C.A.S.E. Workshop

Facilitator Guide

Creating a Safe Environment

C.A.S.E. BY

PRAESIDIUM

ACADEMY

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INDEMNITY STATEMENT

Praesidium provides resources such as the Creating A Safe Environment (C.A.S.E.) Facilitator Guide to assist in the prevention of organizational abuse. However, it must be noted that no system can guarantee prevention of abuse. This information is not legal advice, either expressed or implied. Consultation with qualified legal counsel is recommended.

When all policies are implemented and maintained, a risk for abuse continues to exist, as the problem of abuse is pervasive and no system to date can assure complete safety.

Accordingly, **PRAESIDIUM MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE AND MERCHANTABILITY, REGARDING THE SUCCESS OR FAILURE OF THE PRAESIDIUM POLICIES IN PREVENTING OR REDUCING THE INCIDENCE OF ABUSE.**

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About Praesidium

Since 1992, Praesidium has worked with thousands of clients around the world to prevent sexual abuse of children and vulnerable adults by employees, volunteers and other program participants, to prevent false allegations of abuse, and to prevent the loss of reputation and revenue for organizations.

Praesidium offers a full range of risk management and loss control services. Clients include K-12 schools, churches, camps, youth development organizations, water parks, long-term care facilities, hospitals, luxury resorts, social service programs, sports programs, fitness clubs, and child care centers.

Please visit our website to learn more: www.praesidiuminc.com

Program Overview

What Makes C.A.S.E. Unique?

Thank you for being a **Creating A Safe Environment (C.A.S.E.)** facilitator! Your commitment to safety for children and youths in your organization is appreciated, and the work you are doing will make a difference in many ways. C.A.S.E. is different from most programs out there, but everything in the program is intentionally designed to make the greatest impact possible. We thought it would be helpful to give you some background information on how the program was developed.

As you learned in the "About Praesidium" section, Praesidium has been working with organizations that serve vulnerable populations for three decades. Over that time, the science of understanding how abuse happens has rapidly evolved, and awareness about the issue has grown exponentially.

To create this program, our team conducted a systematic review of current scientific research, our own internal data from delivering training programs, incident data from insurance and legal claims, and years of observations from the field with our wide range of clients.

Our Goals for C.A.S.E.

Based on current research and our extensive field experience, we had three goals for this program:

- We wanted to deliver a state-of-the-art, research-based program covering topics that are not routinely discussed in other programs. For example, many programs do not include content on the risks of youth-to-youth abuse or how to overcome barriers to reporting low-level concerns.

- We knew it needed to include a discussion about how to implement best practices at the local level. The information should be very practical, not theoretical, and learners should be able to apply these lessons in their daily activities. People understand why this issue is important, but they need more tools on how to truly make their environment safer.

- We knew it had to be compelling. At this point, many people have had some type of training on abuse and/or prevention, and in some industries "issue fatigue" has set in. Training has become more of a compliance activity than a learning activity, and it usually is not particularly memorable. Thus, we anchor the lessons around a story.

The Story and Setting of C.A.S.E.

The story takes place at Travis Community Center, which is a fictional but "typical" youth-serving organization. It takes place in the final days before Travis Community Center's first official overnight trip. The youth are excited. The counselors are working overtime to prepare, but there are other things happening that the staff are not necessarily piecing together. Travis Community Center is not perfect, nor are most organizations.

The setting is intentionally very generic – it could be anywhere. What's really important is what is happening, not the type of organization or program. It is designed to show the reality of working with youths – you don't always have an ideal facility, it can be chaotic, and it is easy to miss warning signs in the absence of solid policies, training, and consistent supervision.

Facilitating the C.A.S.E. Experience

As the story unfolds, some participants may begin to speculate on the plot or have questions beyond the current training material. Encourage them to stay on topic… and bring the discussion back to key points in the training. This guide anticipates this and will help you manage the discussion.

C.A.S.E. was designed to be a 90-minute experience, so plan on about 10-15 minutes for each of the four discussion stops. There are optional activities included in this guide if you have more time, or you could use them after the training a refresher. Your organization may also want to add time to discuss policies or other safety issues.

Your Role as Facilitator

Your role is essential in getting this important information out to the employees and volunteers in your organization. Increasing their knowledge makes a significant impact on creating a safe environment. Follow these seven steps to set yourself up for success:

☐ Review the brief video for facilitators before your first session. This will help you understand the big picture of the program and how all of the components fit together.

☐ Review the program in its entirety before your first session. In fact, you might want to review it a few times just to get a sense of the overall pace, how the information is presented, and how the discussion questions reiterate key lessons.

☐ Review this guide fully before your first session. We designed this guide to walk you through how to facilitate the video and discussion and to provide you with answers to the most frequently asked questions.

☐ Stick to the script as much as possible. This script was developed after field-testing the program with a range of audiences. The sections you will read out loud to participants are clearly labeled in this guide so you can easily see them at a glance. While we can't anticipate every possible reaction you will get, sticking to this script will help ensure that the audience walks away with the most important teaching points. It will also help provide uniformity in how the program is presented across your organization – it's important for people to share similar experiences to implement the lessons consistently.

☐ Don't worry about needing to be an expert on abuse prevention. As stated above, the Praesidium team has worked in this field for many years and has put a great deal of energy into this program's development. Let the video bring the expertise. Your role is to help ensure the audience gets the teaching points.

☐ Always bring the conversations back to the teaching points. Our test audiences were very interested in talking about the story - which is good! However, it is essential to tie those conversations back to the takeaways for how to prevent abuse in their programs and create a safe environment for everyone.

☐ If available, review your organization's policies. Some of the discussion questions refer back to organizational policies. Your organization may or may not have a policy for all of the areas, so check with leadership about how this should be addressed. Samples are provided if you need them to help facilitate discussion.

Tips for Successful Training

Follow these steps for a successful training session.

Plan Ahead

Allow sufficient time between announcing and holding your first session so you can be well-prepared, and participants can set aside time to attend the training. If you are not in charge of scheduling the sessions, request sufficient time from the organization.

Choose an appropriate location

You need a room that can comfortably accommodate the size of the group you expect to attend. If the room you have available is too large for your group, you will want to encourage participants to sit in the same area of the room. Post signs directing participants to the meeting room if you think they might have difficulty locating the room.

Know your content

Spend time reading and studying the training materials. You will be glad you did!

Prepare for group activities if you will be including them in the session

There are optional group activities for each discussion starting on page 49. You may choose to include some (or all) of the activities in your session. Be sure to read through each activity (especially the "Preparation" section) to make sure you have all materials ready before the date of the training.

Request and test your audiovisual equipment well in advance

Arrive at the meeting room early to test audiovisual equipment before each session.

You will need either a TV/DVD setup or a computer or tablet that can be projected and an appropriate cable to connect to projector.

If you are streaming the video, make sure the room has adequate Internet speed (see Technical Recommendations for Streaming Video section of this guide).

Depending on the size of the audience, you may also need a microphone and speaker system.

Obtain a list of recommended counselors from your organization

Some participants may become upset by the content and a participant may ask you to recommend a professional counselor. Your organization should provide a list of recommended professionals that you can share with anyone who makes this request.

Provide Refreshments

Participants appreciate refreshments before the session and during the breaks. Many experienced trainers report that good snacks are a great way to keep participants happy!

Organize your materials

Keep all of your materials for the training sessions together. Bring the following materials with you to each session:

- Videos (DVD, thumb drive, streaming link)
- Facilitator's Guide
- Participant Materials
- Copies of Organizational Policies (where available)
- State or province-specific mandated reporting requirements (see FAQs section of this guide for resources)
- Optional: materials for group activities (see page 97)

Arrive early and talk with participants

As participants gather for the training, take the opportunity to chat with them and learn more about your audience. For example, you might ask what programs they work with and what they do. Both you and the participants will be more comfortable if you spend a few minutes getting acquainted.

Keep the pace moving

People want to feel their time is being used wisely. You will have a lot of material to cover. Avoid lingering too long on any one topic.

Limit Questions

If you have run out of time for questions and need to move to the next section, express your regrets and explain that, "We've only got time for one more question, and then we have to move on because we have lots to cover." You can have participants write down their questions to ask later during a break.

Use positive feedback

Praise participants frequently! Positive feedback will help them feel comfortable and encourage discussion. Some examples of praise you can use when training:

- That's right!
- Great question.
- Perfect example.
- Thank you for that.
- That's exactly the point.

Use names as often as possible

Using the names of participants during the sessions makes the training more personal, engages the audience in the discussion, and helps keep the pace lively. You can use nametags or ask participants their names when you call on them.

Make good use of break times

Use break time to chat with participants in order to determine whether there are questions that need to be addressed and how they are responding to the session. If you need a break, use the time when the videos are showing.

Keep up your enthusiasm

As the trainer, you create the atmosphere of the sessions. An energetic, pleasant atmosphere keeps participants interested and engaged. Because the topics you are covering can be disturbing, anything you can do to put participants at ease will help.

Be sincere

Sincerity is difficult to define but essential for a compelling delivery of this content. If the participants doubt that you are being honest or genuine with them, they may discount what you are saying. If you don't know the answer to a question, tell them. You aren't expected to know everything.

Stick to your schedule

Plan a timetable and have a clock or watch in view during the training. Staying on schedule allows you to complete the goals of the session and keeps the participants engaged and relaxed.

Request feedback

Ask participants to complete evaluation forms after each session. Participants appreciate being asked for their opinions, and their responses will help you improve your training skills.

Be available after the session ends

Some participants may want to talk with you after the session, perhaps because they didn't understand a point you made or something in the video. Be available to answer these questions about the training. If someone who approaches you is distressed or asks about counseling, make an appropriate referral.

Take care of yourself

The content you are teaching is heavy and presenting sessions too close together or too often can be exhausting. Remember, your role is to facilitate the program, not provide counseling. Pace yourself, and make sure you are taking care of yourself. Otherwise, your effectiveness and longevity as a trainer will diminish.

Tips for Handling Difficult Situations During Sessions

Follow these steps for handling common issues that may arise during sessions.

Participants disclose to you that they have been sexually abused

Most of the time participants who disclose abuse to you just want to tell someone what happened to them and how they have coped. They may be grateful to you for bringing sexual abuse out into the open. They may also be upset or angry about what they've been through. Remember, you are serving as a trainer, not a professional counselor. In most cases, simply thanking them for sharing their story is all you need to do. You may also offer them the list of counseling resources provided by your organization.

Participants disclose to you that they have been sexually abused

A participant starts crying or becomes visibly upset.

Show compassion, but do not assume you know why the person is upset. Sometimes people cry because they have not previously learned about sexual abuse; sometimes they cry for more personal reasons. You can help put this person at ease with a statement of concern and offer to help. The person might also want to temporarily leave the training session. As soon as possible, refocus the session back on the content to make all participants feel more comfortable.

Participants report that they suspect an adult of behaving inappropriately with children.

Thank them very much for expressing their concerns and taking action. Then, direct them to the proper leadership in your organization. You can also use this example to reinforce that their job is not to investigate allegations of abuse or inappropriate or suspicious interactions; their job is simply to report what they suspect or observe.

Participants disagree with the content of the videos and do not want to change how they interact with children.

You cannot make anyone do anything, so avoid pleading or arguing with participants who are unwilling to examine how they interact with children. You can empathize with their frustration that we have to be so concerned about such a painful topic and agree that the world would certainly be a better place if sexual abuse didn't occur. The good news is that we have learned so much in the last several years, and we know more about what it takes to prevent abuse. Changing how we interact with children is a small price to pay to keep everyone – including them – safe.

Participants want to talk more about the characters and situations in the videos than the information in the lessons.

Stories are very compelling to all of us. You may find that participants are more interested in discussing the stories unfolding at Travis Community Center than in discussing the lessons or answering your questions. Do your best to direct the discussion back around to the training content. For example, you might respond to repeated questions about the character of Dave with something like, "Dave seems to be a character who has really made an impact on this group. What kind of red-flag behaviors did Dave exhibit that makes him stand out in our minds?" Instead of shutting down conversations about the story, use targeted questions to integrate the interesting situations presented in the video with the important information about abuse prevention in the lessons. Personalizing the content by attaching it to a memorable character will make it easier for participants to remember.

Your personal experiences make the material difficult to present.

If you find yourself thinking more about your own experiences than the training materials and content, you should step back and decide whether being a trainer of this topic at this time in your life is right for you.

Participants ask questions that you cannot answer.

You know what you know and that's okay. If you don't know an answer or aren't completely sure, don't hesitate to say, "You've got me there," or "I don't know the answer to that question." For some questions, you may be able to turn to the audience with a question like, "What do the rest of you think?" or "How have others handled this situation?" Offer to follow up with someone who has more extensive expertise.

The group is difficult to engage.

Groups may be difficult to engage for any number of reasons. If you are having trouble getting members of your group to talk, try asking them specific questions like, "What do you think is going on at Travis Community Center?" If you know someone's name, try calling on that person. Sometimes people communicate easier in smaller groups. If you've got a large group, ask them to break into sub-groups of four or five participants to discuss the videos. Then, when you go back to open discussion, you can call on a sub-group and ask, "What did your group think about that?"

A few of the participants want to dominate the discussion.

Your audience depends on you to manage the group. They count on you to control the discussion and to prevent anyone from monopolizing it. Here are some ways to manage the discussion:

- Ask the group, "What do some of the rest of you think?"
- Say "Okay, thank you" and interrupt eye contact.
- Turn slightly away from the dominating participant.
- Ask a question about a different topic.
- Paraphrase an off-track conversation to bring it back on task.
- Make a comment such as, "We are getting short on time, so we'll have to move on."

Participants disagree with something you have said.

Everyone is entitled to an opinion, so allow participants to disagree. Do not take the disagreement personally, and remember, it is never necessary or wise to argue with a participant. Depending on the nature of the disagreement, you may want to ask other members of the audience for their opinions. Just make sure you aren't letting this get in the way of getting through the rest of the content. You can always say, "let's park this discussion for now and I will see what I can do to follow up."

Technical Recommendations
for Streaming Video

Hardware Supported

- PCs with minimum of 2.4 GHz processor speed and 2GB RAM
- Macs with minimum of 2.4 GHz processor speed and 1 GB RAM

Operating Systems Supported

- Windows 7 and later versions
- Mac OS 10.12.6 (Sierra) and later

Browsers Supported

We support playback in browsers that can decode H.264 videos in an HTML5 player. These include:

- Chrome 30+
- Firefox 27+
- Internet Explorer 11
- Microsoft Edge
- Safari 9+

Older versions of these browsers are **not** supported.

Internet Recommendations

Required internet speed for full quality video is 7 Mbps. Lower internet speeds will impact the quality of the video playback and may also result in significant buffering. To get an estimate of your internet speed, go to https://testmy.net/download.

For optimal performance, use a hardwired ethernet connection.

For optimal results with streaming video:

1. Use a wired ethernet connection.

2. Use a supported browser.

3. Ensure computer and its operating system meet minimum requirements.

4. Close windows and programs not in use.

It is important that you test the technology in the room you will be presenting prior to the event. You should be able to:

- ✓ Log into the computer
- ✓ Access the video
    - o If streaming - Log into Armatus and have access to CASE content
    - o If using a DVD – Access a DVD player in a computer or connected to a TV
    - o If using a thumb drive – Connect thumb drive to computer. Locate and open video file.
- ✓ Connect to projector or other display system (if applicable)
- ✓ Successfully play the video
- ✓ Hear audio through speakers at an appropriate volume

Troubleshooting for Streaming Video

Unable to access the internet

If trying to connect via WiFI, try a wired ethernet connection instead. If you still cannot access the internet, contact your organization's or building's technical support.

Video is jumpy, not playing smoothly, audio out of sync

If connected to the internet via WiFi, try a wired ethernet connection instead. If the problem persists, it may be your computer's processor is unable to keep up with the video data. Try closing unused application or browser tabs. Try playing one downloaded section at a time vs the entire program.

I don't hear any audio

Check to ensure your computer volume is not muted.

Character Sketches

C.A.S.E. is centered around events involving staff and youths at Travis Community Center. Following is a summary of the main characters in the story. This may be helpful for you as you lead discussions with participants.

Selena

Director of a small community center that specifically focuses on after-school programming for urban youth. She's hard-working to a fault, reluctant to delegate and to trust others with responsibility, but it comes from a genuine desire to nurture a healthy community for local families.
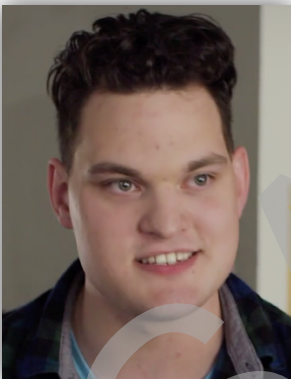
Dave

Counselor in the after-school program. Kind, gregarious, and an instant hit with the kids, he enjoys his job working primarily with middle school boys in the program. He's a nice guy who is happy to go the extra mile at work. The kind of guy you'd want as a neighbor.

Emily

Counselor in the after-school program. Kind, gregarious, and an instant hit with the kids, he enjoys his job working primarily with middle school boys in the program. He's a nice guy who is happy to go the extra mile at work. The kind of guy you'd want as a neighbor.

Bradley

A sixth-grader. Bradley is new to the after-school program, with a small, skinny stature. He's learning how to fit in here.

Collin

An eighth-grader in the after-school program. Competitive and rambunctious, especially around his friend Harrison. He's often in trouble, but his smile tends to win people over.

Harrison

An eighth-grader in the after-school program. Harrison has a large, imposing stature for his age – not athletic, but intimidating, nonetheless. He is Collin's friend and is usually wearing his trademark red baseball cap.

Derrick

Young man who comes to the center to provide tutoring services from an outside organization. He's just getting to know everyone and has a different perspective.

Bradley's Mom

Overworked single mother who needs a break. She has a gentle heart, but she's worried about the changes in her son.

Marcus

A sophomore in the after-school program. The program has been a real positive for him the last few years.

Walt

A counselor in the after-school program who works with Dave and the middle schoolers, although Walt's been working there longer. He's more of a structured disciplinarian than Dave.

Marcus' Mom (not shown)

Single mother that often works several shifts. She loves her son dearly, but she frequently has to rely on others for his day-to-day needs.

Using the Discussion Guides

Overview

The discussion guides are divided into sections to help you facilitate the discussion for each segment. Some sections include a script that you will read word-for-word to participants. Other sections provide tips to help you facilitate the discussion among participants. Take a moment to review the symbols key below so you will be familiar with what to say and do before you begin the session. Be sure to read the entire guide all the way through at least once before training begins. There are optional group activities for each discussion starting on page 49.

Symbols Key

Review the charts below to familiarize yourself with the symbols used in this guide.

Special Instructions for You

Symbol	Meaning
⚠	Read these special instructions before you begin facilitating the course.

Operating the Video

Symbol	Meaning
⏸	Pause the video for discussion.
▶	Resume the video.

Facilitating Group Discussions

Symbol	Meaning
	Read the script from your Facilitator's Guide.
	Follow the instructions for facilitating the discussion.

Optional: Facilitating Group Activities

Symbol	Meaning
	Begin the group activity (if included in session).
	Prepare for the activity before the session.
	Read the script from your Facilitator's Guide.
	Follow the instructions for facilitating the activity.
	Read aloud your organization's policy (or ask for a participant volunteer to read the policy to the group).
	Read aloud the scenario or behavior listed in your Facilitator's Guide.

Optional: Facilitating Group Activities (Continued)

Symbol	Meaning
	The behavior under discussion raises a red flag because it falls outside the Acceptable Zone.
	The behavior under discussion does not appear to violate policy or be inappropriate.

Conducting the Training Session

Introduce Yourself

Welcome the participants, thank them for coming, and introduce yourself by telling participants your name and your role. If you feel comfortable, you may take this opportunity to share a sentence or two about your background. Keep it brief and upbeat!

Introduce the Program

Read the following script to participants:

> *As you know, we are here today to learn about a difficult subject: child sexual abuse. Specifically, we are here to learn how to prevent such abuse from happening to the youth in our care.*
>
> *Much attention has been on this issue the last several years, and this program is an opportunity to refresh our knowledge and learn some new things as well.*
>
> *This training is probably unlike any other you have encountered. It follows a story across four segments of content of the most important things you need to know in your work with youth.*

Introduce the Story

Read the following script to participants:

A The story you are about to see is set at Travis Community Center, which is a fictional but "typical" youth-serving organization. It takes place in the final days before Travis Community Center's first official overnight trip. The youth are excited. The counselors are working overtime to prepare, but there are other things happening that the staff are not necessarily piecing together.

The setting of our story is intentionally very generic – it could be anywhere. What's really important is what is happening, not the type of organization or program. It is designed to reflect the reality of working with youths – you don't always have an ideal facility, it can be chaotic, and it is remarkably easy to miss warning signs of potential problems.

You may have a lot of questions at first about what is going on - but stay with me because most of your questions will get answered as the story unfolds. Each of the four episodes of the story is followed by training content that covers key information on how to create a safe environment.

At the end of each segment, we will take a moment as a group to review and discuss what we've learned and how best practices can be implemented in our organization.

Close the Introduction

Read the following script to participants:

A Discussing child sexual abuse can be upsetting, so please feel free to step out at any time if you need to.

Let's get started!

▶ **START THE VIDEO.**

Discussion Guide Part I:
Adult-to-Youth Abuse

Review and Recap of Part I

After Part I of the Video has Ended

Pause the video when you see the "Let's Discuss" screen.

Review the Characters from the Video

We were just introduced to many characters. Selena is the director at Travis Community Center.

Dave and Emily are counselors. Dave is the young man with dark hair, and Emily is the young woman in the white shirt.

Derrick, who is wearing a blue uniform shirt, is from an outside tutoring company, and he is new to this site.

We also saw a few of the youths, including Bradley, who got into some trouble. We will get to know some of the other youths later.

Review the Information from the Lesson

We will talk about the story, but first, let's review a few important things:

Does anyone know how common sexual abuse is?

- *One in four girls and one in seven boys will experience abuse before the age of 18.*

We just learned about red-flag behaviors. What are red-flag behaviors?

- *Behaviors outside of the "Acceptable Zone." They can be suspicious, inappropriate, or outside of our policies.*

We also learned that offenders can look like anyone, but is it always the case that someone who demonstrates a red flag behavior is trying to groom a youth for abuse?

- *Not necessarily. Sometimes, people may just be sloppy with their boundaries, or they may need training. The point is not to try to understand their intent. It is to recognize and respond to the behaviors.*

Part I Discussion

Introduce the Discussion Questions

Let's look at our discussion questions on the screen.

Discussion Question #1

Did you observe any adult-to-youth red-flag behaviors in the story?

Facilitating the Discussion for Question #1

You may get a wide range of responses here. People are looking for a "problem," and everyone will see different things.

Here are some typical responses and some ways to follow up:

- Bradley urinated outside.

[This is a great time to ask the participants why they think he did that. Listen to their ideas but let them know that we will see more of the story soon.]

- Emily was flirting with Marcus.

[She was keeping secrets, clearly has a favorite, treats youth like peers, etc.]

- Dave gave Bradley a hug.

[Ask the group if they think the hug Dave gave to Bradley was inappropriate. It was a side hug, it was in front of others, and Bradley was having a bad day. It probably would have been better if Bradley initiated it.]

Here are some other questions that may come up at this point and suggestions for how to address them:

- What is going on with Dave?

[Many people are beginning to suspect he is an offender. Let them play that out.]

- Would Bradley have opened up to Selena if Dave wasn't in the room?

[Some people think this is another strike against Dave.]

- What is Derrick's role?

[He is a tutor from an outside company. Let them discuss why he seems to react differently to some of the situations.]

- What is going on with the older boys giving Bradley that mean look?

[Participants are beginning to sense there may be a bullying situation.]

Concluding the Discussion for Question #1

As you can see, we all pick up on different things, and without defining the Acceptable Zone we aren't sure what to do with those. It is still early in the story, and we will learn more about what is going on.

Discussion Question #2

What other kinds of behaviors are inside and outside of the Acceptable Zone?

Facilitating the Discussion for Question #2

Here are some other ways to ask the group about behaviors that fall inside and outside of the Acceptable Zone:

- What were some examples of physical behaviors mentioned in the training portion of video that are inside of the Acceptable Zone?

[Examples might include side hugs, fist bumps, verbal praise.]

- What were some examples of physical behaviors mentioned in the training portion of the video that are outside of the Acceptable Zone?

[Examples might include excessive hugging, tickling, wrestling, or giving massages.]

- What about unacceptable non-physical behaviors mentioned in the video?

[Examples might include telling dirty jokes, private messaging, choosing favorites, or manipulating parents to get time alone with their child.]

Concluding the Discussion for Question #2

Remember that our goal is not to determine why a person is behaving a certain way. Our goal is to recognize and respond to behaviors that fall outside the Acceptable Zone.

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Discussion Question #3

What are our policies for boundaries with youth?

Facilitating the Discussion for Question #3

Bring copies of your organization's policies regarding physical and non-physical (verbal) interactions to distribute to the group. If your organization does not have written policies that define appropriate and inappropriate interactions, feel free to distribute the sample on page 92 to participants at this time.

Review:

- How they can and cannot touch youth

- Appropriate and inappropriate things to say to youth

- Communicating with youth electronically, including rules about texting, emails, social media, and photography

Concluding the Discussion for Question #3

The Acceptable Zone is in place for your protection and for the protection of youth. Make sure you understand the policies, so you'll know what behaviors are acceptable and unacceptable.