

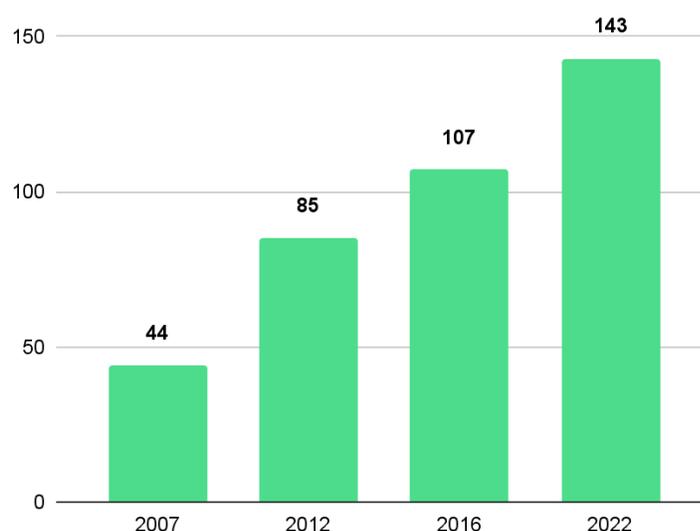


Another great year...

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. During the COVID-19 pandemic, we successfully moved our program to a virtual delivery model in 2021, and we continued to deliver ITBOM remotely through the 2022 season. This allowed us to safely continue educating students about abuse, reaching more students this season than ever before.

- We presented **143 shows**, our most successful season to date. **87** presentations were for classrooms in the Saskatoon Public School Division (SPSD), **45** in the Greater Saskatoon Catholic School Division (GSCS), **7** in the Prairie Spirit School Division (PSSD), and **2** in the Horizon School Division (HSD).
- We booked shows in **100%** of SSPSD schools, including alliance school Charles Red Hawk (49 of 49).
- We booked shows in **60%** of GSCS schools (26 of 43), an increase of 10 schools (+26%) over last year.
- We were able to reach **3,556 children** in our ten weeks of shows, an increase of 671 over last year.
- We operated with a dedicated team of 7 volunteer facilitators, 1 practicum student, 1 program assistant, and 1 program coordinator.

Total Presentations Delivered



We have now presented our puppet show to approximately 35,000 students since 2007.

Program Overview

“I’m the Boss of Me” is a school-based child sexual abuse education and prevention program delivered to students in Grade 4. It was created 17 years ago by SSAIC and operates in partnership with the SPSD and GSCS. 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? We provide classroom teachers with a full unit of curriculum-based lesson plans and request that two of the five lessons are delivered to students before our puppet show. These lessons were created to complement and expand on the concepts in the puppet show. They were designed to be easily picked up by teachers to engage Grade 4 students in order to maximize our message – that everyone is the boss of their own bodies. We schedule 50 minutes for each presentation, which includes an age-appropriate, interactive, and engaging puppet show about child sexual abuse, followed by a large group discussion.

Virtual Model: After moving to remote delivery for the 2021 season, we intended to implement a “hybrid” model of ITBOM for the 2022 season. Rather than a strictly in-person or virtual delivery model, we would combine the two delivery formats. However, COVID-19 again disrupted our plans due to ongoing precautions. SSAIC is passionate about continuing to deliver ITBOM, and we remain committed to supporting the wellbeing of young students and their understanding of healthy relationships, types of abuse, impacts of abuse, and support networks. Therefore, we continued to deliver ITBOM remotely via Zoom, which presents its own benefits. This virtual format reduces the number of volunteers required for in-person delivery, resulting in a smaller, stronger, and more close-knit group of program facilitators.

We continued to emphasize the importance of school counsellors being in attendance for every presentation. This is to ensure students who may disclose abuse during the show or were distressed by the content are adequately supported.

Professional Development for Teachers / Counsellors / Administrators: In January, before the show delivery season began, SSAIC offered virtual training 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 the second year we have offered this training, which 33 professionals registered to receive (an increase of 6 people over last year). It is worth noting that 9 professionals from the Prairie Spirit School Division (PSSD) attended this presentation, 2 of whom were inspired to share their enthusiasm for ITBOM with colleagues. This resulted in 7 registration requests for ITBOM in PSSD classrooms, which we were able to provide. With the objective to reach as many students as possible, expanding the program outside of the immediate Saskatoon area has been a goal of ours at SSAIC, and this opportunity to introduce ITBOM to Prairie Spirit schools was encouraging. We hope to continue to foster relationships with the Prairie Spirit School Division to express our interest in partnering with them in the future to bring ITBOM to their classrooms.

“We had the same facilitator in both [of my schools] and she was AMAZING. She kept the kiddos super engaged and answered all of the questions thoroughly! Both teachers loved the presentations and we will look at rebooking for next year.”

“I found the presentation stimulated a lot of discussion with the students. Their comments and questions illustrated the positive impact their experiences from the lesson plans and presentation had on their learning of abuse and, in particular, sexual abuse. I will be advising other counsellors and teachers of this age group to participate in ITBOM if it is available next year. Thank you for your work and support in making this program available to students!!!”

- School counsellors in the Prairie Spirit School Division

Program Delivery

Despite our ITBOM delivery season being a short ten weeks, the Program Coordinator, with help from the Program Assistant, 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 Saskatoon Public School Division (SPSD) and Greater Saskatoon Catholic Schools (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 half-day of child sexual abuse and presentation training pre-season in order to be eligible to present the show. This year, we also invited new facilitators to view a puppet show presentation from start to finish prior to hosting their first shows. Each new facilitator's initial shows are "shadowed" by either the Program Coordinator or Assistant. In addition to the narration of the puppet show, our program facilitators carry the responsibilities of working with the teacher to introduce the program, managing the presentation, facilitating a large group discussion, communicating any concerns or disclosures of child sexual abuse to the teacher or school counsellor, and communicating with the Program Assistant about any issues, concerns, or disclosures.

During the program delivery season (mid-January to the end of March), our Program Assistant is responsible for providing teachers with lesson plans, booking shows for each Grade 4 classroom in Saskatoon, organizing and inviting classroom teachers to Zoom meetings, scheduling facilitators to deliver each show, supervising the facilitators, and answering questions from teachers, administrators, parents, and school counsellors. 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.

Technology continues to support the efficiency and overall success of this program. We use an online booking system, electronic communication and delivery of the lesson plans, and digital feedback forms. 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 answer 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, whether participation in the program helped achieve personal or professional development goals, and provide any

recommendations they may have for changes to the program. We use this feedback to guide future improvements.

Program Costs

Costs of the program include the wages for core staff, honoraria for our program facilitators, office supplies (including paid Zoom accounts), copying and printing resources, and facilitator appreciation. 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 2022, our funding for "I'm the Boss of Me" came from three core funders. Our partners, the Saskatoon Public School Division (SPSD) and Greater Saskatoon Catholic Schools (GSCS), have continued 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

The following is a breakdown of the primary participants of this program:

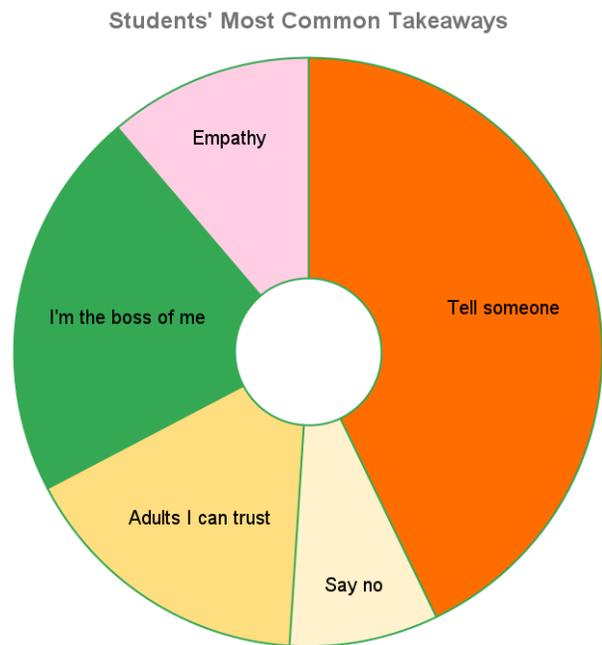
- 143 teachers;
- 46 school counsellors;
- 3,556 grade 4 students; and
- 8 program facilitators (1 returning volunteer, 6 new volunteers, and 1 practicum student).
- In total, 140 volunteer hours were completed (33 of these hours were completed by our practicum student).

Students: The students are our number one priority. Through "I'm the Boss of Me," students learn what abuse is, that abuse 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 the 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.

Student Feedback: 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 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.



“It made me feel courageous. It made me understand that abuse is not okay.”

- Grade 4 Student

“You are the boss of you, I’m the boss of me, if [abuse] happens to me it is not my fault and tell an adult more than 1 time.”

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

Of the 3,556 students that received our show this year, we received feedback from 5 classrooms, totalling 110 students. This provided us with valuable information about how they interpret our

- 100% of respondents shared that they would be happy to host “I’m the Boss of Me” again.
- 72% of respondents had hosted the puppet show in prior years.
- 100% of respondents agreed that the presentation of the puppet show was delivered in a professional and knowledgeable manner.

Feedback specifically on the lesson plans:

- 88.6% of the respondents completed 2 or more of the 5 additional lesson plans in the “I’m the Boss of Me” unit.
- 100% of the respondents agreed or strongly agreed that the lesson plans provided relevant supplementary material.
- 100% of the respondents agreed or strongly agreed that the lesson plans were clearly outlined and easy to follow.
- 100% of the respondents agreed or strongly agreed that the lesson plans enhanced their students’ knowledge about abuse.
- 97.7% of the respondents agreed or strongly agreed that the lesson plans and content within them was easy to present and adapt for their students. The remaining 3.3% (one respondent) neither agreed nor disagreed.
- 88.4% of the respondents agreed or strongly agreed that their students enjoyed the activities included in the lesson plans. The remaining 11.6% neither agreed nor disagreed.
- 97.7% of the respondents felt the lesson plans were age-appropriate. The remaining 3.3% (one respondent) neither agreed nor disagreed.
- 97.7% of the respondents felt the lesson plans met their curricular outcomes. The remaining 3.3% (one respondent) neither agreed nor disagreed.
- 100% of the respondents rated the lesson plans 3 out of 5 or better, with over half of respondents rating the lesson plans 5 out of 5.

Feedback specifically on the supplementary content, and learning outcomes:

- 90% of the respondents felt as though they became more knowledgeable about child sexual abuse. The remaining 10% indicated they were neutral.
- 90% of the respondents feel more familiar with the indicators of child sexual abuse. The remaining 10% were neutral.
- 85% of the respondents feel more comfortable addressing child sexual abuse with their students. The remaining 15% were neutral.
- 90% of the respondents reported understanding how to respond to and report child sexual abuse. The remaining 10% were neutral.
- 95% of the respondents reported that they are aware of the support services that exist for survivors of sexual abuse. The remaining 5% were neutral.

- 100% of the respondents believe that the information presented was relevant to their students.
- 95% of the respondents believe the information presented was appropriate and professional. The remaining 5% were neutral.
- 90% of the respondents feel as though the information provided had an impact on the way they respond to students' concerns in the classroom. 5% were neutral and 5% did not feel they would respond differently to students' concerns as a result of receiving the information.

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 age appropriate 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 cover 3 schools and therefore had many presentations. All of the presenters were wonderful! They did a great job of presenting their information while also balancing the questions and the needs of the specific classes they were working with. They all did a beautiful job of interacting with the students and answering all questions in a factual, age-appropriate manner."

"Each of the presenters were wonderful and engaging. I sat through 7 ITBOM presentations this school year and I think they were all very well received."

- School Counsellors

Of the 46 counsellors who had puppet shows booked at their schools, 20 provided feedback (43.5%) from which we received the following data:

- 100% of the respondents were able to attend the shows booked at their schools.
- 95% of the respondents rated our facilitator's readiness to present 5 out of 5. One respondent indicated 2 out of 5 but provided the following explanation, *"While there seemed to be mixed signals with the intended presenter, the presentation got picked up by another person who did a fantastic job! The quick work to get things up and running was noted and appreciated."*
- 100% of the respondents felt the puppet show was delivered in a professional, knowledgeable fashion.

Program Facilitators: The program facilitators host and narrate our shows, lead group discussions, represent the Saskatoon Sexual Assault & Information Centre, and are the backbone

of our program. These facilitators are most often university students in human service colleges, but can be from any walk of life. In addition to 1 returning volunteer, we welcomed 6 new volunteer facilitators and our Practicum Student who each attended a virtual training in early January, observed a puppet show presentation, and were shadowed by the Program Coordinator or Assistant before presenting their first shows. In addition to learning the script and honing their performing skills, ITBOM facilitators learn the signs of child sexual abuse, how to talk to children about abuse, and how to receive a disclosure in a trauma-informed way. The goal is that facilitators take away skills and information that they find valuable and will assist them in their future endeavours.

“In my opinion the support we received was amazing, whenever there was a technical issue or issue of any other kind Jen and Morgan were always on standby to help through the process whatever that entailed. Knowing we’re so fully supported is a main reason I am comfortable continuing with this program year after year.”

“ITBOM has provided me with the opportunity to strengthen my presentation skills and adapt to situations that may arise in the classroom! It has given me skills that I can take forward for the rest of my life and apply in all aspects of my life. The schools, classes, kids, and staff at the Centre are all so accommodating and supportive!”

- Volunteer Facilitators

Of the 6 program facilitators that provided feedback (75% 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.
- 100% of respondents felt the level of supervision and support was appropriate for them.
- 100% of respondents felt that they became better educated about child sexual abuse and how it is experienced by a child.
- 100% of respondents felt better educated about how to support a child who discloses child sexual abuse.
- 100% of respondents feel more comfortable discussing the impacts and indicators of child sexual abuse.
- 100% of respondents felt they had increased their skills and comfort level in talking with children in a small group setting.

- 100% of respondents said the program met the expectations and goals they had set for themselves.

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 is 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 resources for parents were also highlighted in this letter if parents were looking for further tools to support their children, as well as SSAIC’s information and support services.

Recommendations for Improvement

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

- “I think everything was already done so well! One question to potentially add - which builds off of the question regarding secrets - is to ask what secrets you should keep from the internet. When differentiating between bad secrets, good secrets, and personal information, I found many kids bring up that you shouldn’t share personal information on the internet. Given that internet abuse is mentioned within the definitions, I often built on that students’ answer and asked for examples of things you shouldn’t share on the internet (name, address, pictures, etc.). I also found that almost all classes had discussed this topic more extensively than other types of abuse, which helped kids feel more comfortable answering other questions and engaging with the discussion.” (- *volunteer facilitator*)
- “She had a lovely, warm, and affirming way with the kids. One way to improve: She used some language that was counselling jargon and isn't relatable for Gr 4 students. For instance, she invited students to make space for everyone's feelings and reactions to the content. Gr 4 students are likely to take this language literally, as if it's about respecting others' physical space. It would facilitate students' understanding of the concept if she said something like "let's respect our classmates' thoughts, feelings, and reactions to the puppet show because it's about a difficult topic and everyone might respond differently. Whatever other kids need to do to cope during or after the show is okay, and there are adults - counsellor.” (- *school counsellor*)
- “The message is so important and I think that the curriculum is good. After many years of watching this, I think it would be good to get some input about puppeteering. It's to be more inviting and engaging for the kids.” (- *teacher*)

- “We had one student who was beginning to get into a bit of victim blaming by asking questions such as why didn't they just lock the door, why didn't they just say no or run away or tell someone else and I think that could have been a very teachable moment about victim blaming and how harmful that is to society, others, and of course, the victim.” (- *teacher*)
- “Hopefully next year we can get back to live. The kids always enjoy handling the puppets and having in person discussions after the show.” (- *teacher*)
- “When presenting virtually, if classes could have a good microphone then the presenter could hear student questions and the teacher would not have to relay every question back to the presenter.” (- *teacher*)
- “It was well done considering it had to be done virtually! I wish there was the option to even have 1 ITBOM facilitator present, in person in the room and then just watch the puppet show online.” (- *teacher*)
- “The student workbook could be updated and improved but it is very good. Students no longer sit down to watch TV with commercials but view through YouTube and streaming services. They did not relate at all to the viewing activity where students were to record when they say abuse on TV, this needs a new format.” (- *teacher*)
- “They were all engaging. The students did well at completing each lesson. Some of the handouts are fuzzy (eg. the roadmap one - lesson 4 I believe).” (- *teacher*)

Plans for Next Year

Moving into 2023, 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 for each show. This facilitator will attend each show in person, presenting “I’m the Boss of Me” to the students utilizing the video recording, and 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. Prior to our next ITBOM season in 2023, which we anticipate will be delivered using our new “hybrid” model, we plan to make some minor updates to the puppet show script to ensure the content continues to be relevant and relatable to the audience. Incorporating feedback from stakeholders and our own observations and critique of the program, we intend to re-record the puppet show for use in future shows.
3. A full update and 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 Tammy Shircliff from GSCS and Michelle Bembridge and Tyler Bergen from

SPSD for supporting this program; “ITBOM” 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 or require additional support. They play such a significant role in supporting students and teachers. We would also like to extend a huge thank-you to Jen, our Assistant Coordinator, for her continued dedication to this program. Her passion for this work and patience with the ongoing adaptations was absolutely critical to our success this year. To our Practicum Student, Ashton, who single-handedly delivered a quarter of our shows this year and improved the delivery model, thank-you. Lastly, a special thanks goes out to all of our facilitators – these past two years have presented new challenges that we could not have faced without your skills and dedication to SSAIC.

2022 “I’m the Boss of Me” Program Facilitators & Puppet Show Performers

Ashton Thomas	Marissa Giesbrecht	Saanvi Mital
Ashley Voinorosky	Mitch Rohrke	Tiara Jackle
Heather Seidle	Niv Narayanamoorthy	

Program Assistant: Jennifer Lake

Program Coordinator: Morgan Price

Appendix

Teacher feedback on the presentation of the show and program in general (quotes have only been edited for spelling errors):

- “The presentation was very well done.”
- “The facilitator did a great job presenting and kept the students engaged.”
- “Awesome presentation! Thanks.”
- “The presentation was very effective, even in a virtual format.”
- “Very clear and thorough explanations.”
- “None, Jen was awesome!”
- “The show was presented in a very age-appropriate, digestible way for the students. It breaks down the difficult discussion topics and allows the students to understand the importance of recognizing and communicating about abuse.”
- “This is a great presentation. I love the virtual version as I think they do a great job of interacting with the students...you just don't get the small group conversations after the puppet show.”
- “She did great! She asked students if they had any questions after!”
- “Great experience.”
- “Well done.”
- “She was professional and did a great job!”
- “She did a great job of listening to students to understand them over Zoom even when they were far from the microphone.”
- “This was a great presentation. I would love to have it in person in the future!”
- “Our presenter was excellent.”
- “Our volunteer was excellent! Can't wait for the program to come back into the school instead of through a Zoom!”
- “They did a great job! Super engaging.”
- “It was very good. It always is. Unfortunately we had an abrupt ending because of a fire alarm!”
- “The facilitator did a wonderful job presenting the material.”
- “It was well done as always.”
- “She was great! Interactive and answered all questions well.”
- “Very good.”
- “The show was virtual, so difficult for the presenter to check in but I was aware from previous presentations what to do in the event of disclosure, etc.”
- “Obviously live is much preferred but thanks for keeping the program going virtually.”
- “I hope the puppet show can come back into the schools again next year (although I am very glad that the virtual presentation is an option for during Covid).”

- “I think you have done a great job putting together a show with the Covid challenges in place.”
- “I think it is always done professionally and sensitively.”
- “Very good adaptation to online.”
- “My kids always love the snowball portion [of the lesson plans].”

Suggestions for improvement:

- “The student workbook could be updated and improved but it is very good. Students no longer sit down to watch TV with commercials but view through YouTube and streaming services. They did not relate at all to the viewing activity where students were to record when they say abuse on TV, this needs a new format.”
- “When presenting virtually, if classes could have a good microphone then the presenter could hear student questions and the teacher would not have to relay every question back to the presenter.”
- “They were all engaging. The students did well at completing each lesson. Some of the handouts are fuzzy (eg. the roadmap one - lesson 4 I believe).”
- “It was well done considering it had to be done virtually! I wish there was the option to even have 1 ITBOM facilitator present, in person in the room and then just watch the puppet show online.”
- “She was very patient and understanding of our technological issues. We had one student who was beginning to get into a bit of victim blaming by asking questions such as why didn't they just lock the door, why didn't they just say no or run away or tell someone else and I think that could have been a very teachable moment about victim blaming and how harmful that is to society, others, and of course, the victim.”

Counsellor feedback on the show in general:

- “While there seemed to be mixed signals with the intended presenter the presentation got picked up by another person who did a fantastic job! The quick work to get things up and running was noted and appreciated.”
- “Did a great job.”
- “I went to 4 shows and all facilitators were great!”
- “I cover three schools and therefore had many presentations. All of the presenters were wonderful! They did a great job of presenting their information while also balancing the questions and the needs of the specific classes they were working with. They all did a beautiful job of interacting with the students and answering all questions in a factual, age-appropriate manner.”

- “The narrators are always so well prepared, calm, and work their best to engage the students. I appreciate how patient they all were as the students made their way to the laptop computer to share their answers.”
- “Both Jen and Morgan were fantastic! Excellent work.”
- “We had the same facilitator in both [my schools] and she was AMAZING. She kept the kiddos super engaged and answered all of the questions thoroughly! Both teachers loved the presentations and we will look at rebooking for next year.”
- “She had a lovely warm and affirming way with the kids. One way to improve: She used some language that was counselling jargon and isn't relatable for Gr 4 students. For instance, she invited students to make space for everyone's feelings and reactions to the content. Gr 4 students are likely to take this language literally, as if it's about respecting others' physical space. It would facilitate students understanding of the concept if she said something like ‘let's respect our classmates' thoughts, feelings, and reactions to the puppet show because it's about a difficult topic and everyone might respond differently. Whatever other kids need to do to cope during or after the show is okay, and there are adults here to support anyone who has strong feelings or gets uncomfortable during the presentation’.”
- “The presenters did a good job fielding some of the difficult questions from students.”
- “Each of the presenters were wonderful and engaging. I sat through 7 ITBOM presentations this school year and I think they were all very well received.”
- “Volunteers facilitate these shows? That's a really big volunteering job. I sat in with a few different presenters - can't remember their names. Some were more visibly more comfortable than others. Some knew their information (and were reading less) than others. But overall, a great presentation!”
- “The facilitator was excellent. Although, the presentation was not conducted ‘in person’ with Covid protocols still in place, the facilitator did an excellent job of interacting with the students. She was an excellent narrator and she was great at inviting students' input and providing answers to their questions. EXCELLENT!!!!”
- “Hoping to see you in person next year:) Very well done, thank you for being flexible and continuing with the show, despite the pandemic. Thank you.”
- “A wonderful resource for staff and students to promote the safety and well being of our kiddos! It is invaluable to have this presentation to help children learn about boundaries and how to seek help if they need it!”
- “I really look forward to the in-person sessions. There is a nuance that emerges when the puppeteers are able to sit with the students in the small groups. I find the dialogue to be much richer in the smaller, in person setting.”
- “School teams are so grateful. The support you provide removing the shame and bringing awareness to the sensitive topic of abuse is so appreciated.”

- “I was really nervous about having it online, however, the way it was set up was amazing and flowed so easily!!”
- “I really appreciate you presenting this content in a way that was engaging for the kids and anticipated and answered so many of the questions they might have about the topic but not feel comfortable articulating. It really gave voice to the experience of kids who are wondering if anyone else has a story like theirs and how to share it with someone to get help!”
- “The message is so important and I think that the curriculum is good. After many years of watching this I think it would be good to get some input about puppeteering. Its to be more inviting and engaging for the kids.”
- “I actually really like it being online. I think it has just as much impact as the in person puppet shows.”
- “I’ve only seen virtual presentations of the puppet show. I’m sure in person would be awesome! Hopefully next year it will at least be an option!”
- “I found the presentation stimulated a lot of discussion with the students. Their comments and questions illustrated the positive impact their experiences from the lesson plans and presentation had on their learning of abuse and, in particular sexual abuse. I will be advising other counsellors and teachers of this age group to participate in ITBOM if it is available next year. Thank you for your work and support in making this program available to students!!!”
- “The package did not include any info that was new to me, but it was thorough and would be a great resource for counsellors who don't have a lot of knowledge or experience around supporting kids who have experienced abuse.”

Feedback from our program facilitators:

- “The recruitment process was both welcoming and efficient!”
- “I initially heard about the program through my sister who was previously on the board. I also saw an add on Instagram which prompted me to apply.”
- “The program and the recruitment process has changed a lot since I was initially introduced. In my opinion for the better, but because I have been involved with the program for so long I no longer really know their new recruitment process.”
- “I appreciated how you took the time to do a training session with everyone, an individual walk through, and then a narration example presentation as well.”
- “After going through training, I felt completely prepared to deliver the program successfully!”
- “I appreciated the small group size [in training].”
- “I really appreciate the training process and having a full handbook that lays everything out. I often refer to it even outside of the program dynamics there is a lot of useful

information. Morgan and Jen have done an amazing job at not sending us out before we feel ready.”

- “Well organized.”
- “The booking process was as efficient as it could be when trying to accommodate a larger group of people with different schedules!”
- “Jen is very efficient and great to work with.”
- “Having roughly a week to organize my schedule was a huge help, also, Jen and Morgan did an amazing job as far as support went. I always felt like I was kept in the loop.”
- “Always felt supported.”
- “I felt supported and encouraged throughout the entirety of the program!”
- “When I needed support both Jen and Morgan were available and provided appropriate guidance and feedback.”
- “In my opinion the support we received was amazing, whenever there was a technical issue or issue of any other kind Jen and Morgan were always on standby to help through the process whatever that entailed. Knowing we’re so fully supported is a main reason I am comfortable continuing with this program year after year.”
- “It took me a year or two before I became confidently comfortable with all of the above. By providing an open channel for discussion and support, which I feel Jen and Morgan have done, that really aided in building my confidence and gave me the ability to be more in tune to specifics during discussions with the children.”
- “Thankful to be a part.”
- “Thank you for such a wonderful opportunity to be a part of this program. I learned a lot about myself and some things from the kids and teachers as well!”
- “I am very impressed with all aspects of the program currently, I look forward to any adaptations that may be made for the future.”
- “Everything was really awesome! I think that training could be improved by seeing a show in practice in the classroom to build confidence in the presenters.”
- “I think everything was already done so well! One question to potentially add - which builds off of the question regarding secrets - is to ask what secrets you should keep from the internet. When differentiating between bad secrets, good secrets, and personal information, I found many kids bring up that you shouldn’t share personal information on the internet. Given that internet abuse is mentioned within the definitions, I often built on that students’ answer and asked for examples of things you shouldn’t share on the internet (name, address, pictures, etc.). I also found that almost all classes had discussed this topic more extensively than other types of abuse, which helped kids feel more comfortable answering other questions and engaging with the discussion.”
- “I do really appreciate the way the show was adapted due to Covid, I would love to actually get back into the classrooms as I do feel it is more affective. However, having the option to continue to do shows via correspondence as well I think would enable us to

reach a broader scope. Overall I am consistently impressed with how the program plays out.”

- “Being a part of a program such as this does give me a sense of hope for the younger generations.”
- “ITBOM has provided me with the opportunity to strengthen my presentation skills and adapt to situations that may arise in the classroom! It has given me skills that I can take forward for the rest of my life and apply in all aspects of my life. The schools, classes, kids, and staff at the Centre are all so accommodating and supportive!”
- “I loved being a facilitator with the I’m the Boss of Me program. I found it was an amazing way to contribute to the safety of society while also engaging with kids and feel as though you are making a difference in their lives. It never failed to amaze me at how emotionally intelligent and insightful these kids are. Hearing young kids speak so clearly and kindly about boundaries, consent, and respect was incredibly inspiring. My favourite moment from being a facilitator was a student making an incredibly profound analogy on how being the boss of a business is extremely similar to being the boss of you! This student went on to explain how the boss of a business has the final say in what happens within a company and must use these decisions to keep his employees happy and their business successful, just as you are the boss of your body and must make decisions to make you happy and safe. I am so grateful to have had this opportunity to be a facilitator for this incredible program.”
- “Facilitating I’m the Boss of me was a very rewarding experience. I was very moved by how open and engaging kids were during the interactive parts of the puppet show. It is very hopeful to see this generation growing up to be well informed and well supported when it comes to sexual violence and other formerly ‘taboo’ topics. I am very grateful to having played a small part in the ever improving and evolving future of how we talk about, think about and treat sexual violence.”
- “I have been doing these shows for four? or five? years now and I am still amazed by the questions the children come up with. I really appreciate having the discussion portion at the end of each puppet show and being able to reiterate that it is a safe space and it’s okay if the child is not okay asking a question right then and there but that they have continuous support on a ongoing basis if something ever does arise. I also work at a rink and the kids will often run up to me and tell me how much they enjoyed the show years after I have presented them. I think these shows and presentations are so important because they teach a lot more than just how to get help when someone’s being abused. Which is huge, but also caters to hopefully a narrow scope of children. They teach these children they have a voice and that what they say matters. I always like to remind the children at the end of each show that it’s okay to have big feelings and emotions especially towards what they’ve just experienced with the show and it is important to express those feelings and talk about them.”