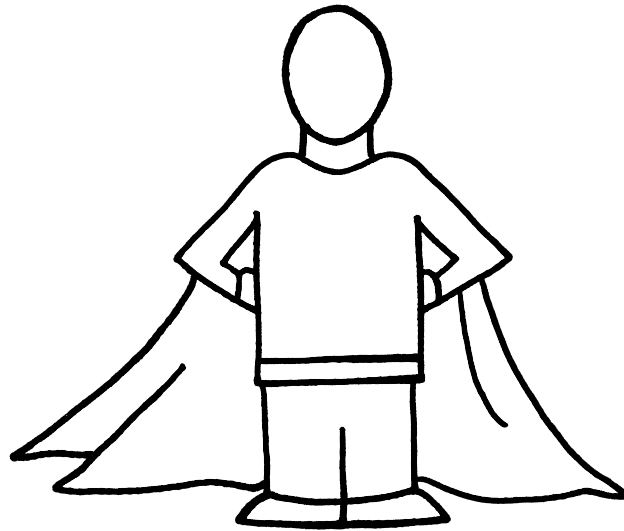




# The Power of One



**Group Format Safety Training  
Facilitator's Guide**

## Turning Guidance Into Action

Typically, safety trainings focus on what we should do in a time of crisis. But that guidance is only useful if we actually choose to follow it.

*The Power of One* was created to make sure your staff don't just know what to do, but that they are ready and willing to actually do it. Specifically, the training discusses how the actions and body language of those around us drive our inner dialogue, and it explores how they may influence our decisions whether or not to take action.

## Influencing Group Dynamics

Because this training focuses on social cues, the discussion topics and tools contained in this facilitator's guide are critically important. Not only will they help *individual* staff members better understand the social context of their actions, but they do so by creating a group dialogue. It's only through such group dialogue that we can create an *organizational culture* where the social cues at your organization will be more conducive to taking action and where proactive attention to safety is the norm, not the exception.

## How to Use the Facilitator's Guide

For each chapter in the training video, you will find a corresponding chapter of this guide. Each chapter offers:

- ▶ **Key learnings:** A short summary of the main concept demonstrated in that chapter.
- ▶ **Common Examples From Your Programs:** These are based on real-world case studies or incidents, and can be used to prompt discussion. You are also free to create your own examples that are more relevant to your organization.
- ▶ **Discussion questions:** These are intended as a starting point for further exploration.

After each chapter, we recommend you pause the video and hold a brief discussion based on the examples and questions presented in this guide.

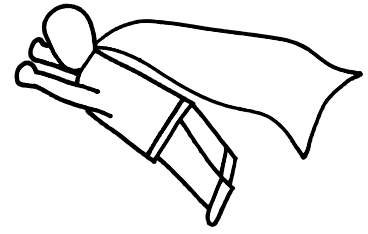
Whether you choose to explore the discussion topics presented here in large-group discussions or in smaller break out sessions, and whether you wish to follow our discussion topics verbatim or adapt them to your needs is up to you.

*The Power of One* is about creating cultures where we all feel empowered to follow what's best for those in our care. So feel free to adapt these tools according to the needs of your team.

## Using the Additional Modules

Separate to the main training video, you will also find four complementary modules which offer a deeper dive into four related topics. These can be explored at the end of your main training session, or can be used to offer additional follow up training. Because these modules include specific discussion exercises within the video itself, we have not included a separate section within this facilitators guide.

# Chapter 1: The Power of One



## **Key Learning**

This chapter introduces the *bystander effect*, a phenomenon which says that our decision to take action is heavily influenced by the social cues around us. These social cues include verbal communication, actions and body language. Additionally, when others are around, we tend to look to them to take action or provide an example. This is known as the *diffusion of responsibility*. It's human nature and it is very normal.

## **Common Examples in Your Programs**

- ▲ During open swim, lifeguards believe that it's the parents' responsibility to watch their child. On the other hand, the parents believe it's the lifeguard's responsibility to watch their child. Either may be less attentive if they think the other is responsible for watching a child.
- ▲ At resident camp, there are many camp-wide activities. The counselors commonly believe that the director who is leading the activity is responsible for watching all of the children. However, every it's the responsibility of every counselor to supervise their own kids, and also to keep an eye on all the kids around them.
- ▲ Create your own example that relates to your organization.

## **Discussion Questions**

1. Where might we see the bystander effect in our programs?
2. Tell me about a time when you diffused your responsibility at work? Were you aware you were doing this?
3. What should you be doing during a large group activity with multiple staff members around?

# Chapter 2: Know

## **Key Learning**

In this chapter, we learned about several studies in which subjects were much more likely to respond to someone in distress than when there were other people around. These studies show that when someone is alone, they trust their own instincts and perceptions. When others are present, however, they are more likely to doubt their instincts and hesitate to take action.

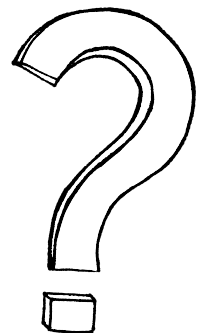
Our inner dialogue—the thoughts that go through our heads—can be very powerful, and they can be pivotal in influencing whether or not a person chooses to act. We want your staff to know that social cues affect their inner dialogue, and therefore their decision-making. Understanding these factors in advance can prepare them to be decisive, regardless of how those around them are behaving. Any time we get a feeling in the pit of our stomachs, it's important to do something about it.

## **Common Examples in Your Programs**

- ▲ A lifeguard sees a child bobbing uncomfortably in the water, and gets a feeling in the pit of their stomach that something isn't right. But everyone else is calm, playing, running around—so the lifeguard assumes everything must be okay.
- ▲ A front desk staff member sees a group of kids walking with their program leader. One child is upset asking his friend to, "Please stop," multiple times. The staff member is not exactly sure what the child wants to stop, but they know he's frustrated. They think about approaching the children, but don't. It's the program leader's role—they don't want to step on his/her toes.
- ▲ Create your own example that relates to your organization

## **Discussion Questions**

1. Why do social cues affect our decision-making?
2. When has your decision-making been affected by the social cues around you?
3. How can you overcome the influence of the social cues around you?



# Chapter 3: Supervision



## **Key Learning**

Kids come first. That's the filter that your staff should use whenever they are making a decision. It's easy to go along with what everyone else is doing, or to make decisions based on what's most convenient or most fun for the staff, but the kids are the priority.

Decisions should always be based on what's best for the kids.

## **Common Examples in Your Programs**

- ▶ When deciding on which game to play outside, these are the types of questions that staff should be thinking about:
  - What game would the kids enjoy?
  - What game is appropriate for this group of kids?
  - How can I encourage all of the kids to play?
  - How will I be actively supervising the kids while facilitating the game?
  
- ▶ During downtime after lunch, staff should be engaging with the kids, getting to know them better and continue to build those relationships. Often times, staff would like to use that time to chat with their friends.
  
- ▶ Create your own example that relates to your organization

## **Discussion Questions**

1. How can we actively supervise the kids while facilitating a game?
2. How will using the filter of, "Kids come first," ultimately keep the kids in our care safe?
3. How can we be sure we are always putting kids first when making decisions?

# Chapter 4: Look

## **Key Learning**

It is common behavior to conform to the group, even when we know it's wrong. We want your staff to base their actions on their own judgments, listen to their inner dialogue and not just conform to the social cues around them.

This is particularly important when it comes to following protocol. When staff begin regularly dismiss or ignore protocols, it creates a culture where inappropriate behavior is tolerated. This becomes a norm that no one notices anymore. And it can even create a situation where staff feel uncomfortable following or enforcing protocols because they don't want to be the "odd one out".

## **Common Examples in Your Programs**

- ▲ An organization has a policy of no lap sitting, and yet staff members regularly allow younger children to sit on their knees.
- ▲ During downtime, the majority of staff members are having fun with each other, rather than engaging with the kids. But some staff notice this, and they are uncomfortable with not following protocol. So they choose to be the ones to shift gears, and to engage everyone in a discussion, game, etc.
- ▲ Feel free to create your own example that is relevant to your organization.

## **Discussion Questions**

1. Why do most people conform to the group around them?
2. How can you, personally, overcome conformity?
3. Why is it so important that a child isn't alone with a staff member, even one time, and even if that staff member has no ill intentions?



# Chapter 5: Aquatic Safety

## **Key Learning**

Lifeguards are influenced by many natural distractions and social cues around them. That's why it's very important for lifeguards to be aware of these distractions, and for non-lifeguard staff to also be a second pair of eyes when in the pool area.

Remember: Keeping kids safe is everyone's job. The pool area is also a place where unstructured activities are common. *Unstructured activities* are not downtime for staff. They require active supervision from every staff member that is around.

## **Common Examples in Your Programs**

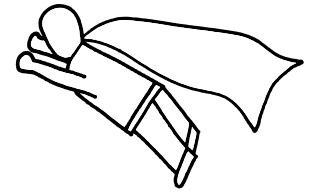
- ▲ Non-lifeguard staff may think the pool is the place to catch up with their friends, because the lifeguard is responsible for safety. However, it is everyone's job to scan the water, and engage with the children—both those who are and are not swimming.
- ▲ If you take your kids to a community pool, your staff may feel it's the lifeguard's responsibility to watch the kids. However, your staff are the ones who know the kids—their fears, their strengths, and their weaknesses. This is why they must be supervising the kids while at a community pool.
- ▲ Create your own example that relates to your organization

## **Discussion Questions**

1. What are the common distractions a lifeguard encounters regularly?
2. When do you feel tempted to “take a break” or “slack off”? How can you overcome those temptations?
3. How can non-lifeguarding staff actively engage with the children in the pool and with the children who don't like to swim? Why is it important to do so, even if a lifeguard is present?



# Chapter 6: Do



## **Key Learning**

It is common behavior to worry about how others will perceive you. That's why the student in the "Barry Manilow" study greatly overestimated the number of people who would notice their shirt. In actuality, people will judge you less than you believe they will. This is a natural result of egocentrism—we are at the center of our own universes, so we assume we are the center of other people's universes too. It's sometimes referred to as the Spotlight Effect.

*The Spotlight Effect* can cause us to not take action in situations when we should, because we don't think we are qualified or we are worried about being judged. No child was hurt or sexually abused because someone took appropriate action due to a false alarm.

## **Common Examples in Your Programs**

- ▲ A staff member notices that a child looks uncomfortable in the water, but they don't want to do anything just in case it is a false alarm. "Everyone will judge me and think I'm stupid for trying to save a child that was just playing and having fun."
- ▲ Staff notice classic red flags of child sexual abuse, but are hesitant to take action because accusing someone of abuse is a serious charge. "I don't want to accuse my coworker of abusing a child because his actions may really be innocent."
- ▲ Create your own example that relates to your organization

## **Discussion Questions**

1. When have you experienced the Spotlight Effect?
2. What would happen if you took action and nothing was wrong?
3. How will your decision to take action influence those around you?



# Chapter 7: Abuse Prevention

## Accountability

### **Key Learning**

Everyone must be expected to hold each other accountable for following the rules and protocols of the organization. And yet we often wait for others to act, thinking that “they” should do something.

It’s important for every member of staff to be the “they”—committing to speak up if they see something that doesn’t feel right. This responsibility needs to be communicated from the top down. If staff members begin to let their coworkers slide, then this becomes the norm and shapes the overall culture.

### **Common Examples in Your Programs**

- ▲ A staff member sees a senior coworker breaking a rule, and approaches them to explain that their actions are against the organization’s protocols. The staff member thanks them for speaking up and they figure out how to avoid breaking protocol in the future.
- ▲ Another staff member is caught in a similar situation, but they feel uncomfortable approaching the coworker. So they confide in a supervisor instead and make them aware of the inappropriate behavior.
- ▲ Create your own example that relates to your organization

### **Discussion Questions**

1. What would make it easier to approach one of your coworkers?
2. How can we instill trust in each other as an organization?
3. What does it mean to “be the They” when action is needed?



# Chapter 8: The Power of You

## Empowerment

### **Key Learning**

Staff must be empowered to take action by knowing they are capable and expected to do so. Staff should continue to be aware of the social cues around them and not let them cloud their judgment. When one person acts, it becomes a domino effect. Every staff member that commits to taking action, even when it may feel awkward or difficult, is making it easier for the next person to step up and be the hero. Together, they shape and model a culture where proactive responses are both encouraged and expected.

### **Discussion Questions**

1. Do you currently feel empowered to take action at our organization? Why or why not?
2. What will encourage you to take action more often?
3. What are the factors at our organization that cause you not to take action?

