

**Training Guide for Module IV**  
***Taking Action: 4Responding and Reporting***  
**International Order of the Rainbow for Girls**  
**Youth Protection Program**

**INTRODUCTION**

This guide is intended to support the presentation of training material in Module IV, Taking Action: Responding and Reporting, which addresses how to differentiate behaviors and respond when warning signs of maltreatment are observed or abuse is suspected.

Module IV Training Objectives

- Empower participants to respond if they observe warning signs of abuse or suspect maltreatment
- Teach youths and adult volunteers when and how to respond to incidents
- Equip participants with information and tools for taking appropriate action

Realizing the differences between jurisdictions and assemblies, training should be personalized to each location. To that end, this guide is intended to supplement existing efforts and help jurisdictions comply with IORG's new Youth Protection training requirements.

*It is expected that participants will have already received training in Modules I, II, and III. Module IV does make reference to previous trainings and assumes participants have access to that information. If not, please arrange for both youth and adults to have copies of the IORG Code of Conduct and have access to the full Youth Protection Policy. It is not necessary to provide trainings in a specific order, except that the IORG Code of Conduct and YP Policy should be the basis for all.*

In Module IV, we want to stress:

- That adhering to Rainbow's YP Policy and Program discourages perpetrators from involvement with our organization
- That consistent reporting also serves to maintain fair and reasonable practices within the assemblies and jurisdictions
- Familiarization with different types of behaviors creates expectations for proper behavior and prepares participants to make informed decisions when they observe behaviors.
- Giving language to this process empowers girls and adults, as well as reducing incidence of over-reaction to incidents that may arise.

## AUDIENCE

Youth Protection issues should be discussed with individuals of all ages. However, presentations should be age-appropriate. In the case of Module IV, information may be presented to adults and teens either together, or in separate sessions if there is need to facilitate candid conversation about the content and related issues.

Information in Module IV is not designed for younger children. Assembly leaders and trainers should confer with jurisdictional leadership for decisions regarding their respective areas, so that trainers are prepared to handle questions and comments that may arise from the specific topics addressed.

## PREPARATION and PRESENTATION

Preparation is essential to the success of this training. Arrangements and certain decisions will need to be made in advance: How will questions be handled? What resources will be available for a youth who may make disclosure during or after the training session? While it is unlikely, it is possible that someone who has been victimized will take this opportunity to divulge their situation, and it is best to be prepared. Work with jurisdictional leaders to develop answers to anticipated questions in advance.

Consider having someone available who has experience in handling such disclosures, such as a counselor, nurse, or social worker. Contact a local child advocacy center, a child abuse prevention program, or other agency in your community for help with how to handle disclosures. You may want to consider distributing information about local resources that could be useful to participants or their friends at a later date.

Let participants know that, if they've been hurt by someone, they can talk about it with a Rainbow leader, school counselor, clergy person, or other trusted adult. Be sure to include Childhelp (1-800-4-A-CHILD or 1-800-422-4453) on your resource list. Childhelp is staffed 24 hours a day, 7 days a week with professional counselors who can provide crisis intervention, information, literature, and referral to thousands of emergency and support resources around the country.

***It is essential that confidentiality be established at the beginning of each session by expressing the expectation that whatever is disclosed during discussion is considered to be privileged information and therefore not to be shared with anyone outside of the session.***

**Ask that everyone agree.**

Trainers should become familiar with the Module IV PowerPoint and Talking Points in advance of the presentation. Handout copies of the PowerPoint presentation with multiple slides per page may be useful for participants to take notes and follow along with the presentation.

Rainbow Leaders who serve as trainers should be familiar with the entire IORG YP Policy prior to the training and should have a copy available for reference. Attention should be given to “Special Circumstances” on pages 10 and 11 of the IORG YP Policy and Program in preparation for Module IV.

Presentation space should be reasonably comfortable and provide adequate space for planned activities. Check out electrical outlets and equipment in advance if possible.

Because there will likely be a mix of learning styles among participants, having a variety of presentations techniques will increase the effectiveness of the training. Utilize the following steps to ensure a successful training:

- Engage the group through ice-breakers or introductions; elicit comments and feedback.
- Use a variety of techniques including pencil and paper exercises, and interactive discussion.
- Check for understanding by asking questions or soliciting comments.
- Practice through small group discussion or role play.
- Review and check how information will be transferred into practical use.

## **GUEST PRESENTERS**

A guest speaker would be appropriate for parts of the Module IV training, and might be more impactful in discussing some of the specific topics. A law enforcement officer or a social worker from child protective services can address what happens during an investigation. Someone from a crisis intervention program can provide steps in handling disclosures. Public libraries have information on local resources and speakers bureaus. While each community varies, a little research will yield some appropriate options for speakers.

Look for someone who is known and recommended in your community. Explore their credentials and expertise and make sure they are youth-friendly and prevention oriented. There are speakers who may dwell on worst case scenarios, and a few who might sensationalize or dramatize the issues. Generally speaking, it is best to have a balanced and factual approach to youth protection materials.

## **SPECIAL CONSIDERATIONS**

- ≈ Be straight-forward in discussing youth protection issues. There are many facets to these topics, and while it may sometimes seem difficult to discuss the material, it will become easier with practice if you remain focused on the wellbeing of the youth.
- ≈ While the topic of youth protection is obviously a serious one, there may be room for levity within the training session. There’s no reason to be heavy-handed with the information. A light moment may help transition through an awkward topic.

- ≈ We do not want to scare participants into thinking the world is a scary place. There is no need to make strangers into enemies. However, for everyone's wellbeing, we must develop an understanding that, for various reasons, some individuals may develop unhealthy perspectives and intentions. When that happens, it is important for us to take steps to limit those individuals' access to our youth.
- ≈ The main task of adolescence is developing role identity, increasing independence and competence. As they strive to develop a sense of self-image, they will try out roles, take steps toward emotional separation from family, and work on becoming individuals with their own unique identities and values. We want to ensure that Rainbow provides a safe place for that transition.
- ≈ There are many useful and interesting topics for training, such as babysitting, poise, dress codes and so forth. However, it is important to specifically address youth protection issues with both girls and adults.
- ≈ Self-defense training may be useful to know when one is alone on a deserted street or dark parking lot. However, girls are much more likely to be harmed by someone they know than be accosted by a stranger. That's what makes youth protection training so important!

### **TIPS FOR TRAINERS**

- ☐ Engage participants by making eye contact, using people's names, and calling on different people. Move throughout the room as much as possible.
- ☐ Always find a positive response to a comment someone gives.
- ☐ It may take effort to get participants involved, especially in the beginning. Once you do, it will become easier.
- ☐ If everyone is looking down, you have probably lost them. If it looks like you're losing them, you probably are. Stop and change what you're doing. Ask a question for discussion, or assign a pen and paper exercise.
- ☐ You want them looking up at you or engaged with others, rather than looking down at papers. Encourage some note-taking and promise to point out when something is not in the handouts. Review handouts after discussion.
- ☐ If you're not getting the answers you want, you may not be asking the right questions.
- ☐ If a remark seems controversial or you don't have a quick response, say, "that's an interesting idea... what does the rest of the group think about this?"

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