

**Training Guide for Module II**  
***Maltreatment and Prevention***  
**International Order of the Rainbow for Girls**  
**Youth Protection Program**

**INTRODUCTION**

This guide is intended to provide supportive information for presenting the material in Module II, which focuses on *Maltreatment and Prevention*. Recognizing that there are differences between jurisdictions and assemblies, it is anticipated that the trainings will be personalized to each location. Some jurisdictions already have comprehensive training programs, while others are revamping or recreating theirs. To that end, this training 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 Module I training. If not, please arrange for both youth and adults to have copies of the Code of Conduct and have access to the full Youth Protection Policy.***

**AUDIENCE**

It is important that Youth Protection be discussed with individuals of all ages. However, presentations should be age-specific as appropriate. In the case of Module II, it is recommended that the information be presented to both adult and youth, although it is not designed for younger children. It may be preferable to have separate sessions for adult and youth audiences in order to facilitate candid conversation about the content and related issues. Assembly leaders and trainers should confer with jurisdictional leaders for decisions about their respective areas and groups.

**PREPARATION and PRESENTATION**

Prior preparation is essential to the success of this training. Certain decisions will need to be made in advance: Will the presentation be made to adults and youth separately? What arrangements (equipment, supplies, handouts, refreshments, etc.) will be needed? How will questions and disclosures be handled? What resources will be available for a youth who may make disclosure during or after the training session? While it is unlikely that this will occur, it is possible that someone who has been victimized will take this opportunity to divulge their abuse, and it is best to be prepared.

Consider having someone available who has experience in handling such disclosures, such as a counselor, nurse, or social worker. There are agencies in your community that work with victims of abuse. Contact a local Child Advocacy Center or child abuse prevention program for help with how to handle disclosures. You may want to consider distributing information about resources that could be contacted after the training. Such information may 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 with a school counselor or teacher, nurse, clergy person, or other trusted adult about it. Be sure to include Childhelp (1-800-4-A-CHILD or 1-800-422-4453) on your resource list. They are staffed 24 hours a day, 7 days a week with crisis counselors who can provide crisis intervention, information, literature, and referral to thousands of emergency and support resources. [Information on handling and reporting incidents within Rainbow will be forthcoming in depth in Module IV. In the meantime, please refer to the IORG Youth Protection Policy or contact Supreme Assembly at 1-918-423-1328.]

***It is essential to establish confidentiality at the beginning of each session by stating the expectation that whatever is discussed during discussion is considered to be privileged information and therefore not to be shared with anyone outside of the session.  
Ask that everyone agree.***

Rainbow Leaders who serve as trainers should be familiar with the entire *IORG Youth Protection Policy* prior to the training, and should work with jurisdictional leaders to agree upon answers to anticipated questions. Trainers should also become familiar with the Module II PowerPoint and Talking Points prior to the presentation. PowerPoint slides may be presented by projector, on a computer screen (especially for smaller audiences), and/or by printed copy.

Presentation space should be reasonably comfortable and provide adequate space for planned activities. Check out electrical outlets and equipment in advance if possible. Utilizing the following steps will help presenters ensure a successful training:

- Engage the group through ice-breakers or introductions.
- Elicit comments and feedback throughout the presentation.
- Present the material through a variety of techniques.
- 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.

***Please refer to the Module I Training Guide for information on adult and adolescent learning styles in order to prepare for the most effective training.***

Because there will likely be a mix of learning styles among participants, it will increase the effectiveness of the training to have a variety of presentation techniques, which may include:

- Lecture
- Interactive discussion
- Small group discussions
- Pencil and paper exercises
- Role play or practice exercise
- Tell or ask for stories (with cautious limits)

### **GUEST PRESENTERS**

For this module, it would be appropriate to consider a guest presenter for part of the training. School systems often have someone who conducts training in youth protection issues. There may also be child abuse prevention programs or Child Advocacy Centers that offer these services to the community. Public libraries often have information on local resources and speakers bureaus. While each community varies, a little research will likely 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 the worst case scenarios of child maltreatment, and a few who might sensationalize or dramatize the issues. Generally speaking, this is neither desirable nor necessary to get the audience's attention and may serve to cause participants to become overly fearful of strangers and potential dangers.

### **SPECIAL CONSIDERATIONS**

- ≈ It is best to present and discuss youth protection in a straight-forward way. There are many facets to the topic, and it may sometimes feel difficult to discuss the material. Remain focused on the wellbeing of the youth, and it will become easier with practice.
- ≈ 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 moment.
- ≈ 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 as 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?"

*For additional information, please contact Karen Askew at the Supreme Assembly office 918-423-1328, [karenaskew@qorainbow.org](mailto:karenaskew@qorainbow.org) or [saoffice@qorainbow.org](mailto:saoffice@qorainbow.org).*