



Stop It Now!®

Suggested Webinar Adaptation Recommendations

Introduction:

These recommendations are specific to adapting the Circles of Safety (CoS) workshops below to an online presentation.

- **Workshop 1(W1): Circles of Safety: Understanding the Role of Healthy Sexuality Development and Education in Sexual Abuse Prevention**
- **Workshop 2 (W2): Circles of Safety: Understanding and Responding to Warning Signs**

Before delivering:

- Prepare by reviewing your webinar platform and learning its features.
- Based on size of webinar and personal preference, decide whether participants will be able to mute and unmute themselves. Trainers can mute all except when engaging in dedicated question/discussion times, or allow participants to unmute themselves at any time to ask questions and make comments. Some webinar platforms have hand raising options to help manage conversations.
- Handouts and surveys:
 - a) Determine how these will be provided to participants. Does webinar platform have a feature to assist with this? Alternatively, Stop It Now! has also provided a link to a “Participant’s Page” that has links to the materials and the pre and post surveys, which you can share directly with participants. It’s recommended you share this with them before the start of the training, and during the first workshop session you hold. You can find the link on the online TOT manual page.
- Review PowerPoint to find out where animations are placed in the workshops.

General recommendations:

- Split each workshop into two sessions for online delivery.
- If a workshop is split into two or more sessions, deliver all sessions as close to each other as possible.
- Use the same trainer for all sessions.
- If split, participants must take the 1st section (a) before proceeding to the other sections.

- The scripts for the slides are generally content heavy without having live impromptu discussions. Trainers should pare down scripts for each slide, keeping core concepts but with increased summarizing,
- You can send out preliminary preparation questions before each workshop section. These can help generate thought and conversation without relying on partner/small group activities. Preparation questions are included under the workshop specific recommendations below.
- For partner and small group activities, and to increase engagement:
 - a) If your webinar platform allows for breakout rooms (i.e. Zoom), using these are advised. While every “live” partner/group activity does not need to move into break rooms, these offer an excellent option to increase engagement.
 - b) If your platform doesn’t allow break-out groups, preliminarily and randomly, match up participants into partner pairs. Provide them each with their partner’s phone number (with permission of course). Instruct them in their registration notes that they will discuss some questions given to them during the course of the webinar. When instructed, participants will call their partner while still remaining logged into the training platform, and have a brief conversation based on the instructions. Depending on the size of the group and once back in the large group, audio could be turned on for people to share what they’ve discussed.

Webinar Specific Recommendations:

Discussion Questions prior to workshops: These questions take the place of some group discussion questions and can be gathered before the workshop so that the trainer can ask the question, and respond with some of the answers received by the participants. You can ask participants to send the response before the first workshop. Alternatively, you can send these out and ask participants to have their answers prepared to share during the training.

(W1) Circles of Safety: Understanding the Role of Healthy Sexuality Development and Education in Sexual Abuse Prevention

To prepare for discussions without breaking into partners or groups, send out the questions under each section prior to that particular workshop section delivery. If the workshop is given in only one longer session, combine the questions under both sessions.

W1a (slides 1-20 recommended)

- (Slide 6): Have you ever seen an adult doing something in front of a child that you thought inappropriate? What did you do or what did you wish you had done?
- (Slide 7): What gets in the way of children telling someone that they have been sexually abused?

W1b (slides 21-end recommended)

- General request for any questions, concerns or comments
- (Slide 28): List strategies to promote healthy sexuality development for six to eight year olds
- (Slide 30): List strategies to build a pre-teen's self-esteem
- (Slide 35): Ask participants to design their own safety plan with up to 5 basic safety rules

(W2) Circles of Safety: Understanding and Responding to Warning Signs

W2a (Slides 1-24 recommended)

- General request for any questions, concerns or comments

W2b (Slides 25-end recommended)

- General request for any questions, concerns or comments
- Slide 22: What are some things that get in the way of adults raising concerns of child sexual abuse? What are some of the reasons an adult may *not* speak up to say that someone is doing something that is a risk to a child?

Specific Activities Options:

W1: Many of the activities that include instructions for participants to break into pairs or groups can be adapted to either the phone conversations between pre-assigned partners as explained above or by asking the questions of the whole group and having them chat in their responses, followed up by trainer comment.

W2a – slide 15, Exercise: Continuum of Youth Behaviors

This exercise can be done very similarly by reading out behavior examples and asking participants to chat in their response to the question of which prevention level the behavior seems to exemplify.

W2b – Slide 24, Exercise: Continuum of Adult Behaviors

One option is to include in preliminary preparation one adult behavior for each participant (some participants having the same one). For the exercise, ask participants to review again the behavior that was sent to them and assign it a prevention color (green, yellow, red). Then ask all participants - starting with those who identified a green behavior - to share their behavior and explain their rationalization.

Alternatively, the trainer could read each behavior out and ask participants to chat in their prevention level guess. The trainer could then call on different participants to explain their rationale

Roleplays (W2 – Slide 28, 31-32)

These are the most difficult to adapt to online learning. As referenced, zoom/phone partners can be utilized. Debriefing can happen when the group comes back together.

Another option would be for the trainer to ask for a volunteer and demonstrate a role play, and then (time permitting) ask for others to volunteer to demonstrate a live role play.

Some participants find it more helpful to talk out the scenario first, but when you go around to each group as a trainer (if you're doing break out rooms), make sure that they also *do* the role play. Similarly, many groups feel hesitant to choose who will play what role, so there may be benefit to assigning both a role play or two to do, along with who will be in what role first.