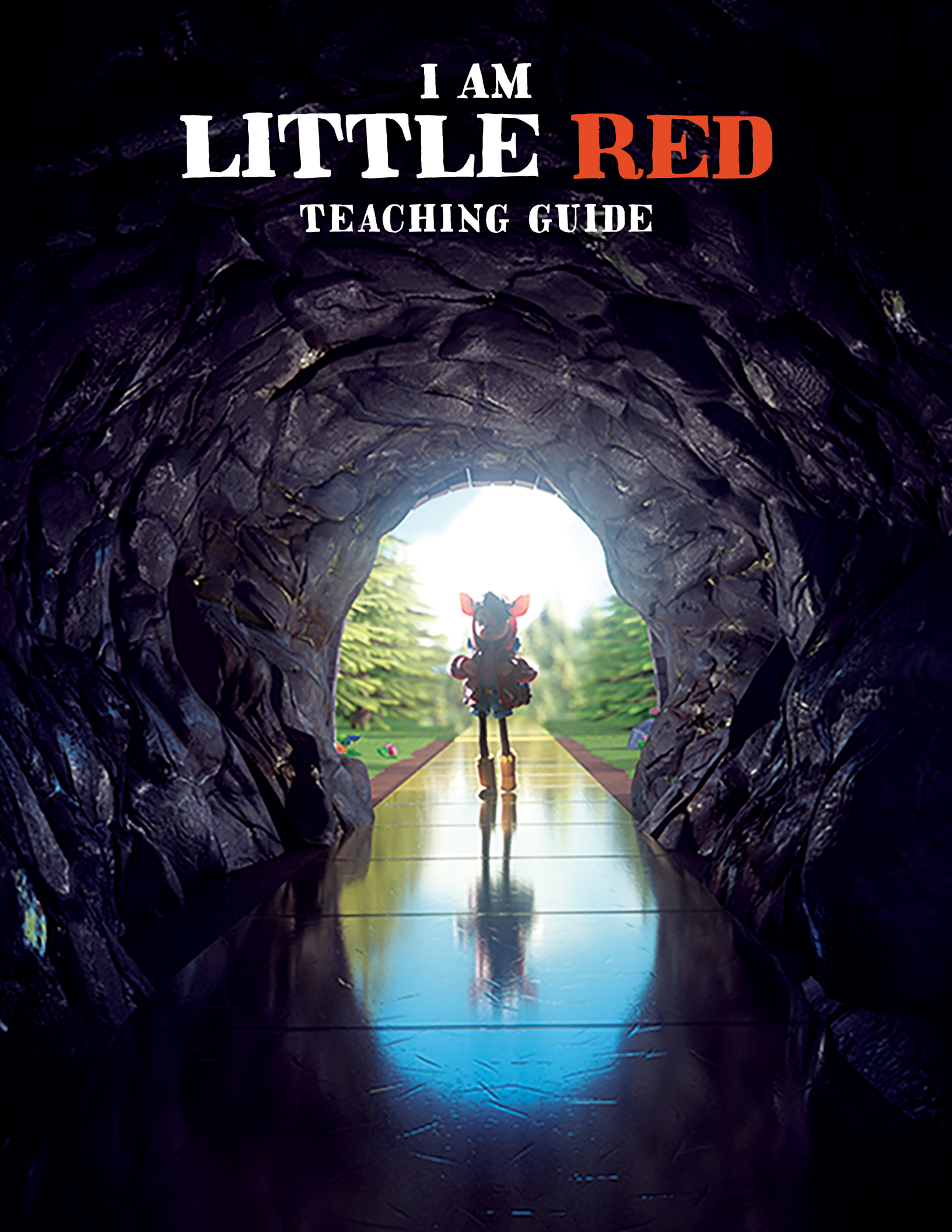


I AM
LITTLE RED
TEACHING GUIDE



I AM LITTLE RED

TEACHING GUIDE

Written by Lisa Goldblatt Grace, LICSW, MPH, Co-Founder & Director of My Life My Choice; Vania (age 20); and Naoimy (age 18).

Narrated by Academy Award nominee Jessica Chastain (English) and Aislinn Derbez (Spanish), I AM LITTLE RED, is a 10-minute animated short aimed at children most at-risk for sex trafficking (e.g. foster-care, runaway, LBGTQ, homeless, and adopted children), with the goal of prevention and awareness. The film is a contemporary re-imagining of the classic fairy tale, Little Red Riding Hood, and addresses the four primary tactics a “wolf” (trafficker/pimp) will typically use to lure a Little Red off her/his path.

Animated by Punkrobot, winners of the 2015 Academy Award (for Best Animated Short), I AM LITTLE RED is written by Academy Award nominee Alec Sokolow (*Toy Story*); Mary Mazzio (director of I AM JANE DOE); and 10 survivors of sex trafficking aged 14-21 from My Life My Choice.

The project is the brain-child of Linda Cabot, a key funder of the documentary, I AM JANE DOE. Major funding provided by The Angel Foundation, JEB Charitable Fund, CoStar Group, The McCain Institute, The Laurie M. Tisch Illumination Fund, and Molly Gochman.



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DESCRIPTION OF SESSION

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.

Nationally, it is reported that the most frequent age of entry into commercial sexual exploitation is **12-15 years old** (Lloyd 2005; Nixon et al 2002; Estes and Weiner 2001). For program clients at My Life My Choice, the average age of entry has held steady at 14 years old. In 2015, a full 84% of MLMC youth had been commercially sexually exploited between the ages of 1-15.



Traffickers, commonly referred to as ‘pimps,’ systematically target vulnerable girls by frequenting locations where they congregate—malls, schools, bus and train stations, group homes and, in the past decade, social networking sites and internet chat rooms (Piening and Cross, 2012).

Boys and transgender youth also find themselves exploited in this way, though they are less likely to have pimps and more likely to experience homelessness as a precursor (Ecpat, 2013).

I AM LITTLE RED was created to teach middle school-age youth (ages 11-14) to spot recruitment tactics by traffickers. As in Little Red Riding Hood, young people can fall prey to ‘wolves’ that seek to exploit them for their own gain. The accompanying discussion guide gives young people the opportunity to examine their own vulnerabilities as well as learn strategies for responding to recruitment and seeking a trusted adult.



The film and the discussion guide were written in collaboration with survivors of commercial sexual exploitation who shared their own experiences and insights and crafted the language in order to create a film and a discussion guide that are authentic and grounded in reality.

LEARNING OBJECTIVES

Through involvement in this session, participants will be able to:

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 of seeking help if approached by a trafficker
5. Identify at least one trusted adult to provide support if needed



Facilitator’s Note re Disclosures:

This session may bring up a variety of feelings and memories for the participants. By addressing a generally taboo subject in a safe way, it may open the door for youth to share with you or with peers other forms of sexual violence or abuse that they have survived. In addition, there may be participants who are experiencing commercial sexual exploitation or have family or friends that are. They may choose to share this with you or peers in the session.

If there is any kind of disclosure to you, please make sure to:

- Listen carefully and provide nonjudgmental support
- Do not ask probing questions—rather, bring the conversation to the present (i.e. “Are you safe right now?”)
- If the youth is not currently safe, support their safety by involving law enforcement or any other appropriate means in the moment
- If appropriate and available, connect the youth to any organic counseling resources, i.e. school social worker, etc.
- 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.

Materials Needed:

- “Could This Be You?” Handouts
- Pens
- “Little Red: I Got You” Handouts
- Little Red film or link

WELCOME AND INTRODUCTION

Explain the purpose of today's session in your own words, putting it in the context of other things that you may have been learning.

Ask: "How many of you remember the fairy tale of Little Red Riding Hood?"

- If many of the participants know the story, ask them to retell it.
- If it is clear that most participants don't know the story, read it aloud to them via online text (for example: <http://www.eastoftheweb.com/short-stories/UBooks/LittRed.shtml>) or directly from a storybook.

Ask: "What does 'vulnerable' mean?"

- Ensure the definition that the youth describe includes something like 'being defenseless in some way' or 'feeling powerless in some way.'

Ask: "What made Little Red Riding Hood vulnerable?"

- Ensure that the answer includes the many facets of her vulnerability, including that she was alone in the woods, that she was inexperienced, and that she didn't know what to expect.

Ask: "What does it mean to take advantage of someone?"

- Ensure that the definition includes finding and using someone's weak spots.

Ask: "How did the Wolf take advantage of Little Red Riding Hood?"

Sample transition from Little Red Riding Hood to I AM LITTLE RED:

“Today we are going to see an updated version of Little Red Riding Hood, called *I AM LITTLE RED*. Today’s session gives us the 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.

The film we are going to watch and the discussion we are going to have was co-created by young people who had been through really hard situations and had been taken advantage of...and they didn’t want you to go through the same kinds of things.”



PRE-FILM EXERCISE

MORE IN COMMON THAN DIFFERENT: CROSSING THE LINE

Ask participants to come to one side of the room and stand in a line. (If this is too challenging behaviorally for the particular group of participants, plan to do this sitting down and asking youth to raise their hands. Also, depending upon the participants, you may need to review physical ground-rules such as ‘hands to yourself’ and ‘no pushing’ or discussion ground-rules such as ‘one person talks at a time,’ ‘be respectful of each other’s opinions,’ etc.)

Explain the rules of the activity:

“In this activity, imagine that you are all standing against a line. I am going to ask you questions. If your answer to the question would be yes, step across the line. If the answer is no, don’t move. Or if you really don’t want to answer, you don’t have to...but I encourage you all to give it a try. After you have stepped, you will then step back.”

Read the following:

- Cross the line if you have ever been bored and wanted to do something crazy and different. (Give some silly examples, like standing on your head in class or skipping down the street singing at the top of your lungs, if the participants need to laugh).
- Cross the line if you have ever wanted something really badly, like the latest iPhone, and couldn’t get it.
- Cross the line if you ever help to take care of your little brothers and sisters.
- Cross the line if you have ever felt pressure to look, dress, or act a certain way that did not come naturally to you.
- Cross the line if you have seen a celebrity on TV that you want to be like and thought, “I want to have what they have.”

- Cross the line if you have ever felt lonely.
- Cross the line if you have ever argued with your parents or thought your parents or guardian were really annoying sometimes.
- Cross the line if you have ever felt so mad at your parents or guardian that you just wanted to leave.
- Cross the line if you have known someone who has talked to someone online that they have never met.

Ask everyone to sit down. After everyone has taken their seat, ask:
 “What did you notice in this activity?”

Participants may mention lots of things, but someone will likely bring up that everyone walked at some point (unless someone was abstaining from the game).

Discuss:

- 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.
- In the last activity, some of you said that there were times in your life when you really wanted something, like a new iPhone, but you couldn’t get it.

Ask: “How could a grown up or an older peer take advantage of that?”

- Elicit examples. Try to get participants to think about how a grown up or older peer might convince you to do something that is bad for you in exchange for that iPhone.

Ask: “Some of you said that sometimes you were really bored and wanted something exciting to happen. How could a grown up take advantage of that?”

- Elicit examples.

Explain:

“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 doing more dangerous and exploitive things.”

Ask: “Some of you said that you sometimes take care of your little brother or sister. How could a grown up take advantage of that?”

- Elicit examples.

Explain:

“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 (which is always bad for you), they will harm your little sister or brother.”

Continue the conversation with examples until it is clear that the participants get the concept.



I AM LITTLE RED



Explain the film and what students will see:

“Today we are going to watch a short film called *I AM LITTLE RED*. It is around 10 minutes long and covers a lot of important things.

- It is about a specific way that some adults might take advantage of a young person.
- It is about when someone takes advantage of a young person for their body.
- It means making a young person have sex with someone they don't know and then making money on it.
- It's using that young person for their own benefit—to make money or to get the things that they want.

Being stuck in this kind of situation is called by some people “being in the Life.” You will hear this expression used in the film. It’s also called Commercial Sexual Exploitation of Children or Human Trafficking. And it is never ever your fault.

This is hard for people to talk about and that is why it is SO important to talk about. It does happen to kids and we never want it to happen to you. Remember I told you that this discussion guide and this film was co-created by kids who had been through something really hard. This is what they went through, so what you are about to see is based on real stories.”



POST-FILM DISCUSSION

OVERVIEW

Facilitate a discussion based on the most salient points in the film.

Ask: “What did you notice in the film? How does this relate to the fairy tale Little Red Riding Hood?”

Be sure to point out, if participants don’t say it:

- 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 situation or ask for help from someone else.

Ask: “What were the characteristics of each of the dogs/wolves? Which ones stood out to you?”

Ensure that the discussion covers each of the following dogs/wolves:

- Wolf with the camera
- She-wolf with nice things
- Wolf with fancy wheels

Explain that these dogs/wolves were all trying to take advantage of these kids. If needed, ask someone to repeat the earlier definition of taking advantage of.

Ask: “What did Lady J say were the tactics used by the dogs (who were really wolves)?”

Be sure to review each tactic, asking participants to define each one.

Be sure the following are included:

1. Brute Force: when a person makes you do things that you don't want to do, by physically forcing you to do it.
2. Threats: when a person says they are going to hurt you or someone you love if you refuse to do what they ask.
3. 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 because they see you as a dollar sign.
4. 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...”

Ask: “Who did Lady J say you should go to if you are ever in a situation like this with a wolf?”

- Discuss who the safe adults are in the lives of the participants, asking them to think specifically about who they would go to.

POST-FILM DISCUSSION

“HOW DOES THIS RELATE TO MY LIFE NOW?”

Explain:

“So I bet you are wondering, what does this have to do with MY life? How can I relate to Little Red?”

As we said before, this film is really about commercial sexual exploitation, also called human trafficking. It can look like a lot of different things. Here are some real examples based on the real lives of the young people from Massachusetts who helped write the film and their friends:

Anna, age 14, ran away from home. She met Chris through a friend of a friend. He fed her, bought her clothes, and promised to take care of her. And then he expected that she would pay him back by making money for him. He posted a seductive picture of her online with a cellphone number and men began to come over. They expected her to do things that she was not prepared to do.

Jill, age 16, met a guy, James, on line. They messaged each other for a little while, before James asked her if she wanted to hang out in person. James was 30 years old, but he said that age was just a number. James told her he loved her. After a few months of hanging out, James said that he owed some guy \$500 and if he didn't pay him, this guy was going to kill him. He asked Jill if she'd help him get this money. He explained what she would have to do.

Joe, age 15, became homeless when his parents kicked him out on a cold night in January. He met a man at a 7-11, Jim, who invited him to come to his apartment to get something to eat and warm up. At the apartment,

Jim explained that Joe could stay with him—as long as he did whatever Jim told him to do.”

Ask for reactions and questions.

Conclude with this summary:

“Anna, Jill, and Joe all got help from adults who cared about them. Now it is your turn to figure out how to help yourself or other Little Reds in real life.”



LITTLE RED: I GOT YOU!

Organize participants into small groups of 2-4, depending on how you think they would best respond. If needed, construct the groups by counting off or lumping participants together based on where they are sitting.

Explain that each group will receive a situation that a Little Red could be in. It is their job as a group to advise a Little Red on what he/she/they should do.

Ask: “What advice would you give Little Red in this situation?”

Instruct participants to be as specific as possible. Explain that each group should work together and write up what their advice would be. They will then present it to the rest of the group/class. Facilitate a conversation about each scenario.

Scenario #1:

Little Red ran away from home after a big fight with her Mom. She met a wolf who said she could stay at his house.

What advice would you give Little Red?

Scenario #2:

Little Red really wants an iPhone and new sneakers but his parents said no. He meets a wolf who says he can give him anything he wants for free.

What advice would you give Little Red?

Scenario #3:

Little Red met someone online who she thinks likes her a lot. She thinks he is perfect and he says that he wants to meet her in person! She wants to meet him for real.

What advice would you give Little Red?

Scenario #4:

Little Red meets a she-wolf who is 10 years older than her and lives a really fun life of parties and excitement. She promises Little Red the same experiences and invites her to come out this weekend with the she-wolf's friends.

What advice would you give Little Red?



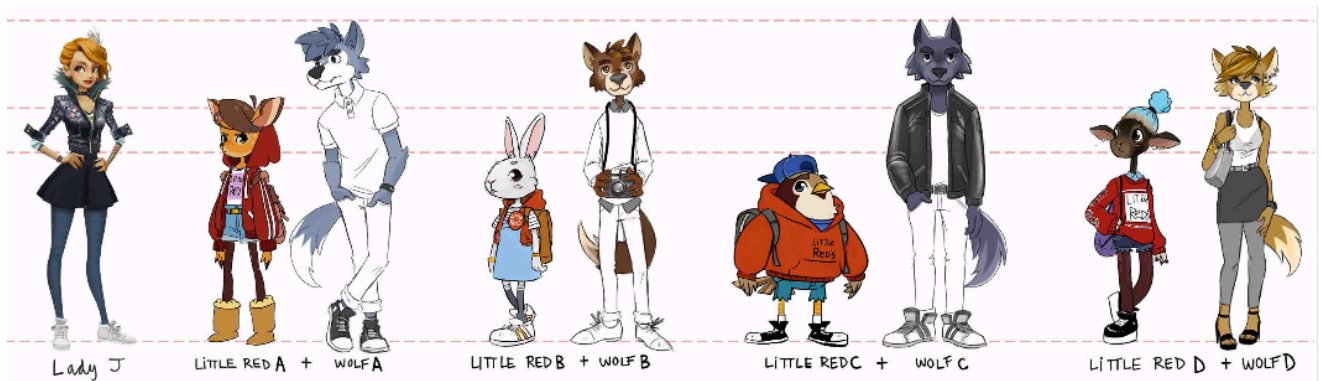
CLOSING

Instruct participants to stand in a close circle, shoulder to shoulder. Have each person cross one hand over the other and grab the hand of the person standing next to them.

Explain that you, the facilitator, are going to squeeze the person’s hand next to you. When a participant feels their hand squeezed, they should squeeze the next person’s hand, and so on, until the squeeze goes all around the circle. Try this a few times until the group gets quick at it.

Summarize with the following:

“Lady J said that Little Reds ‘Gotta 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. And always include a trusted adult—your mom, your dad, your aunt, your uncle, a cop, a nurse, a teacher. We’ve got your back.”

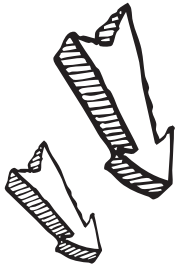


For more information about the film, please visit www.IAmLittleRed.com

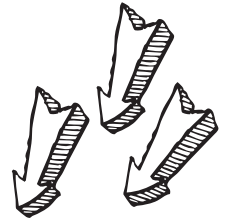
I AM LITTLE RED

TEACHING GUIDE HANDOUTS





could This Be YOU?



WRITTEN BY MY LIFE MY CHOICE SUMMER LEADERSHIP CORPS 2015

ANNA, AGE 14, RAN AWAY FROM HOME.

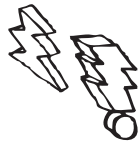
She met Chris through a friend of a friend. He fed her, bought her clothes, and promised to take care of her. And then he expected that she would pay him back by making money for him. He posted a seductive picture of her online with a cellphone number and men began to come over.

JILL, AGE 16, MET A GUY, JAMES, ONLINE.

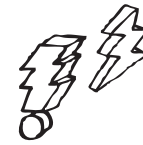
They messaged each other for a little while, before James asked her if she wanted to hang out in person. James was 30 years old, but he said that age was just a number. James told her he loved her. After a few months of hanging out, James said that he owed some guy \$500 and if he didn't pay him, this guy was going to kill him. He asked Jill if she'd help him get this money. He explained what she would have to do.

JOE, AGE 15, BECAME HOMELESS WHEN...

his parents kicked him out on a cold night in January. He met a man, Jim, at a 7-11 who invited him to come to his apartment to get something to eat and warm up. At the apartment, Jim explained that Joe could stay with him, if...



THIS IS COMMERCIAL SEXUAL EXPLOITATION.
THIS IS HUMAN TRAFFICKING.



COMMERCIAL:

Something of value is exchanged like money, a ride, food, shelter, drugs, new sneakers etc.

SEXUAL:

Involving a "sex act" or a "sexual favor"

EXPLOITATION:

Someone with more power taking advantage of/controlling/using somebody

HUMAN:

Involving a person

TRAFFICKING:

Being bought and sold

The Truth

People may feel that it is not exploitation if money is not involved.

This isn't true. **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.**



Empowering Youth. Ending Exploitation.



Everyone is at risk of exploitation, especially

YOUTH!

There are people who specifically try to prey on minors. But some people are at greater risk than others. Here are a few of the reasons why:

1.....

RUNNING AWAY.

When you don't have a place to go, you are really 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.

2.....

HAVING GONE THROUGH ABUSE AT HOME.

Some of us were hurt at home and that puts us really at risk. Some of us had been through so much trauma, we didn't think anything else could hurt us.

3.....

NOT GETTING ALONG WITH YOUR FAMILY AND NOT FEELING ACCEPTED.

Some of us were looking for independence and freedom when we met the person who exploited us.

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?

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. For us, it helped not to go through this alone.



CALL 1-888-373-3888 OR TEXT BE FREE.

There is someone there 24/7 to talk to. They will connect you to help in your area. And there are survivors like us who would love to help you get through this too.



Remember: YOU ARE NOT WHAT HAS HAPPENED TO YOU. DON'T LET YOUR PAST DETERMINE YOUR FUTURE. WE'VE BEEN THERE AND BECOME STRONGER BECAUSE OF IT. NO ONE DESERVES TO GO THROUGH THIS.



LITTLE RED: I GOT YOU!

Scenario #1:

Little Red ran away from home after a big fight with her Mom. She met a wolf who said she could stay at his house.

What advice would you give Little Red?

Scenario #2:

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