

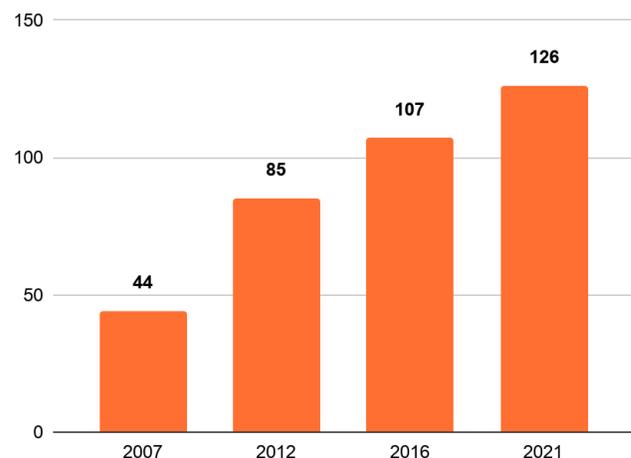


We had a great year...

Reflecting on this season of “I’m the Boss of Me”, SSAIC is incredibly proud of how this project has grown and adapted since its inception. Despite the COVID-19 pandemic, we were successful in safely moving our program to a virtual delivery mode to complete our 15th season.

- We presented to **126 classrooms**, our most successful season to date.
- We booked shows in **100%** of Saskatoon Public Schools, including affiliate school Charles Red Hawk (48 of 48), **37%** of Greater Saskatoon Catholic Schools (16 of 43), and Saskatoon Christian School.
- We were able to reach **2,885 children** in our ten weeks of shows.
- We operated with a dedicated team of **7** volunteer facilitators, one program assistant, and one program coordinator.

Total Presentations Delivered



We have now presented our puppet show to over 31,000 Grade 4 students since 2007.

Program Overview

“I’m the Boss of Me” is a Saskatoon school-based child sexual abuse education and prevention program delivered to students in Grade 4. It was created 15 years ago by SSAIC and operates in partnership with the Saskatoon Public School Division and Greater Saskatoon Catholic Schools. Our program’s goals are to teach children:

- What various types of child abuse are;
- That abuse from an adult is never their fault;
- That they should never keep secrets about abuse;
- That they have the right to say “no” to anything that makes them uncomfortable;

- How to identify a safe adult to tell about abuse, and;
- To have empathy for other children who experience abuse.

We aim to empower children through an understanding of bodily autonomy and consent at a young age in the hope of preventing children from staying silent when they are in abusive situations.

How do we achieve this? Our program is threefold: we use an age-appropriate and engaging puppet show about child sexual abuse, followed by group discussions, and rounded out with a full unit of curriculum-based lesson plans. On average, our presentation is around 50 minutes. Teachers are provided with five lesson plans which they deliver to their students before and after the puppet show. These lessons are created to complement and expand on the concepts in the puppet show. They have been designed to be easily picked up by teachers and engaging for Grade 4 students to maximize our message – that everyone is the boss of their own bodies.

Program Changes & COVID-19 Adaptations

As with most programming, COVID-19 impacted the way we normally deliver the “I’m the Boss of Me” program. Many research studies undertaken since the onset of COVID-19 have found that children have been at an increased risk for abuse, both online and in the home. SSAIC was passionate about continuing to deliver ITBOM, as the information we share is critical to the wellbeing of young students and their understanding of healthy relationships, types of abuse, impacts of abuse, and support networks. With this dedication in mind, we set to work creating a brand new virtual offering of our child sexual abuse prevention program.

Virtual Adaptation: In the fall of 2020, we created a high-quality video recording of the puppet show with the help of three previous volunteer facilitators. This video was used to present each and every show this season, and cost \$350 to make. The video recording will continue to be useful for both volunteer and new Board Member training, as well as more virtual presentations in the future.

Fewer Volunteers: With the video recording, we were able to adjust our presentation format from scheduling four volunteers per show to only one volunteer, who hosted the virtual presentation via Zoom and narrated to the recording of the puppet show. Not only did this change cut down on volunteer recruitment and coordination, but we were left with a smaller, stronger, and more close-knit group of volunteers that delivered consistently impressive and professional performances every time.

Mandatory School Counsellor Attendance: As we were not able to be in classrooms supporting students this year, we and the school divisions made it mandatory for the school

counsellor (or administrator) to be present for our virtual presentation of the puppet show in addition to the teacher. Previously only recommended, counsellor attendance became mandatory to support any students that may have disclosed abuse during the show, or any students that were distressed by the content. This change resulted in only a few rescheduled shows, and the benefits of consistently having the counsellor present far outweighed that cost.

Parent Resources: During quarantine, we worked to improve the parent support provided by ITBOM. Two new booklets for parents have been developed - “Prevention Work with your Child” and “Reaction to Sexual Abuse” - which could both be distributed electronically to parents of children that receive the program. Further, a “Letter to the Parents” was written on behalf of SSAIC that teachers were encouraged to share with parents that explained the program and goals, and connected parents to the Program Coordinator via phone or email. Both of these resources were also shared with the school counsellors, enhancing their knowledge and toolkit when working with parents themselves.

Professional Development for Teachers/Counsellors/Administrators: In January before the show delivery season began, SSAIC offered two virtual trainings to Grade 4 teachers, administrators, and school counsellors. The material covered in the sessions included information on:

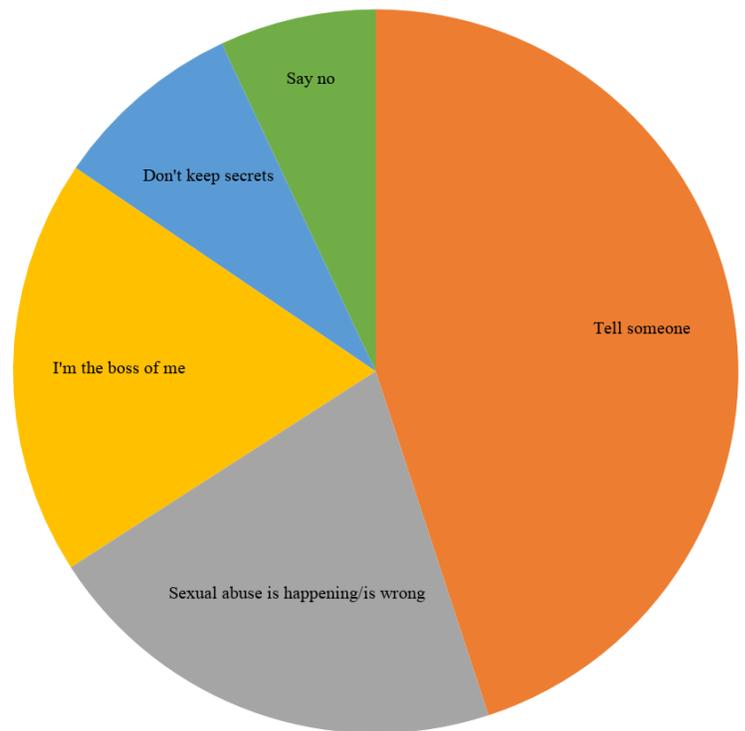
- Introducing the ITBOM program and how it works;
- The signs of child sexual abuse;
- The operation of systematic grooming used by perpetrators and the impacts of this process on children and their caregivers;
- How to support a child who discloses sexual or other types of abuse in a trauma-informed way;
- How to report a disclosure or suspicion of child abuse to the proper authority;
- What the process of reporting child abuse to police and/or the Ministry of Social Services looks like;
- Resources and services available in Saskatoon for children and their caregivers; and
- Where these professionals can get support or counselling for themselves if they require.

This was a request that school professionals had been making for a few years that we were able to accommodate virtually this year; 24 professionals were in attendance and 3 watched the recording of the presentation afterward. We also provided specific training for the exclusively online learning Grade 4 teachers in the Saskatoon Public School Division to ensure they felt supported by SSAIC without the puppet show delivery (with their students at home, we agreed that presenting the puppet show to these students would not be appropriate, as safety, confidentiality, and support could not be guaranteed). 10 Online Learning Teachers attended this session.

Student Feedback: An ongoing gap in our feedback collection has always been from our student stakeholders. New this year, students were given an opportunity to provide feedback directly after the puppet show through a “head / heart / hands” exercise. This evaluation collects intellectual, emotional, and behavioural feedback from youth in the form of three questions:

- 1. Head** - What did you learn from the puppet show? The “head” is meant to assess what students remember from the presentation. It allows us as presenters to know which areas of the presentation were memorable or impactful.
- 2. Heart** - How did the puppet show make you feel? The “heart” is meant to assess if the presentation elicited any emotion in the students. By associating the presentation with an emotional connection, students are more likely to retain knowledge.
- 3. Hands** - What is something you will do from now on? The “hands” is meant to assess if there were any actionable items that the students drew from the presentation. A call to action is one of the most effective ways to ensure knowledge retention.

Student's Most Common Takeaways



Program Delivery

Despite our ITBOM delivery season being a short three months, the Program Coordinator, with help from the Assistant Coordinator, works throughout the year to prepare the program for delivery. Responsibilities behind the scenes include recruiting and training program facilitators, updating the material packages provided to schools across the city, booking presentations, and looking for new ways to expand and enrich our program. We work closely with the SPSD and GSCS to improve the program on an ongoing basis. Through this collaboration we are able to appropriately translate the tough topics to our key stakeholders: the students.

We take facilitator recruitment and training very seriously. We require dedicated, kind, and approachable individuals who are comfortable and skilled with children, and value the goals of our program. Facilitators must pass a vulnerable sector criminal record check and attend one day of child sexual abuse and presentation training pre-season in order to be eligible to present the show. With the creation of our virtual show, all program facilitators became lead facilitators, who carry the added responsibilities of working with the teacher in introducing the program, managing the presentation, communicating any concerns or disclosures of child sexual abuse to the teacher or school counsellor, as well as communicating with the Program Coordinator about any issues, concerns, or disclosures. Due to these all-important tasks, those chosen to be lead facilitators are typically experienced with the program and have demonstrated a readiness for this pivotal role.

During the program delivery season (January to March), our Program Coordinator and Assistant Coordinator are responsible for providing teachers with lesson plans, booking shows for each Grade 4 classroom in Saskatoon, scheduling facilitators to deliver each show, supervising the facilitators, and answering questions from teachers, administrators, parents, and school counsellors, who aim to attend each “I’m the Boss of Me” presentation. The counselling team at SSAIC is also available to any of these individuals who have been personally affected by sexualized violence (either directly or indirectly) and are looking for support after being exposed to the material.

As we could not have our volunteer facilitators going into each classroom this winter, we instead moved to a live virtual viewing and narration of our program via Zoom. In order to keep the presentation live and interactive, we continued to schedule a live facilitator to host and narrate each show along with the high-quality video recording we made in the fall. The facilitator was in charge of hosting the show, managing the puppet show delivery through Zoom, and running a group discussion virtually after the puppet show.

The steps we took in 2019 to automate the online booking system became incredibly beneficial this year, as well as the electronic sharing of the lesson plans and information packages with teachers and school counsellors. Teachers no longer had to rearrange their classrooms or find tables and chairs for our puppeteers; they simply had to log into a Zoom call. The only additional responsibility to teachers became assisting in the communications during the group discussion between the facilitator and the students.

The program is evaluated by collecting feedback from four of our stakeholder groups. Students are given an opportunity to provide feedback through a “head / heart / hands” exercise where they answered three questions about their learnings from the presentation. Teachers are asked to reflect on their experience of the presentation, their interpretation of their students’ experiences of the presentation, any feedback regarding the lesson plans, and any general comments or

concerns. School counsellors are provided with a similar evaluation form. Program facilitators are asked to assess their satisfaction with their experience, if participation in the program helped achieve personal or professional development goals, and any recommendations they may have for changes to the program. We use this feedback to guide future improvements to the program.

Program Costs

Costs of the program include the wages for core staff, honoraria for our program facilitators, office supplies, copying and printing resources, and facilitator appreciation. In addition this year, we incurred costs for technology upgrades, Zoom accounts, and the production of the video recording of the puppet show. Our program would not succeed without the skill and dedication of our program facilitators and we've chosen to pay them a small honorarium for each show. Some facilitators use the honorarium in place of a part-time job and it serves to accommodate them for this tough subject matter and secure their availability.

Funding

Our ability to deliver this program each year depends on the availability of grants, donor dollars, and our own agency's fundraising to cover a large portion of the costs. In 2021 our funding for "I'm the Boss of Me" came from several different funders. Our partners, the Saskatoon Public School Division (SPSD) and Greater Saskatoon Catholic Schools (GSCS), continue to fund the program annually since its inception. We were also fortunate to secure funding through grants from the Community Initiatives Fund (CIF) once again.

We thank those donors for their ongoing support.

Stakeholders & Feedback

Students: Our number one priority. Through “I’m the Boss of Me,” students learn what abuse is, that abuse from an adult is never their fault, that they should never keep secrets about abuse, that they have the right to say “no” to anything that makes them uncomfortable, how to identify a safe adult to tell about abuse, and to have empathy for other children who experience abuse. These teachings are communicated through our puppet show, group discussions, and lesson plans delivered by their teacher. We further present each classroom with a poster that lists the Kid’s Help Line and our 24-hour sexual assault crisis line phone number. Our goal is that every student feels empowered by our program to say “no” and has the tools to protect themselves from sexual and other forms of abuse.

“[I learned] to tell an adult if it is happening to you. Sexual abuse is not your fault. It is nothing to be embarrassed about if it happens to you.”

- Grade 4 Student on what they learned from “I’m the Boss of Me”

Of the almost 3,000 students that received our show this year, we received feedback from 8 classrooms, totalling 155 students. For our first year of collecting feedback from students, we gained valuable information about how they interpret our presentation. When asked how the show made the students feel, emotions such as weird, yucky, safer, and gross emerged as themes (illustrated in the image to the right; the bigger the word, the more common the response). When asked about what they learned from “I’m the Boss of Me,” the most frequent responses included:

- “That I’m the Boss of Me!”
- “Not to keep secrets from trusted adults.”
- “To say ‘no.’”
- “What abuse is and that it’s bad.”
- “Tell an adult if something is happening to you / you need help.”



Teachers: “I’m the Boss of Me” is not simply a one-time presentation; teachers benefit by receiving five curriculum-based lesson plans on child sexual abuse education to bookend the puppet show presentation. These lesson plans achieve many outcomes and indicators that are outlined in the Grade 4 Saskatchewan Health Curriculum, helping to take some of the planning workload off of teachers. In addition, teachers receive resources that assist in the delivery of this difficult topic to children, provide information about their duty to report, and the full support of the SSAIC counselling team. We work to adequately support teachers in facilitating this topic to children and, recognizing that the teachers may be among the 1 in 3 girls and 1 in 6 boys sexually abused before age 18, aim to support them in any way we can.

“[Our facilitator] was prompt, kind, warm and really created a wonderful and safe space for my students to participate in dialogue about the presentation. I am always really thankful each year for this program. It is an amazing gateway to discuss a challenging topic with kids.”

- Grade 4 Teacher

Of the 56 teachers that provided feedback (42% of all teachers that received the puppet show and lesson plans), we received the following data pools.

Feedback specifically on the content and learning outcomes:

- 100% of respondents shared that they would be happy to host “I’m the Boss of Me” again.
- 64% of respondents had hosted the puppet show in prior years, meaning they had received both the in-person version and virtual version of our show.
- Of the 56 respondents, 21.4% preferred the virtual presentation while 44.6% preferred the in-person presentation. 33.9% acknowledged that they had no point of reference for the in-person presentation as this was their first year.
- 98.2% of respondents agreed that the presentation of the puppet show was delivered in a professional and knowledgeable manner.
- 98.2% of the respondents felt as though they learned something of value from the program.
- 76.7% of the respondents felt as though they became more knowledgeable about child sexual abuse.
- 78.5% of the respondents feel more familiar with the indicators of child sexual abuse.
- 91% of the respondents feel more comfortable addressing child sexual abuse with their students.
- 82.1% of the respondents reported understanding how to report child sexual abuse.

- 89.2% of the respondents now feel aware of the support services that exist for survivors of sexualized violence.
- 98.2% of the respondents believe that the information presented was relevant to their students.
- 96.4% of the respondents believe the information presented was appropriate and professional.
- 71.4% of the respondents feel as though the information provided had an impact on the way they teach or approach certain topics in the classroom.

Feedback specifically on the lesson plans:

- 94.7% of the respondents completed 2 or more of the 5 additional lesson plans in the “I’m the Boss of Me” unit.
- 94.7% of the respondents felt the lesson plans provided relevant supplementary material.
- 94.7% of the respondents felt the lesson plans enhanced their student’s knowledge.
- 94.7% of the respondents felt the content was easy to present and adapt for their students.
- 94.7% of the respondents felt the lesson plans enhanced their knowledge of the support and pathways for reporting child sexual abuse.
- 84.2% of the respondents felt the lesson plans improved their awareness and application of procedures (e.g. reporting or noticing indicators) in the classroom.
- 94.7% of the respondents like the lesson plans overall.

Feedback specifically on the virtual vs. in-person presentation (the full quantitative responses can be found in the Appendix):

- Generally, teachers that had hosted the in-person presentation missed the small group breakout sessions after the puppet show. In addition, many of these teachers felt that their students were more comfortable sharing with the facilitators when the presentation was done in person.
- Overall, teachers that had only hosted the virtual presentation (as well as some teachers that had received both) agreed that the set-up and lack of “hosting” was simpler with the virtual presentation.
- Of the respondents, almost everyone agreed that the necessary virtual presentation this year was done very well and professionally.

Counselling Team: We haven’t forgotten about our fellow social workers and school counsellors! Our program provides a resource package and support to this team in the form of youth-friendly handouts, referral information for children who disclose, and access to our counselling team at SSAIC for any additional questions they have or support they may need.

Extra training seminars are available to this group, as well as personalized support from the Program Coordinator.

“I appreciated all the work your team put in to deliver this content virtually! Despite it being online, I strongly believe the students connected with this important message.”

- School Counsellor

Of the 35 counsellors that had puppet shows booked at their schools, 14 provided feedback (40%) and we received the following data:

- 100% of the respondents were able to attend the shows booked at their schools.
- 100% of the respondents said that the narrator was on time and ready to present.
- 100% of the respondents felt the puppet show was delivered in a professional, knowledgeable fashion.
- 42.9% of the respondents preferred the in-person presentation, 21.4% preferred the virtual presentation (35.7% had only seen the virtual presentation this year).
- 100% of the respondents found the ITBOM Counsellor Package to be informative.

Program Facilitators: The backbone of our program. The program facilitators are the narrators of our shows, who all had a responsibility upgrade this year. They became our Zoom hosts, group discussion leaders, and representatives of the Saskatoon Sexual Assault & Information Centre across the province. These facilitators are most often university students in human service colleges, but can be from any walk of life. Each of our facilitators this year were returning volunteers from last year, and attended a virtual training in early January on the changes made to our program. ITBOM facilitators learn the signs of child sexual abuse, how to talk to children about abuse, how to receive a disclosure in a trauma-informed way, in addition to learning the script and honing their performing skills. The goal is that facilitators take away skills and information that they find valuable and will assist them in their future endeavours.

“This was such a great season despite it being all online! I enjoyed being a narrator this season and I am super thankful to be a part of this growing program. I loved meeting new students in each classroom, and seeing how their thoughts on the show differ from one another. ITBOM has given me so much experience and knowledge with teaching children and interacting with them. Along with experience and knowledge, this program has also helped me

gain more confidence in speaking in front of others. The skills and knowledge I've gained from this program will further benefit me in my future career as an aspiring teacher.”

- Facilitator

Of the 3 program facilitators that provided feedback (42% of total program facilitators), we received the following data:

- 100% of respondents felt the recruitment process was handled efficiently.
- 100% of respondents felt the training adequately prepared them for delivery of the program.
- 100% of respondents felt the booking process was well administered and the level of supervision was good for them.
- 100% of respondents felt that they became better educated about child sexual abuse and 66.6% feel completely comfortable now handling disclosures of child sexual abuse.
- 100% of respondents feel more comfortable discussing the impacts of child sexual abuse and feel totally comfortable in small group settings with children.
- 100% of respondents said the program met the personal and professional development goals they set for themselves.

General quantitative feedback from the facilitators:

- “I find the updated [recruitment] processes more efficient than when I was recruited.”
- “[Training] was extremely helpful, as it gave me a better understanding and awareness of sexual abuse towards children.”
- “I feel training was immaculate, I always feel very confident leaving after training. Even when changes are made the team makes sure everybody feels comfortable before doing a show.”
- “Even though this year was a weird year, I think the booking process was amazing. I never felt overwhelmed and always lines of communication were always open.”
- “The very first few days, it really helped to have that extra support and supervision. It made me feel more comfortable and allowed me to ease up a bit. It also prepared me for doing shows by myself. The feedback, encouragement, and advice I was given through the first day's supervision was super useful and benefitted me in my future shows.”
- “I can honestly say I have never felt more supported in a program than I do working with the ITBOM team. Everybody is more than willing to help and I never once felt like I was left in the dark or on my own when an issue arose.”
- “I think that providing all of the material in our "welcome package" that you do is extremely helpful and beneficial, as well as so important for us to have.”

- “I don't have much feedback to give, as I felt that [the coordinators] handled everything very well despite having to adjust the way we present the show. The new delivery format of the program was definitely something to warm up to. Once I got the hang of delivering the show through Zoom, I felt more confident and comfortable presenting.”
- “While there were a few technical issues, I think it is a great idea if we presented the puppet show in a video format and only a narrator went into schools for the new season. And for out of town schools, we could still offer it through Zoom if they're comfortable with that!”
- “Everything went great!”
- “I found it extremely helpful to have the FAQ sheet. I found myself referring to it a lot when I would get anxiety before a show. Being able to constantly update it and know that other people were adding to it also really helped. I really like having the puppet show presented in this way. I think we should definitely keep it as an option for the future.”

Parents: We know that the messages of our program extend beyond the classroom, so we aim to support parents of our program when we can. A personalized letter to parents is shared electronically by teachers on behalf of SSAIC informing them that their children will be receiving the child sexual abuse education program. We felt that explaining to parents what their children would be learning, why this content was so critical, and where they can find additional resources for their children and themselves was essential to creating comfort around this heavy topic. Our two new resources for parents were also highlighted in this letter if parents were looking for further tools to support their children.

Recommendations for Improvement

Responses from each of the stakeholder groups elicited the following recommendations:

- “Our presentation ended right at the end of the school day so there was no time for [debriefing with the facilitator].”
- “I wish the lessons we were asked to teach before would have included the 4 types of abuse and to talk about sexual abuse. We had talked about healthy and unhealthy relationships and emotional vs. physical abuse but had not explicitly talked about sexual or cyber. I wish it was made a bit more clear that these would be asked about during the presentation.”
- “The issue is very minor - the puppet show went through the proper names of the body very quickly, and I went to the PD and somehow I missed that this was going to be done. It is of note that we do not go over the body part names of the reproductive system until grade 5 - that is where it is in the curriculum. I understand the importance of the correct

names - but just something to note. We were using the phrase: "the private parts covered by your bathing suit" in the lessons prior to the puppet show. I think you should make it very clear that they will be learning this vocab in the puppet show - and go a bit slower - and I would have told the parents this in the parent letter - as this is not a part of the curriculum for grade 4."

- "As a teacher I'm not sure what my role would be if there had been a disclosure. My best guess would be to pass that info to the school counsellor."
- "Let us know what type of support both the victim and their family get....is it just counselling, is it legal support, what if it's an immediate family member. The program just tells the child to tell an adult, but doesn't really answer the more complicated questions so that a child would feel safe enough to disclose a close family member."
- "I went through the teacher's lesson plans, it would be helpful to have a section on what to do on lesson 3 if students are experiencing abuse. We did have the counsellor to guide us but it would be helpful if that was included in lesson 3. Along with how to host the small groups. I wasn't sure how to lead the discussions, etc."
- "The only critique I would like to add is, after the puppet show, my students were asked about the 4 types of abuse. They knew the 3, but when it came to the fourth (cyber abuse), most didn't know. The 2nd lesson plan provided didn't really talk about "cyber abuse" - mainly internet safety. I would have discussed cyber abuse as a type of abuse if I knew that that was a part of the program."
- "I would like more content on Internet safety and etiquette."
- "There was a dog barking in the background of our presentation which was disruptive."
- "I think forwarding [the Counsellor Package] a little earlier would be helpful."

Plans for Next Year

Moving into 2022, our intended changes and priorities for growth are:

1. With the success of the virtual presentation format, but keeping in mind the advantages of the in-person presentation, we will look at providing a hybrid model of presentation. Assuming COVID-19 restrictions are lessened, we will continue to schedule only one volunteer facilitator to each show, they will attend each school in-person, and present "I'm the Boss of Me" to the students utilizing the video recording while also conducting an in-person discussion afterward with a puppet. This model will allow us to:
 - a. Deliver the program more easily with less human resources and staff time required (less training, supervising, management, scheduling and supporting a larger group of volunteers);

- b. Allow us to deliver the program in a more cost-effective and professional manner with a smaller group of strong volunteers, ensuring consistency in the quality of the program; and
- c. Allow us to continue providing “I’m the Boss of Me” virtually to schools outside of the Saskatoon city limits.

We recognize that we do lose the hands-on, personalized feel that a live puppet show provides; the small group discussion with the puppet allowed for more intimate discussion and might have made the presentation more memorable for the students.

However, we believe that the benefits of the change outweigh the costs, as the simplified delivery method frees up our staff to engage in other education and outreach activities while still primarily achieving the benefit of the program.

- 2. A review of the organization of the lesson plans to ensure they are clearly communicating the main pieces of information in a logical manner. As lesson 1 and 2 are asked to be taught before the puppet show, we want to ensure that students are getting all of the foundational knowledge they need to get the full impact of the puppet show.

Acknowledgements

“I’m the Boss of Me” would not be successful without the many supporters of the program. Thank-you to Don Selby at dms Photography for creating our beautiful puppet show recording that was essential to our virtual delivery. From the Saskatoon Tribal Council, thank-you to Chelsea Ziegler for partnering with us and improving our feedback collection. Thank-you to Tammy Shircliff from GSCS and Jill Flath and Tyler Bergen from SPSD for supporting this program; our program would not succeed without their efforts and trust. Thank-you so much to every teacher that takes on the daily work of not only teaching, but encouraging, supporting, and protecting students by providing them with this all-important knowledge, no matter how difficult it may be. We would also like to thank the school counsellors who work alongside the teachers, help book and attend shows, and respond to children who disclose abuse. They play such a significant role in supporting students and teachers. We would also like to extend a huge thank-you to Jennifer Lake, our Assistant Coordinator, for her eternally uplifting attitude and passion for this work. The success of this year’s changes and adaptations hinged largely on her work ethic and faithfulness in our purpose. Lastly, a special thanks goes out to all of our facilitators – this year was a new challenge that we could not have faced without your skills and dedication to SSAIC.

2021 “I’m the Boss of Me” Program Facilitators & Puppet Show Performers

Jenny Besenski
Brittany Eberle
Kenzy Horudko

Ashley Voinorosky
Nikaela Lange
Lisa Poon

Cing Zun
Wandie Velasquez

Appendix

Teacher feedback specifically on the virtual vs. in-person presentation for consideration:

- “I believe that the presentation has more impact when done in person. Students seem to be more engrossed in the live presentation. Virtually it feels like we are just watching a program on TV. Although I understand that it needed to be virtual this year I hope that we can return to in-person soon.”
- “The virtual presentation was a great option for the crazy times we are living in, however, I do think the power of in person cannot be replaced. I missed the small group aspect of the in person show and having the students get the opportunity to play with the puppets!”
- “I personally liked the small group atmosphere. We have 3 grade 4 classes so I think having this intimacy was great, and I would do this virtually again. If we only had 1 grade 4 classroom, it may be too costly to have you visit our school but the face to face interaction would be fantastic.”
- “It was smooth and very easy. No set up required.”
- “Both worked. I liked that they felt more comfortable sharing with me, but I miss the small group break outs.”
- “Smaller group discussions are preferred with this sensitive topic.”
- “The students can make a stronger connection to the puppet as "real" person when they are in the room with them. As well, meeting in the smaller groups and seeing the puppet up close may allow for a higher comfort level.”
- “I loved how easy the virtual option is but I also think the group conversations we can have in person are too important to not have.”
- “Children are closer to the puppets so it is more engaging but the virtual was awesome too!”
- “I have never taught it myself but remember viewing/participating in this puppet show as a child and it had a big impact on me. As a kid I enjoyed seeing the show live and liked having the option to discuss privately with presenters rather than school staff.”
- “I like the ease of the virtual presentation. We don't have to worry about space/set up. The puppet show aspect was great in that way and I think students got the same things out of it as they would have in person. However, I think the little break out circles are better than virtual class discussion.”
- “I think the students are more engaged when it is in person.”
- “I believe the in-person puppet show would be better, because it would be more intimate and less plagued by tech problems.”
- “I liked the idea of virtual but being in person makes it more real and personal.”
- “Zoom can be glitchy. The kids missed some parts because of this. It's also distracting and interrupts focus on the subject. The sound quality of the videos over zoom is also not the best.”

- “I feel that either way would be good. Students would likely want to see the show "in person" however, I know that that is more work, set up, etc. for the presenters. I feel that the virtual show was a success!”
- “I have not seen an in-person presentation, but I can imagine the kids would have been even more engaged.”
- “The in person puppet play and discussion at the end felt more special instead of just watching the screen at the front of the room.”
- “From my students point of view, virtual or in-person worked just as well. We had a counselor in the classroom and the presenter was very present with us as well even though she was on the screen.”
- “I feel in-person is more intimate and you feel more comfortable sharing.”
- “The virtual presentation was great but the in person allows for conversation that can’t be replicated online. Great job making the presentation still happen in such a great way.”
- “The in-person presentation gives the instructors and students more of a chance to interact. It's difficult for the instructors to see the entire class virtually.”
- “Small group conversations are more engaging for the students and facilitators.”
- “I like the ease of the virtual show - no worrying about set up or space to host. I like that they still got all the relevant information. I think students like having visitors in the classroom and in-person contact with people!”
- “I feel the students get more excited interacting with the puppets after. I also feel having the small groups and different leaders help students come forward and share something, rather than sharing with the whole class to one person on zoom. The students seem to feel more of a relationship when they are in the classroom, rather than one person on zoom.”

Quantitative teacher feedback on the program in general:

- “Cing was an amazing presenter. Very friendly and approachable. Of course I wish that the show could have been presented in person. Students really enjoy interacting with the puppets. However, this was the best virtual presentation that I have ever seen. Great job.”
- “Jenny was prompt, kind, warm and really created a wonderful and safe space for my students to participate in dialogue about the presentation. I am always really thankful each year for this program. It is an amazing gateway to discuss a challenging topic with kids.”
- “I thought that it was done very well.”
- “Thank you!”
- “It was clear and time given to hear all the students.”
- “Thank you for working out the presentation virtually this year!”
- “It was a great presentation. Students thought it was "just right" for them and the puppets made the subject matter more comfortable.”

- “Ashley did the best she could with the Zoom-based show and all of the technological challenges that it presents.”
- “Very well done.”
- “The kids had a lot of positive feedback. I could also tell they understood the main message that they are the boss and they need to get help from an adult if an uncomfortable situation arises.”
- “It was very well done. My students were only uncomfortable about the topic itself. During and after the presentation, my students were comfortable to answer questions and spoke about the puppet show as a positive experience and felt comfortable about what they were told just as I had hoped.”
- “The Narrator did an awesome job and knew her material very well.”
- “Always well done. Appreciate that it could be done virtually. Thank you!”
- “It was great. Online platform worked well and students were engaged!”
- “They did great under covid rules! I do feel the students enjoy and get more out of it in person but that would be the only thing! :)”

Quantitative counsellor feedback on the show in general:

- “Great presentation, the children really enjoyed it!”
- “I appreciated all the work your team put in to deliver this content virtually! Despite it being online, I strongly believe the students connected with this important message.”
- “Of all the narrators, I was most impressed with Nikayla. She was the most engaged, enthusiastic, and encouraged questions and discussions at the end. Overall, thank you so much for this amazing work and very helpful presentations. We really appreciate all you do!”
- “All were really good and well prepared! Some tech issues reduced the time allowed for questions and reduced engagement at times. Of course in person in the past allows for more engagement from the students but I feel the zoom option allowed for students to still get their message effectively. It was really well done!”
- “The narrator did a tremendous job. The show was well executed online and highly effective.”
- “A great puppet show: descriptive yet safe and gentle, honest, open, non-shaming. Great way to get kids to know and talk about sexual abuse. Great learning opportunity and presentation. Thank you!”
- “It’s great, informative, and interactive for the students. I had a total of 6 shows between my schools and I attended them all.”
- “I found when the presenters did not follow the script word for word it delivered better to the kiddos.”