

TRAINER FACILITATION GUIDE

# LITTLE RED

ONBOARDING AND PROFESSIONAL  
DEVELOPMENT EXPERIENCE



Introduction

The Selah Way Foundation is a nonprofit organization and global training network of best practices and service providers in the domestic and international anti-sex trafficking movement. Our mission is to eradicate this crime on a global scale through three Pillars: Prevention, Protection and Provision. This guide has been created to support your awareness and prevention efforts at your school site. There are THREE phases in this process, all detailed, step-by-step, in this guide.

1. **ONBOARDING:** The school leaders become informed and empowered to train their teams on awareness and prevention.
2. **TEAM LEARNING:** Leaders facilitate a professional development experience for their sites so teachers and staff are:
  - a. informed on awareness and prevention
  - b. ready to take students through an awareness and prevention learning experience.
3. **STUDENT LEARNING:** Educators implement a learning experience for students that promotes awareness and prevention of sexual exploitation.

ONBOARDING

Why YOU are critical to this movement...

Studies have shown that the most frequent age of entry into commercial sexual exploitation is between 12 and 15 years old, with the average entry age being just 14. Of those exploited, 84% stated that their exploitation occurred between the ages of 1 and 15. Youth today are not prepared to spot recruitment tactics by traffickers, recognize their vulnerabilities, or know how to end current ongoing exploitation. Through this training, we will give you a specific terminology, knowledge, and context so youth feel empowered in telling a safe person what they are experiencing and receive the appropriate help. Every youth should be given the knowledge and skills they need to keep themselves safe.

Why EVERY STUDENT needs to know this...

One fact that surprises many people is that sexual exploitation exists everywhere. No population, region, age, gender, etc. is immune. Often, the less awareness there is, the more potential there is for abuse. It is important that every student be equipped with these skills and tools. It is our hope that they will not ever be in a situation where they will need them, but if they are, they will be empowered to seek help immediately.

Why this is DOABLE...

This guide was developed by educators and school leaders who understand the demands of your job. We know that you are pulled in many directions every day. We have worked very hard to be sure that you have everything you need in this guide. There is no prior knowledge or expertise required. You just need to be willing to facilitate the learning experience. Through the video and crystal clear lesson plan, we will be sure that this is manageable for you... and potentially life-changing for your students.

Nuts and Bolts:

Professional Development Alignment	School Accountability, Oversight, and Accreditation	Opportunities for Funding
<p>As you develop your PD Scope and Sequence, we consider this training to align with the following Domains of the Daniel Framework found <a href="#">here</a>.</p> <p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"><li>• Teacher interaction with students</li><li>• Student interaction with students</li></ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring behavior</li><li>• Response to misbehavior</li></ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"><li>• Enhancement of content knowledge and pedagogical skill</li></ul>	<p>The Every Student Succeeds Act (ESSA), which was passed in December 2015, widened the scope of accountability measures for schools beyond traditional standardized testing in Core content areas.</p> <p>Under <b>ESSA</b>, school report cards account for the following factors, which align with The Selah way Foundation's mission:</p> <ul style="list-style-type: none"><li>• School Climate and Safety</li><li>• Chronic Absenteeism</li><li>• Collaboration with external organizations with expertise around teaching and learning to improve the school environment</li></ul> <p>A breakdown of accountability measures by state can be found <a href="#">here</a>.</p>	<p>There are several options for funding in place for programs like The Selah Way Foundation.</p> <p><b>Title II</b> funding is offered for schools that implement personalized, high quality Professional Development plans (as outlined in Column 1).</p> <p><b>Title IV-A</b> funding is available for schools that offer (1) well-rounded educational opportunities (outside of the 4 Core content areas), (2) promote health and safety among students, and (3) focus on the effective use of technology; each of these components are addressed through The Selah way Foundation's curriculum.</p> <p><b>GetEDFunding</b> links educational programs with foundations offering grant money. A list of current grants that align with The Selah way Foundation's curriculum can be found <a href="#">here</a>.</p>

**WHO should know this content...**

Everyone. The principal. The administrative staff. The custodial staff. The chemistry teacher. The security guards. The bus driver. Everyone should be AWARE of this content to keep students safe.

**WHO should teach this content to students...**

There is lots of flexibility here. While everyone should be made aware of this material, not everyone has to teach it to students. We realize that some staff may be concerned that they might do more harm than good due to lack of expertise or personal comfort. Here is the criteria for the best people to lead these lessons:

- Strong relationship and rapport with students
- Demonstrates understanding of social-emotional components
- Follows schoolwide protocols

**WHEN should this be taught to students...**


Consider your PD Scope and Sequence and when you are focusing on Classroom Culture and School Safety. January is Human Trafficking Awareness Month. Americas Safe School Week is typically in October. This is entirely up to you.

**HOW should this be rolled out to students...**

Trained:	Teaching:	Audience:	When:
All teachers/staff	All Classroom Teachers	Their Class/Homeroom	As they see fit
All teachers/staff	One Content Teacher (PE, Science, etc.)	Each class via rotation	1-2 targeted days
All teachers/staff	School Counselor as a "guest speaker"	Each class via rotation	1-2 targeted days
All teachers/staff	School Counselor	Small groups pulled out	1-2 targeted weeks

**HOW do we provide a safe classroom climate...**

Two Adults In The Room Model: It is also our suggestion that the lesson be presented to students with two trained staff members in the room. In order to keep both students and staff safe, we suggest that there is more than one adult in the room who is listening during the lesson.



After the Kahoot please play the following video from founder Elizabeth Fisher Good telling her story, "Elizabeth's Message to Older Students".

**HOW do we leverage all stakeholders...**

By training ALL staff and teachers, we are bringing awareness to our schools and communities which is one of the most important steps in keeping children safe. Communication with parents is also key. Some sites may choose to embed this aspect of safety and awareness into year-long initiatives, site-wide safety committees, protocols district-wide, etc. What you choose to do at your site depends on many factors, capacity, leadership, etc., but we do urge you to communicate with families. Below is a sample parent letter that could be included in communication with families.

Sample Letter:

Dear Parents and Guardians,

At \_\_\_\_\_ School, we are taking the month of October to focus on making our community the safest place it can be for your children. As part of that initiative we are partnering with Selah Freedom, a nonprofit organization with the mission to end sexual abuse and bring freedom to the exploited through a multi-tiered approach, which begins with awareness and prevention. Students will learn that Selah Freedom is an organization who works towards keeping people safe and away from unsafe people through education and training.

With a focus of prevention, teachers and counselors will be taking students through a learning experience on \_\_\_\_\_ that will focus on the following outcomes:

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


Given the sensitive nature of the content, we have worked hard to be sure that everything is “leveled” to a student’s development age, and the content will be focused solely on keeping themselves safe from sexual exploitation. A copy of the full lesson plan is available for anyone who would like to review it in more detail. If you have any questions or concerns, please reach out to \_\_\_\_\_.

Sincerely,  
\_\_\_\_\_  
Principal

Team Learning

This professional development experience is so teachers and staff are:

- informed on awareness and prevention
- ready to take students through an awareness and prevention learning experience

Let's Start Thinking...	<p>Kahoot is an online game platform that allows students and teachers to respond to questions on their personal devices (smart phones, ipads, laptops, etc.). To access your staff's prior knowledge about childhood sexual exploitation and sex trafficking have them play the following Kahoot.</p> <p>Directions:</p> <ol style="list-style-type: none"><li>1.The administrator delivering the PD should click on the following link and present: <a href="https://create.kahoot.it/share/a977d0c2-c143-4d2e-bf45-8495baa7e357">https://create.kahoot.it/share/a977d0c2-c143-4d2e-bf45-8495baa7e357</a></li><li>2.Click on the green “Play as Guest” button.</li><li>3.Choose Classic or Team mode depending on the number of devices available.</li><li>4.The administrator should present the log on screen so that participants may see the website to go to and the code to enter the game.</li><li>5.Once participants go to the website and enter the code they will be prompted to enter a nickname.</li><li>6.Once everyone is in the game the administrator will start the game.</li><li>7.Participants will look at the displayed question and answer accordingly using their personal device.</li><li>8.Participants will have 20 seconds to answer. After the 20 seconds is over results will be displayed and we are asking that the administrator reiterate the Bottom Lines (listed below).</li></ol> <p>Kahoot Questions:</p> <ol style="list-style-type: none"><li>1. What percentage of sexual trafficking victims reported being sexually abused during childhood? Answer: 92% Bottom Line: Early sexual abuse education and intervention is the best prevention to the often subsequent problem of sex trafficking.</li><li>2. The most frequent age range of entry into commercial sexual exploitation is... Answer: 12-15 Bottom Line: Students in our school are the most likely to fall victim to sex trafficking.</li><li>3. The average age of entry into sexual exploitation is... Answer: 14 Bottom Line: Young people are deceived, manipulated, and coerced into the commercial sex industry every day.</li><li>4. What percentage of sexually exploited youth were exploited between the ages of 1-15? Answer: 84% Bottom Line: We are needed to help our students spot recruitment tactics by traffickers.</li></ol> <div><p>After the Kahoot please play the following video from founder Elizabeth Fisher Good telling her story, ("Elizabeth's Message to Facilitators")</p></div>
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What are the outcomes of this training?	Teachers will be able to: 1.Articulate a common language to keep youth safe from sexual exploitation. 2.Teach youth the information and skills they need to keep themselves safe
WHO and HOW this will roll-out...	Prior to training teachers and staff please have the following questions answered for your school site. Suggestions for how to answer these questions are listed in the Onboarding section above. <ul style="list-style-type: none"><li>• Who will be teaching it:</li><li>• When will it be taught:</li><li>• How are we informing all stakeholders (parents?)</li></ul>
MODEL LESSON	See the PD Model Lesson listed below.

**\*All materials and videos are available at <https://www.theselahway.org/speakupdashboard>, password: SPEAKUP (case sensitive).**

Little Red Model Lesson

**Purpose for this lesson:**  
This session is designed as primary prevention of the commercial sexual exploitation of children. Young people are deceived, manipulated or coerced into the commercial sex industry every day. ‘I Am Little Red’ was created to teach middle school youth to spot recruitment tactics by traffickers.

**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 sexual exploitation of myself? How can I educate my students and help prevent them from sexual exploitation?

- “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.”
- **Pause Point:** “Traffickers target youths in areas where vulnerable youths might congregate. On a post-it list three places that you think youths are targeted.” Allow a chance to share out and make sure that all of the following are mentioned:
  - Malls, schools, bus/train stations, group homes, social networking sites, and internet chat rooms

**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.”
- **Pause Point:** Have teachers and staff turn and talk to a neighbor about what things they think makes a youth more at risk than another. After 2-3 minutes have them share out. After sharing go through the three things that put a youth more at risk of sexual exploitation:
  - Running away- When you don’t have a place to go, you are at risk of being approached by a trafficker. Being on your own can put you in survival mode. And that puts you at risk of someone offering to take care of you.
  - Having gone through abuse at home- When someone is hurt at home it puts them at risk. When they have been through so much trauma, they don’t think anything else can hurt them.
  - Not getting along with your family and not feeling accepted- When someone is looking for independence and freedom they could end up in the hands of someone who will exploit them.

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#### Video:

- “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
  - Steps for accessing the video:
  - Click on the following link: <https://www.iamlittlered.com/resources/>
  - You will arrive at the login page “Teaching Materials”, enter the following to sign in:
  - Username: selahfreedom; Password: freedom911

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#### 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)
- Make sure to define 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
- **Pause Point:** Before the workshop have these four truths printed out on pieces of paper and lay one on each of four tables. Ask a staff member seated at each of the tables to volunteer to stand up and read aloud the four truths to really make the last point of the student lesson. The truths are:
  - People may feel that it is not exploitation if money is not involved. Any time anything of value is exchanged, it is commercial sexual exploitation.
  - Trafficking and exploitation can happen to girls, boys and transgender youth. Anyone is at risk.
  - Exploiters can be any gender, race, or age.
  - You can’t tell if someone is being exploited by how they look or how they dress. There is no dress code.
- “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.
- Pass out the handout entitled “Could this be you?”
  - Read over the scenarios at the top that tell the real life stories of young adults that were put into unsafe situations.
- **Pause Point:** Prior to meeting with teachers and staff assemble envelopes with the following five words and definitions cut apart. Have staff work in pairs or teams to try to connect the words to their definitions. It is important that staff understand the meanings of these words to be effective during the lesson with students. After everyone is done, have staff share out.
  - Commercial- something of value is exchanged like money, a ride, food, shelter, drugs, new sneakers, etc.
  - Sexual- involving a “sex act” or “sexual favor”
  - Exploitation- someone with more power taking advantage of/controlling/using somebody
  - Human- involving a person
  - Trafficking- being bought and sold

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### Activity 2:

- Either display or hand out the Little Red: I Got You slide.
- 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.

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### 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.”
- **Pause Point:** It is necessary that staff know what to do and say if a student makes a disclosure to them. Take this time to go over the necessary steps that they are to take. You may want to consider turning this into a slide that can be presented or turn it into a handout so staff may take it back with them to their classroom/office. Call on volunteers to stand and read one at a time out loud for the group.
  - Listen carefully and provide non-judgemental support
  - Do not ask probing questions, rather bring the conversation to the present (For example, “Are you safe now?”)
  - If the youth is not currently safe, support their safety by involving law enforcement or any other appropriate means in the moment
  - If available, connect the youth to any counseling resources (i.e. social worker)
  - Follow the appropriate child protection protocols for your jurisdiction, which will likely include filing a child abuse report with the child welfare department
  - Provide ongoing support as needed
- 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.
- If circumstances do not allow students to be near each other or touching an alternative could be having them make a signal to each other and passing it along in the same way that they would have the hand squeeze.
- “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.
- **Pause Point:** Provide staff with large pieces of construction paper, poster board, markers, colored pencils, etc. to make signs that can either be hung in the hallways, bathrooms, classrooms, etc. Allow teachers and staff to choose which sign they would prefer to make (or both if time allows) and have them include the information and decorate. Once again, you might want to put this information onto a handout or slide so that participants may have something to reference while making their signs.
  - Sign 1 Idea:
    - Sometimes we don’t even know this is happening to us. Here are some of the questions to ask yourself:
      - Do you feel scared to say no to things that your boyfriend or girlfriend asks you to do?
      - Have you been asked to do a sex act in order to get something you want or need?
      - Has your boyfriend or girlfriend asked you to do something sexual with their friends?
      - Have pictures of you been used to make money or used against you or posted online?
  - Sign 2 Idea:
    - Here are some ways to get help:
      - Talk to an adult you are sure you can trust. This could be someone in your family, at school, wherever. It helps not to go through this alone.
      - Call 1-888-373-3888 or text to be free. There is someone there 24/7 to talk to. They will connect you to help in your area. There are survivors who would love to help you get through this too.
- If making signs is not applicable for your school you could turn this information into a short handout/bookmark that could be distributed to students.

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### Final Remarks

- You will need to consider whether or not you want your teachers to field questions from students at the end of the lesson. To preserve student confidentiality you may suggest to students to ask questions at a later time (prearranged) one-on-one or they may write their question on a post-it if they feel more comfortable with that.
- It might be wise to do the same thing for teachers and staff. If staff has a concern, have them write it on a post-it and park it in the post-it parking lot. In order to keep the lesson moving and productive it might be better to address questions and concerns one-on-one with teachers and staff versus having a roundtable discussion on the matters.
- Upon completion of this you will show the following video about how to answer questions safely and complete the 3-2-1 below as an exit ticket out of the meeting.
  - 3- things I have learned
  - 2- ways my thinking has changed
  - 1- question I still have

### Play Video: From and Educator, to Educators



SELAHWAY  
FOUNDATION



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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](http://www.TheSelahWay.org)

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