to fit each particular community.

United Nations Declaration on the Rights of Migrant Workers

<http://www.ohchr.org/english/about/publications/docs/fs24.htm>

This fact sheet provides an overview of the human rights of migrant workers, based on the International Convention on the Protection of the Rights of All Migrant Workers and Their Families, which was adopted by the United Nations in 1990.

United States Census

<http://factfinder.census.gov>

Enter your zip code, city, county or state to find out different demographics, such as race, income and age, for your area.

Countering Hate Crimes

The Southern Poverty Law Center

www.tolerance.org and www.splcenter.org

Project monitoring hate groups and providing resources for teaching tolerance in schools. A wealth of resources for taking action against hate crimes, including how to address hate speech in schools.

Stopviolence.com

<http://www.stopviolence.com>

Resources for responding peacefully, productively and with the goal of justice to a variety of violence, including hate crimes. Contains many resources and teaching guides.

Partners Against Hate

www.partnersagainsthate.org

Information about what hate crimes are, hate crime statistics and resources for educating and countering hate crimes. The youth section includes information on setting up an anti-bias group in your school and a wealth of resources including books, websites and films for young people.

The Fire Next Time

<http://www.pbs.org/pov/pov2005/thefirenexttime/index.html>

Shown on P.O.V. in 2005, *The Fire Next Time* follows a deeply divided community caught in conflicts intensified by rapid development and powerful talk radio which some view as hate speech. Though they had a different catalyst, many of the issues in *The Fire Next Time* are similar to *Farmingville*. The website provides many resources on addressing hate speech and working to resolve community conflicts.

Community Organizing Resources

The Citizens Handbook

<http://www.vcn.bc.ca/citizens-handbook/>

An easy to read introduction to all the different aspects of community organizing, including planning a campaign, finding and keeping people, structuring your group, finding a vision and reflecting, plus lots of resources and articles to help you along the way.

The On-Line Conference on Community Organizing and Development

<http://comm-org.wisc.edu/>

Though mostly geared towards researchers and academics, this site contains a directory of US and International community organizations. The site also includes resources and information about community organizing.

Organizing for Social Change

By Kim Bobo, Jackie Kendall and Steve Max

An easy to use book with extensive information on the different elements, tactics and challenges of community organizing.

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About P.O.V.'s Youth Views

P.O.V.'s Youth Views is a peer-led initiative, offering new models for working with youth and the media to encourage civic engagement that can be replicated by youth-serving and issue-based organizations across the country. Begun as a pilot project in 2000, Youth Views works with youth-run and youth-serving organizations, with a particular emphasis on groups working on behalf of communities of color and marginalized communities, with an emphasis on two primary areas of activity:

- Nationally, we offer P.O.V. films and resource materials free-of-charge to youth-service organizations to organize screening and discussion events around issues presented in the films, to enhance their outreach efforts in their communities.
- Locally in the New York City area, in addition to offering screenings, we work with youth leaders through the annual Youth Views Institute and Advisory Board to provide them with training and materials for using media as a tool in community organizing.

In addition, Youth Views collaborates with the Advisory Board to select films from the P.O.V. archives and develop accompanying facilitation materials, which are made available to youth organizers nationwide through the Youth Views Library.

For more information about P.O.V.'s Youth Views, visit www.pbs.org/pov/youthviews.

About P.O.V.

P.O.V. (a cinema term for 'point of view') is a division of American Documentary, Inc., a non-profit multi-media company dedicated to creating, identifying, and presenting contemporary stories that express opinions and perspectives rarely featured in mainstream media. As television's longest-running showcase for non-fiction film, P.O.V. has brought over 200 award-winning films to millions nationwide, and now a new Web-only series, *P.O.V.'s Borders*. Since 1988, P.O.V. has pioneered the art of presentation and outreach using independent non-fiction media to build new communities in conversation about today's most pressing social issues.

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