Training Guide for Module I
International Order of the Rainbow for Girls
Youth Protection Program

INTRODUCTION

This training guide is intended to provide supportive information and suggestions for presenting the material in Module I, which focuses on IORG's position, policy and program concerning youth protection. 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, the following information is intended to supplement existing efforts and help jurisdictions comply with IORG's new Youth Protection training requirements. This is the first of four Training Modules for all adults and youth involved with Rainbow. An additional three Training Modules are being created for leaders and chaperones. [Please see the attached flowchart for timelines and content summaries.]

AUDIENCE

Youth protection is a topic that bears discussion with individuals of all ages. However, presentations should be age-appropriate. In the case of Module I, it would be appropriate to present the same information to both adults and adolescent youths. However, even if the same material is being presented to adult and youth audiences, there may be benefit in having separate sessions in order to facilitate candid conversation about the content and related issues. Jurisdictional leaders should make that decision based on their familiarity with their own areas.

Adult participants' approach to learning is affected by many factors such as age and educational level, learning style, current stressors, and situational issues. It can be helpful to note that, in general, adults are self-directed and practical learners. They require adult content and want to understand the need to learn a certain topic. They have life experience as a resource, a need to demonstrate their knowledge and abilities, and a desire to apply their learning immediately to real-life situations. They will learn best if engaged in their own training strategies.

Adolescents, on the other hand, may lack motivation, depending on where they are in their developmental processes of developing role identity, and the extent to which they may be experiencing confusion about their place in the world. Presenters can facilitate adolescent learning by showing interest in their learning, encouraging peer interaction, creating a trusting and respectful relationship, and modeling expected behaviors. Supportive role model behaviors include providing safety and protection, accepting feelings, confronting unacceptable behaviors, encouraging independence and being true to self.

PRESENTATION

Prior preparation is essential to the success of the training, and some research may be necessary to be adequately prepared. Certain decisions will need to be made in advance: Will the presentation be made to adults and youth separately or together? How will questions and disclosures be handled? What arrangements (equipment, supplies, handouts, refreshments, etc.) need to be made in advance?

Rainbow Leaders who serve as trainers should be familiar with the entire IORG YP Policy prior to the training and work with jurisdictional leaders to develop answers to anticipated questions. Trainers should also become familiar with the 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. Although unlikely for Module I, it may be helpful to plan ahead to have referral resources ready for any girl who may make disclosures during any of the sessions.

Presentation space should be reasonably comfortable and provide 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.
- 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.

It is always essential to establish confidentiality 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.

Learning Styles and Techniques

There are many learning styles and a variety of training techniques. For both adult and youth learners, variety is important and increases the effectiveness of the presentation.

Learning Style	Preferences
Visual (Spatial)	Images, pictures, relationships
Aural (Auditory/ Musical)	Sounds, music
Verbal (Linguistic)	Words – both spoken and written
Physical (Kinesthetic)	Use of body, hands, sense of touch
Logical (Mathematical)	Logic, reasoning and systems
Social (Interpersonal)	Group learning or with others
Solitary (Intrapersonal)	Self-study or working alone

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 techniques ready to use. Presentation techniques may include:

- Lecture
- Interactive discussion
- PowerPoint, video, or overhead projector
- Small group discussions
- Pencil and paper exercises
- Role play or practice exercise
- Tell or ask for stories (with cautious limits)
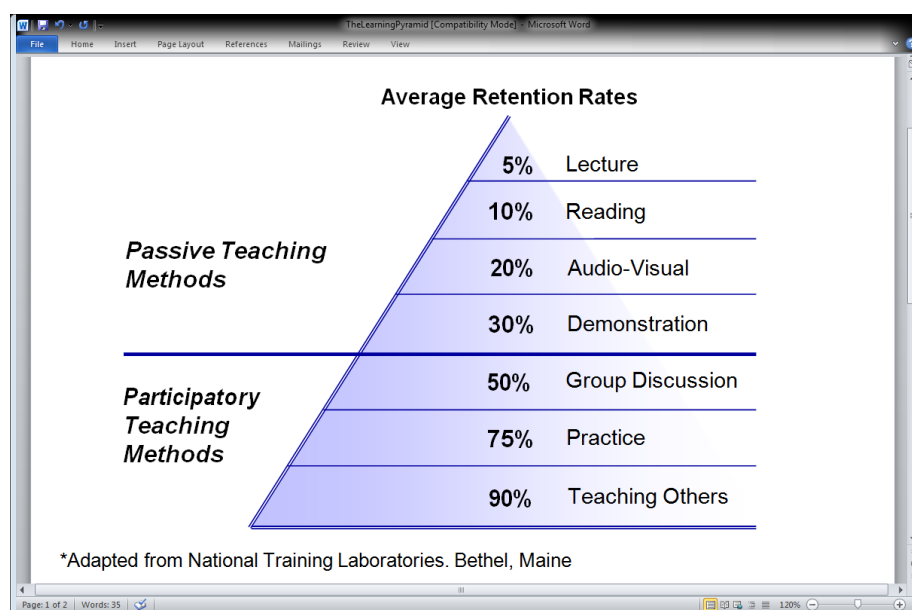
It may be helpful to have some alternative activities planned in advance of the presentation:

- Values Clarification Exercises can help participants increase awareness of their own personally held values and how those compare with friends, adults and others. There are no wrong answers in Values Clarification Exercise as it is a self-awareness activity. Resources for specific activities can be found online, and in libraries or bookstores.
- Role-play activities can provide an opportunity to help participants practice discussing issues that may be new to them. Create possible scenarios prior to the training, or let participants take a few minutes to think about a situation they might encounter and want to process.
- Small group discussions help to reinforce the material and also generate creative responses to possible challenges. Each group can select a representative to report their outcomes. Have a few appropriate questions prepared for such activities, or ask for feedback from the group about anticipated challenges and then assign for group processing.

Tips for Trainers:

- Be creative.
- Move throughout the room as much as possible. Don't stand in one place too long.
- Draw people out by making eye contact, using people's names, calling on different people,
- Always find a positive response to a comment someone gives.
- It may take effort to get participants involved, especially in the beginning. Yet once you do, it will be easier from then on.
- 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.
- Don't give participants too much paperwork. You want them looking up at you and engage 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?"
- Have references ready as may be needed.

OTHER CONSIDERATIONS

- While the topic of youth protection is obviously a serious one, there is still room for humor within the training session. A light moment may help transition through an awkward moment.
- We do not want to scare the 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 different and unhealthy perspectives. 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 facets to youth protection, and it may sometimes be difficult to discuss some of the material. Nevertheless, it is important to do so.
- There are other useful and interesting topics for training, such as babysitting, poise, dress codes as so forth. However, they do not constitute youth protection.
- Self-defense training is 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. That's what makes youth protection training so important.

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