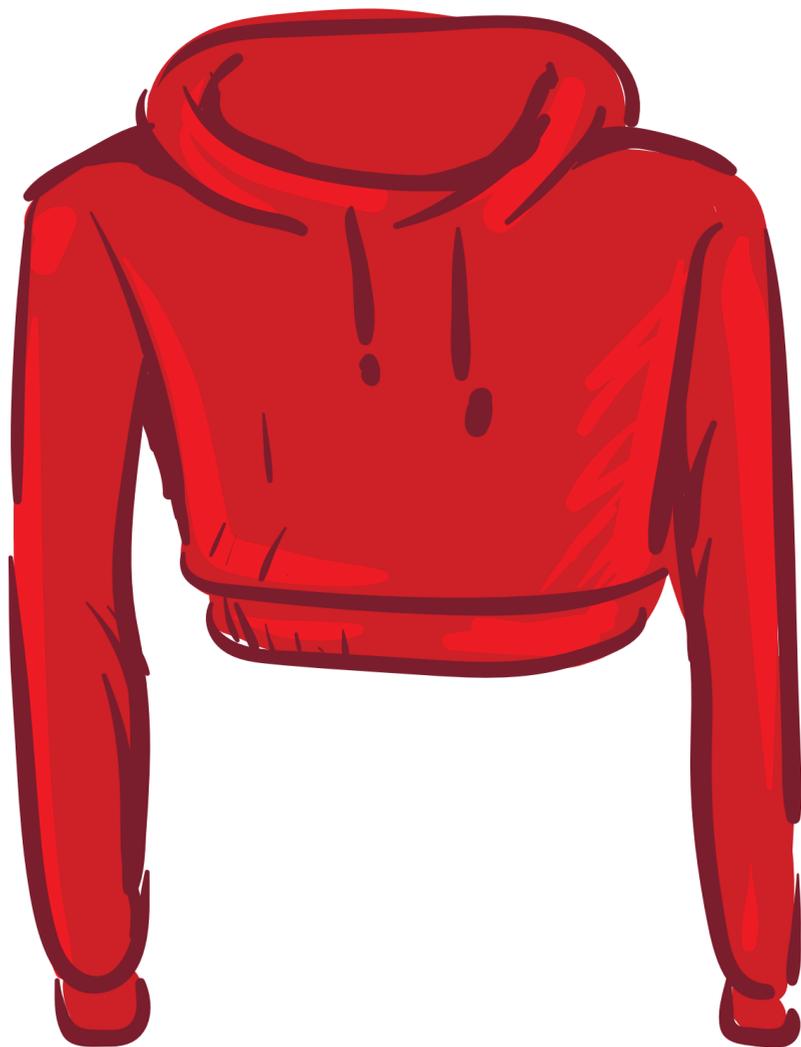


TRAINER FACILITATION GUIDE

LITTLE RED

SPEAKER NOTES



Learning Goals for this Lesson:

Students will be able to:

- Identify at minimum one thing that may make them vulnerable to exploitation
- Identify the signs of an exploiter
- Describe the most common recruitment tactics used by traffickers
- Understand the process of seeking help if approached by a trafficker
- Identify at least one trusted adult to provide support if needed

Lesson Essential Question:

- How can I prevent myself from being sexually exploited?

Introduction:

- "You may have had presentations about abuse and safety before. We're going to talk about how it can make us feel when someone tricks or takes advantage of us. Sometimes boundaries can be blurred and it can be confusing, especially when someone we thought we could trust makes us keep an unsafe secret. I want you to know that you are always allowed to talk it out with a safe adult here at school, at home, wherever you feel is best."

Activating Strategy:

- "Remember the story of Little Red Riding Hood?"
 - Ask for a brief summary of the story
- "The main thing in Little Red Riding Hood is that the wolf knew she was vulnerable."
- "Someone tell me what vulnerable means."
 - Unable to defend yourself, powerless
- "So in the story the wolf was trying to take advantage of Little Red Riding Hood."
- "Tell me what taking advantage of means."
 - Using someone's weak spots against them
- "Today we are going to see an updated version of Little Red Riding Hood, called Little Red. Today's session gives us a chance to talk about some real things happening in the world today. Kids can be vulnerable, just as Little Red Riding Hood was, and people prey on that just like the wolf in the story did - we are going to talk a lot more about what that means."

Activity 1:

- "Sometimes kids think they don't have any vulnerabilities. Let's do a quick activity to get us thinking before we watch the video."
- Let students know that this is a safe, honest space and encourage them to participate.
- Read out the following statements:
 - Stand up if you've ever been bored and wanted to do something fun and crazy.
 - Stand up if you've ever wanted something really badly, like the new iPhone or a pair of shoes, and couldn't have it.
 - Stand up if you've ever had to take care of your little brother/sister/cousin/etc.
 - Stand up if you've ever known someone who has felt lonely and struggled to be happy.
 - Stand up if you have ever felt pressure to look, dress, or act a certain way.
 - Stand up if you've ever seen someone on TV or online who seems to have an awesome life, making you jealous.
 - Stand up if you've ever felt like you had no one to talk to.
 - Stand up if you've ever argued with the people you live with at home or thought they were annoying.
 - Stand up if you've ever felt so mad at your parents that you just wanted to leave.
 - Stand up if you've known someone who has talked to someone online that they have never met.
- "What did you notice in this activity?"
 - Everyone stood up at some point, many standing together
- "Some adults take advantage of kids' vulnerabilities. Every one of you has something about you that could make you vulnerable to being taken advantage of by an adult or an older peer."
- "Some of you said that there were times in your life when you wanted something really badly, like the new iPhone, and couldn't have it. How could a grown up or an older peer take advantage of that?"
 - Convince you to do something bad in exchange for the iPhone
- "Some of you said that sometimes you were bored and wanted to do something fun and crazy. How could a grown up take advantage of that?"
 - When we are looking for excitement, we sometimes do things that are reckless. An adult or older peer might take advantage of this by exposing a teen to 'fun' things that put you in dangerous situations where you are alone or under the influence of a substance. That can lead you to do more dangerous and exploitive things."
- Some of you said that sometimes you have had to take care of your little brother/sister/cousin. How could a grown up take advantage of that?"
 - "Sometimes adults who are looking to do you harm will see that you take care of younger siblings. They could then threaten you, saying that if you don't do what they want you to, they will harm your little brother or sister."
- Show slide 2 and go over the "remembers."

Video:

- Show slide 3.
- "So now we are going to look at the story of Little Red Riding Hood from a different perspective. The video goes over some of the situations that make kids vulnerable today. It is important to note that this video was made by kids who were caught in unsafe situations when they were your age and they wanted to tell their story."
- Play video

Discussion:

- “What did you notice in the film? How does this relate to the fairy tale Little Red Riding Hood?”
 - Things are more dangerous than they look
 - Sometimes ‘wolves’ are disguised as something friendly
 - Sometimes you need to ask for help if you are in a dangerous situation
 - You can’t worry about the ‘wolf’s’ feelings if you don’t want to do what the ‘wolf’ is asking or if you need to get out of a dangerous situation
- “Tell me about the types of wolves you saw. What were some of the vulnerabilities the wolves were taking advantage of?”
 - Wolf with camera- offering love and compliments, then making Little Red sell her body (seduction)
 - She-Wolf- offering nice things and gifts, but then threatened (friendship/threats)
 - Wolf with fancy wheels- offering friendship, food, a place to live (friendship)
- Show slide 4. Make sure to define the following the following tactics that were used in the movie:
 - Brute force- when a person makes you do things that you don’t want to do, by physically forcing you to do it
 - Threats- when a person says they are going to hurt you or someone you love if you refuse to do what they ask
 - Friendship- when a person seems to care about you and wants the best for you, but in reality they only want what is best for themselves
 - Seduction- when a person pretends to be your boyfriend or girlfriend and tells you that they love you and want to be with you, but they only say those things to convince you to do what they want. (Example: “You know I love you, just please do this for me just this once.”)
- “What did you notice about the ‘little reds’ that you saw?”
 - All different, both male and female
 - It is important to point out while this may be more prevalent with females both genders can be victims/survivors
 - In addition, unsafe people can be any gender
- “Are the relationships between the ‘little reds’ and the wolves examples of healthy or unhealthy relationships?”
 - Even if someone says they love you and gives you gifts, they are not allowed to hurt you or ask you to keep secrets.
 - The ‘little reds’ and the wolves had very unhealthy relationships and it was confusing at times.
 - This is why it is so important that you have safe adults that you can talk to.
- Show slide 5 and go over the “remembers.”
- Pass out the handout entitled “Could this be you?” Show slides 6-8.
 - Read over the scenarios at the top that tell the real life stories of young adults that were put into unsafe situations.

Activity 2:

- Either display or hand out the Little Red: I Got You slide and show slides 9-10.
- Explain to students that their job is to think of what advice they would give Little Red in each situation.
- Go through all four situations.

Closing:

- “What can you do if you or your friends get caught up in one of these situations?”
 - Identify three safe adults
 - Don’t keep secrets
 - Tell someone
- “If you try to tell someone and they don’t believe you or take you seriously, keep telling until someone does.”
- Ask students to stand close together in a circle, shoulder to shoulder. Have each person cross one hand over the other and grab the hand of the person standing next to them.
- You will squeeze the person’s hand next to you. Once they feel your squeeze, they should squeeze the next person’s hand, and so on. Practice this a few times until the group gets quick.
- “Lady J said ‘little reds’ have to stick together. You don’t have to ever feel alone. We now all know some things to be careful about, and some things that can help each other. If you are worried about yourself or someone else, tell someone. Always include a trusted adult - we’ve got your back.”
- If time allows you can go over the remainder of the handout from earlier (Could this be you?) or have students take it home to review.



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To Learn More About The Selah Way Foundation, S.P.E.A.K. UP and our mission to end sex trafficking and exploitation, visit www.TheSelahWay.org

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