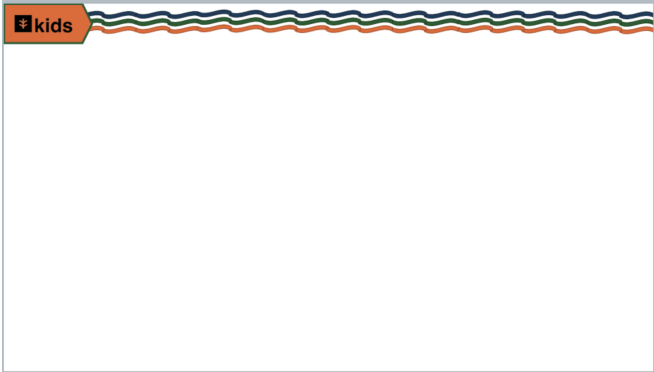# Module Title: Branches Orientation Training

Target Audience: Branches Church members that can range from 18+ who have a desire to work with kids.

Learning Objectives:

1. Indicate each component in the volunteer commitment.
2. Understand the rules and respond appropriately.
3. Identify how to schedule and change shifts.
4. Recognize what to do in an emergency.

Total Seat Time: 30 minutes

Notes for Reviewers: Please focus on the <u>accuracy</u> and <u>completeness</u> of the content during this review cycle. "Page breaks" for the online course will be adjusted after the content is edited. Please use the comments feature to add notes to sections that need change.

Learning Level: Knowledge

Outline of Course:

- Welcome
- Navigation
- Learning Objectives
- Roles
- Purpose
- Commitment
- Rules
- Knowledge Check
- Scheduling -1
- Scheduling -2
- Emergencies (Fire, Earthquake, Hostile Parent or Intruder, Lockdown, Shooter)
- Assessment
- Summary
- Congratulations

Font:

Arial Rounded MT Bold (body; headings)

Arial Black (text boxes)

Avatar "Emily": (audio files are provided)

Module Resources/References:

https://www.branceshb.com/kids

Slide dimensions are 16:9 ratio with slide size (1280:720)

Color Palette:

Custom Borders, Title, and Logos

All slides will have a custom top border using a custom color palette with a logo in the top left corner.

All slides will have a custom header with an icon that relates to the topic that is set just below the border.

Use Modern Player in Storyline.

Menu is "free" and seekbar is visible and controllable for learner on all slides and layers

Text in [brackets] should not appear on the slide or be recorded in voiceover (VO)

Slide numbers with letters (ex. 1.8a) indicate layers for corresponding slide numbers.

Player Next or Previous buttons will be used throughout (no custom buttons) and Next button will be restricted from learner when appropriate.

Slide [1.1] Menu Title: Welcome

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Slide title is left aligned. Picture of a person teaching children in a casual non classroom setting with soft corners. Custom Next button and Skip Navigation button are located in the bottom right corner.	[Slide Title] **Branches Children Ministry Orientation** [#1] [Buttons] Next [#3] Skip Navigation [#3]	Welcome to the Branches children's ministry orientation. We want to say thank you for deciding to commit to serving our Branches Church kids community. Click the Next button to go to the Navigation slide. [#2] Click the Skip Navigation button to go directly to the course. [#3]	[#1] flys in from the bottom. [#2] and [#3] appear with VO. Once the timeline ends, the Next button and Skip Navigation button is enabled.

Slide [1.2] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Player shows the Menu on the left. Directions are underneath the border and above image. Oval picture of kids playing with a parachute is centered in the middle of the slide with soft corners. There are 8 blue markers in the shape of thumbtacks with arrows pointing to each callout. Arrows are orange with green borders.	[Slide Title] **Navigation** [Directions] Click on the 8 pins to learn more about how to navigate the course. [Callouts] * Next * Replay * Previous * Seekbar * Accessibility * Menu * Volume * Resources	Click on the 8 pins to learn more about how to navigate the course.	Learner clicks on each marker to reveal text with narration. Markers have hover and visited states. Once all markers are in their visited state Next button is enabled.

Slide [1.2a] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	The Next button will take you to the next slide.	Same as the base slide.

Slide [1.2b] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	The Previous button will allow you to go back a slide.	Same as the base slide.

Slide [1.2c] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	Accessibility options are located here.	Same as the base slide.

Slide [1.2d] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	You can adjust the volume here.	Same as the base slide.

Slide [1.2e] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	The seek bar allows you to move forward or backward on a slide.	Same as the base slide.

Slide [1.2f] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	Menu is a list of all the slides contained in the course.	Same as the base slide.

Slide [1.2g] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	Resources will show a link to the Branches Church website where you can find more resources.	Same as the base slide.

Slide [1.2h] Menu Title: Navigation

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.	Same as the base slide.	The replay button allows you to hear a slide again.	Same as the base slide.

Slide [1.3] Menu Title: Objectives

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. ✅ The slide begins with the avatar Emily facing toward the learner talking. Emily turns toward the text	[Slide Title] **Objectives of Training** [Emily Callout-1] Hi I'm Emily. Today you are going to learn all the components of being a Branches children volunteer. [#1] [Emily Callout-1]	Hi I'm Emily. Today you are going to learn all the components of being a Branches children volunteer. [#1] By the end of this course you will be able to [#2]	[#1] and [#2] fades in and out with VO. [#3] - [#6] fades in with VO. Emily turns toward the text when her callouts finish. Once the timeline ends Next button is enabled.

when objectives start fading in. Text appears in white rectangle with an orange rectangle behind it.	By the end of this course you will be able to [#2] 1. Indicate each component in the volunteer commitment. [#3] 2. Understand the rules and respond appropriately. [#4] 3. Identify how to schedule and change shifts. [#5] 4. Recognize what to do in an emergency. [#6]	You will be able to explain what is involved in the volunteer commitment. [#3] You will be able to implement rules correctly. [#4] You will be able to schedule or change a shift if necessary using the online system. [#5] You will know exactly what to do in an emergency situation. [#6]	

Slide [1.23] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the slide title. The slide begins with Emily on the left side of the slide facing toward the learner talking. There are 7 orange ovals at the bottom of the screen, each with an icon in them. ● Oval #1 - Person with open arms ● Oval #2 - Person on podium with arm raised speaking. ● Oval #3 - 3 balls (soccer,	[Slide Title] **Volunteer Roles** [Directions] Click on each circle to learn about the volunteer roles. [Emily Callout] In the kids' ministry there are many roles that you can volunteer for. Let's learn about each one by clicking each icon. [#1]	In the kids' ministry there are many roles that you can volunteer for. Let's learn about each one by clicking each icon. [#1]	Learner clicks on each circle to reveal each layer. Circles have hover and visited states. [#1] fades out with VO. Next button is disabled until all states are visited and will take the learner to slide 1.24. Previous button is active and will take the learner to slide 1.3.

footbal, basketball) • Oval #4 - Female restroom icon • Oval #5 - Crayon • Oval #6 - Police officer • Oval #7 - Person with microphone singing	

Slide [1.23a] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her arms crossed. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a person teaching children in a non classroom format.	[Subtitle] **Room Leader** • Keeps things running on time. • Runs components like reading the Bible story. • Prepares snack. • Assists other volunteers. [#1]	The room leader keeps things running on time throughout the service. Runs any components like reading the Bible story. Prepares the snack and assists other volunteers in whatever they need. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts. Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23b] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is on the left side of the slide	[Subtitle] **Game Leader**	The game leader prepares and leads all kids in a game during the service. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts.

looking at the text talking with her arms open. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a coach holding a basketball.	● Prepares and leads all kids in a game. [#1]		Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23c] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her arms crossed. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a female helping a child color.	[Subtitle] **Room Volunteer** ● Not assigned to any particular task. ● Assist the room leader when needed. [#1]	The room volunteers are not assigned to any particular task. They assist the room leader when needed. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts. Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23d] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her	[Subtitle] **Worship Leader**	The worship leader leads kids in worship songs for both services (8:30am and 10:30am). [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts.

arms open. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a female pointing upward with one hand with a microphone in the other. She appears to be singing.	● Leads kids in worship songs for both services. [#1]		Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23e] Menu Title: Roles			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her arms crossed. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a male in an officer uniform talking on a walkie talkie.	[Subtitle] **Security Team** ● Monitors kids area. ● Makes sure kids are getting where they are supposed to be. ● Keeps people out of areas they should not be. [#1]	The security team monitors the kids area. Makes sure kids are getting where they need to be. Keeping people out of rooms that they should not be in during the service. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts. Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23f] Menu Title: Roles			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**

Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her arms open. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of a female holding her arms open like for a hug.	[Subtitle] **Welcome Team** ● Welcomes all families. ● Helps families get their kids signed in. [#1]	The welcome team welcomes all families and helps families get their kids signed in. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts. Oval changes to visited state once the learner clicks that button. Learners have the choice of other icons to get to other layers.

Slide [1.23g] Menu Title: Roles

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is on the left side of the slide looking at the text talking with her arms crossed. Text is to the right of Emily and contained in a white rectangle. The white rectangle is contained in a larger green rectangle with soft edges. To the right of the white rectangle is a circular picture of kids coloring.	[Subtitle] **Craft Leader** ● Prepares and runs craft. [#1]	The craft leader prepares and runs the craft for the kids during the service. [#1]	[#1] has random bars animation by paragraph that begins when the timeline starts. Oval changes to visited state once the learner clicks that button. Once all ovals are in visited state the Next button is enabled.

Slide [1.24] Menu Title: Purpose

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

There is no header for this slide since the accordion takes up most of the slide.
 	
The closed accordion will show on the screen to start and has the following visual display:
 	
Four vertical tabs that are aligned to the right of the slide, display the tab titles and take up about ⅓ -¼ of the accordion area.
   ● Tab #1 - Orange with the title Nursery to Kindergarten
   ● Tab #2 - Green with the title Elementary
   ● Tab #3 - Yellow with the title 4th-6th
   ● Tab #4 - Blue with the title Youth
To the left of the tabs is a rectangle that is playing a video of bubbles. Emily is left aligned in the rectangle and her text appears in a callout. The slide begins with Emily facing toward the learner talking.
 	
Once her audio is complete, the video stops and the subtitle appears with subtext.
 	
The text is contained in a blue rectangle with a white rectangle in the middle with an orange border.
 	
When the learner clicks on each tab, the accordion will slide open to display the information for that tab.
	[Tabs]
	Nursery to Kindergarten
	Elementary
	4th-6th
	Youth
	
	[Emily Callout]
	You will now learn the purpose of Branches Children Ministry and what each grade level focuses on.
	
	[Subtitle and text are shown on closed accordion]
	Branches Kids Ministry
	[#1]
	provides a safe place for parents, children and volunteer leaders to: [#2]
	  1. Hear God's voice.
	  2. Follow His spirit.
	  3. Love your neighbor.
	  4. Find your place in His big story. [#3]
		You will now learn the purpose of Branches Children Ministry and what each grade level focuses on.
		
		Branches Kids Ministry [#1] provides a safe place for parents, children and volunteer leaders to: [#2] Hear God's voice. Follow His spirit. Love your neighbor. Find your place in His big story. [#3]
			During the first part of the narration, a stock video of bubbles will play inside the area that is the "cover" of the closed accordion with Emily inside the video area..
			
			Emily and her callout disappear right before the timeline ends as to not appear on the layers.
			
			When the VO reaches, "..each grade level focuses on…" the video will fade out.
			[#1] - [#3] will appear with VO.
			
			The learner will be able to click on the tabs, which will open the accordion along a motion path and show the corresponding slide layer.
			
			To get to the next slide the learner will click on the tabs.

Slide [1.24a] Menu Title: Purpose

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of a cross that is at 40% transparency placed to the far left of the screen up against the tab. At the bottom of the cross picture is a picture of a baby sleeping. This picture has soft edges to give the effect of blending into the cross picture. Subtitle is in a white rectangle box with a green border. Text is in a second white rectangle box with a green border	[Subtitle] **Nursery to Kindergarten** [#1] The nursery to kindergarten teaching focuses on: ● God made me ● God loves me ● Jesus wants to be my friend [#2]	The nursery to kindergarten teaching focuses on: How God made me. How God loves me and how Jesus wants to be my friend forever. [#2]	[#1] - [#2] fade in by paragraph when the timeline starts. Learner will click on a new tab.

Slide [1.24b] Menu Title: Purpose

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of a cross that is at 40% transparency placed to the far left of the screen up against the tab. At the bottom of the cross picture is a picture of two kids that are elementary age that are making funny faces. This picture has soft edges to give the effect of blending into the cross picture. Subtitle is in a white rectangle box with a yellow border. Text is in a second white rectangle box with a yellow border	[Subtitle] **Elementary Grades** [#1] The teaching for the elementary grades focuses on: ● Trust God ● Treat others how I want to be treated. ● Make wise choices. [#2]	The teaching for the elementary grades focuses on: How I can trust God no matter what happens. How I can treat others how I want to be treated. How I can make wise choices. [#2]	[#1] - [#2] fade in by paragraph when the timeline starts. Learner will click on a new tab.

Slide [1.24c] Menu Title: Purpose

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of a cross that is at 40% transparency placed to the far left of the screen up against the tab.	[Subtitle] **4th - 6th Grades** [#1]	The teaching for the 4th through 6th grades focuses on: Love God	[#1] - [#2] fade in by paragraph when the timeline starts.

At the bottom of the cross picture is a picture of a girl about the age of a 6th grader with paint all over her hands and face. This picture has soft edges to give the effect of blending into the cross picture. Subtitle is in a white rectangle box with a blue border. Text is in a second white rectangle box with a blue border	The teaching for the 4th through 6th grades focuses on: ● Love God. ● Love life and others. [#2]	with all your heart. Love life and others around you. [#2]	Learner will click on a new tab.

Slide [1.24d] Menu Title: Purpose

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Photograph of a cross that is at 40% transparency placed to the far left of the screen up against the tab. At the bottom of the cross picture is a picture of a high school girl praying in the midst of other high school age kids praying. This picture has soft edges to give the effect of blending into the cross picture. Subtitle is in a white rectangle box with an orange border. Text is in a second white rectangle box with an orange border	[Subtitle] **Middle and High School** [#1] The middle and high school grades learn to: ● Exemplify Christ. ● Read the bible and pray everyday. [#2]	The middle and high school grades learn to: Exemplify Christ in all that you do. Form Godly practices like reading the bible and praying everyday. [#2]	[#1] - [#2] fade in by paragraph when the timeline starts. Once all tabs are in their visited state Next button is enabled.

Slide [1.25] Menu Title: Commitment

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. The slide has 4 rectangle pictures at the top	[Slide Title] **Team Commitment** [Directions] Click on each picture to learn about the volunteer commitment.	Now it is time to think about the commitment required for volunteering. There are a few requirements to becoming a volunteer.	Learner clicks on each picture to reveal information. Pictures have visited states. Emily and [#1] and [#2] disappears right before the

| but under the directions and header. The pictures are in a horizontal line.

● Picture #1 - Calendar which represents the amount of time in the volunteer commitment.
● Picture #2 - Doward view of 3 people toasting their coffee cups together. Picture represents being responsive to scheduling requests so your team is complete.
● Picture #3 - A person looking at their watch, which represents being on time.
● Picture #4 - A person signing a document, representing the documentation needed for the volunteer commitment.

The slide begins with the avatar Emily facing toward the learner in a thinking expression and her text appears in a callout. | [Emily Callout]
Now it is time to think about the commitment required for volunteering. There are a few requirements to becoming a volunteer. [#1]

Click each picture to learn about the commitment requirements. [#2] | Click each picture to learn about the commitment requirements. | timeline ends as to not appear on the layers. |

Slide [1.25a] Menu Title: Commitment

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through but no avatar. Arrow points from the picture to the text.	● Volunteers serve for one year. ● Step down or recommit. [#1]	Volunteers serve for one year, from September to September. At the end of the year volunteers have the opportunity to step down or recommit for another year. [#1]	Picture changes to visited states. [#1] swivel animation and begins when the timeline starts. Learner clicks on another picture to get to the next layer.

Slide [1.25b] Menu Title: Commitment

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Same as the base slide but no avatar. Arrow points from the picture to the text.	● Respond to every scheduling request. ● Can be done through text or email. [#1]	Team members need to respond to every scheduling request so your team knows if you will be there. This can be done through text or email. [#1]	Picture changes to visited states. [#1] swivel animation and begins when the timeline starts. Learner clicks on another picture to get to the next layer.

Slide [1.25c] Menu Title: Commitment

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide but no avatar. Arrow points from the picture to the text.	● Arrive on time. ● 8:30 am service volunteers will set up ● 10:30 am service volunteers will tear down. [#1]	Team members need to arrive on time. Volunteers for the 8:30 am service will set up the room and volunteers for the 10:30 service will put items away. [#1]	Picture changes to visited states. [#1] swivel animation and begins when the timeline starts. Learner clicks on another picture to get to the next layer.

Slide [1.25d] Menu Title: Commitment

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide but no avatar. Arrow points from the picture to the text.	● Complete a volunteer application. ● Clear a background check ● Sign and uphold the Branches Leadership Guidelines. [#1]	The documentation required is to complete a volunteer application, clear a background check, sign and uphold the Branches Leadership Guidelines. [#1]	Picture changes to visited states. [#1] swivel animation and begins when the timeline starts. Once all pictures are in their visited state Next button is enabled.

Slide [1.4] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Visual / Display	Slide Text	Narration / Voiceover	Animation / Interaction
Header contains the slide title with an icon inside a box. The icon relates to the topic. The slide has a donut icon that takes up most of the slide. The donut has six pieces of different colors that are separated. There is an opening in the middle for pictures to appear and where the directions are located. Each pie has an icon in the middle: ● Red - restroom icon ● Orange - talking icon ● Yellow - finger touch icon ● Green - papers icon ● Blue - holding phone icon ● Purple - dress icon The slide begins with Emily facing toward the learner talking and her text appears in callouts.	[Slide Title] **Rules** [Directions] Click on each picture to learn about the volunteer commitment. [Emily Callout] Now it is time to think about the commitment required for volunteering. There are a few requirements to becoming a volunteer. Click each picture to learn about the commitment requirements.	Now you will learn about the rules that must be followed in order to be a good role model for the children. Click each icon.	Learner clicks on each piece of the donut to reveal each rule. Pieces have visited states. Emily the avatar and callout disappears right before the timeline ends as to not appear on the layers.

Slide [1.4a] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer showing through but no avatar. All layers will be set up the same. As the learner clicks on each piece of the donut a	Women only change diapers or take kids to the bathroom. Take	Only background check women can change diapers or take kids to the bathroom (in kids hallways only).	Once the learner clicks the donut slice: ● Visited state shows ● Picture in the middle

rule will pop up with a picture pertaining to the rule in the middle of the donut. A white rectangle with a green border contains the text. A line connects the rectangle to the piece of donut that was clicked. In the middle of the donut, a circular picture shows kids using the restroom washing their hands.	another volunteer if possible. [#1]	We recommend taking another volunteer if possible. [#1]	pops up ● Text in rectangle with attaching it to the slice clicked shows. [#1] fades in when the timeline starts.

Slide [1.4b] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the layer before. In the middle of the donut, a circular picture shows a woman holding her hand up in a stop position with a stern look on her face.	Never use language that is inappropriate. [#1]	You must never use language or talk in a manner that is inappropriate for children or dishonoring to God. [#1]	Same as the layer before.

Slide [1.4c] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the layer before. In the middle of the donut, a circular picture shows a woman holding a child on her lap looking at a phone.	Keep children off your lap or body. Help other volunteers to do the same. [#1]	Try to keep children from climbing on your lap or body. Help other volunteers to do the same. [#1]	Same as the layer before.

Slide [1.4d] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the layer before. In the middle of the donut, a circular picture shows a girl about 7 years old curled up on the couch looking sad.	Inform a staff member immediately of any child abuse before the child is released to their parent. [#1]	If you learn of any child abuse or mistreatment from any of the children in your care, please inform a staff member immediately before the child is released to their parent. [#1]	Same as the layer before.

Slide [1.4e] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the layer before. In the middle of the donut, a circular picture shows a picture of kids on a phone screen. The phone is in the forefront showing the kids on the screen and the kids are in the background smiling for the camera.	No posting pictures of kids' faces on social media. [#1]	Do not post any pictures of kids' faces on any social media account. You must get staff approval first. [#1]	Same as the layer before.

Slide [1.4f] Menu Title: Basic Rules

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the layer before. In the middle of the donut, a circular picture shows a man dressed in a button up shirt and nice jacket but on the bottom half of him he is in his boxers and crocs. He has a laptop in his lap and he appears to be talking with someone on the computer.	Dress appropriately and comfortably. [#1]	Dress appropriately and comfortably. Keep in mind you're playing with kids. [#1]	Same as the layer before.

Slide [1.20] Menu Title: Knowledge Check

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. Emily is facing the learner and talking and her text appears in callouts. The multiple choice question is in the middle of the slide and answers are centered below the question. The 3 answers have boxes that the learner can click. Box #1 is orange, box #2 is yellow, and box #3 is blue. Each box has the answer to the right of it.	[Slide Title] **Knowledge Check** [Directions] Answer the question below by clicking the box that has the correct answer. [Emily Callout] Let's check your understanding. Click the best answer to the question. [#1] [Question] What should you do if a child needs to use the restroom immediately during the bible story? [Answer #1 - WRONG] Take all the children to the restroom with all the volunteers. [Answer #3 - WRONG] Make the child wait until the bible story is over. It is best not to cause an interruption in the teaching. [Answer #3 - CORRECT] Take the child if you are a female that has a cleared background check and another volunteer if possible.	Let's check your understanding. Click the best answer to the question. [#1] What should you do if a child needs to use the restroom immediately during the bible story?	When the slide immediately begins, Emily has a spin animation. [#1] disappears once audio is complete. Boxes have hover and visited states. Next is restricted and enabled when learner clicks the correct answer.

Slide [1.20a] Menu Title: Knowledge Check

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide. This is an incorrect layer. Feedback is given below the answer in red.	Same as the base slide [Emily Callout] Not quite. This would cause an unnecessary interruption in the bible teaching. Please try again. [#1] [Feedback] This is not correct. This would cause an interruption in the bible teaching.	Not quite. This would cause an unnecessary interruption in the bible teaching. Please try again. [#1]	[#1] appears Box changes to visited state.

Slide [1.20b] Menu Title: Knowledge Check

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide. This is an incorrect layer. Feedback is given below the answer in red.	Same as the base slide [Emily Callout] Not quite. You should never make a child wait to use the restroom. Please try again. [#1] [Feedback] This is not correct. You should never make a child wait to use the restroom.	Not quite. You should never make a child wait to use the restroom. Please try again. [#1]	[#1] appears Box changes to visited state.

Slide [1.20c] Menu Title: Knowledge Check			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Same as the base slide. This is the correct layer. Feedback is given below the answer in red.	Same as the base slide [Emily Callout] Great job. Now you will learn all about how scheduling shifts occur. [#1] [Feedback] Yes you got it correct.	Great job! Now you will learn all about how scheduling shifts occur. [#1]	[#1] appears Box changes to visited state. Next button is enabled

Slide [1.21] Menu Title: Scheduling-1			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. No avatar on the scheduling slides. There are 2 green boxes with curved edges that are side by side and take up most of the slide. The first rectangle has the title Planning Center App at the top of the rectangle and a picture of the Planning Online App that you would download from an app store below the title. The second rectangle has the title Scheduling and has a picture of an email sent to a person named Aaron. At the bottom of the email are two buttons. They say, " Block Out Dates" and "I Have No Blockouts." Picture is below the title.	[Slide Title] **Scheduling** [Directions] Select each card to learn about the scheduling process.	Select each card to learn about the scheduling process.	When the learner clicks the rectangle the animation is a swivel and reveals text. Next button is disabled.

Slide [1.21a] Menu Title: Scheduling-1

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide. The first box, when flipped will reveal text.	Same as the base slide. **Planning Center App** ● Planning Online Center (PCO) system is used for scheduling purposes. ● Download the app using your smartphone. [#1]	Select each card to learn about the scheduling process. All volunteers use the Planning Center Online system for scheduling purposes. Volunteers must download the app using your smartphone. [#1]	When the learner clicks the other rectangle the animation is a swivel and reveals text. [#1] appear when the timeline starts.

Slide [1.21b] Menu Title: Scheduling-1

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide. When the second box is selected and flipped, text will be revealed. Both the first and second box show the text.	Same as the base slide. **Scheduling** ● Team members are scheduled 2 months at a time. ● Update your calendar with blockout dates. [#1]	Select each card to learn about the scheduling process. Team members are scheduled two months at a time. It is your responsibility to update your calendar with any dates that you do not wish to be scheduled on. [#1]	[#1] appear when the timeline starts. Next button is enabled at the end of the timeline on this layer.

Slide [1.22] Menu Title: Scheduling-2

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic.	[Slide Title] **Scheduling** [Directions]	Select each card to learn about the scheduling process.	When the learner clicks the rectangle the animation is a swivel and reveals text. Next button is disabled.

Directions are to the right of the header.

No avatar on the scheduling slides.

There are 2 green boxes with curved edges that are side by side and take up most of the slide.

The first rectangle has the title of Accept or Decline and a picture of a scheduling request with two buttons at the bottom. The buttons say, "Accept" and "Decline." Picture is below the title.

The second rectangle has the title of Scheduling Change and a picture of a gumby looking character that looks worried because plans have changed and now can't make his shift. Picture is below the title. | Select each card to learn about the scheduling process. | | |

Slide [1.22a] Menu Title: Scheduling-2

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide.

The first box, when flipped will reveal text. | Same as the base slide.

Accept or Decline
- Accept or decline the email request.
- Respond to PCO requests promptly. [#1] | Select each card to learn about the scheduling process.

Once you receive the schedule request email, accept or decline the request. Please respond to PCO requests promptly, so your team has enough help on the date you are scheduled. [#1] | When the learner clicks the other rectangle the animation is a swivel and reveals text.

[#1] appear when the timeline starts. |

Slide [1.22b] Menu Title: Scheduling-2

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as the base slide. When the second box is selected and flipped, text will be revealed. Both the first and second box show the text	Same as the base slide. **Scheduling Change** ● Your responsibility to find a replacement for your shift. ● List of team members is provided in the PCO. ● Emergency or sickness, text or call Baylie and Emily. 　○ Baylie - (760) 881-976 　○ Emily - (714) 356-8454 [#1]	Select each card to learn about the scheduling process. If your plans change and you are no longer able to make your shift then it is your responsibility to find a replacement for your shift. A list of team members is provided in the PCO. In an emergency or sickness, please text or call both Baylie and Emily. [#1]	[#1] appear when the timeline starts. Next button is enabled at the end of the timeline on this layer.

Slide [1.5] Menu Title: Emergencies

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. This slide is the base slide for a branching scenario. There are five pictures in a circle shape going horizontally across the middle of the slide. They are under the header and directions contained in a light gray box. All pictures are illustrations. Pic 1- fire; Pic 2- earthquake; Pic 3- red angry emoji; Pic 4- lock; Pic 5- shooter	[Slide Title] **Emergencies** [Directions] Click on each of the pictures to learn about how to handle different types of emergencies. [Emily callout - 1] Now you will learn what to do in the event of an emergency. Click on each of the pictures. [#1] [Emily callout - 2] Once you have visited all of the emergency slides, then you can continue on in the course. [#2]	Now you will learn what to do in the event of an emergency. Click on each of the pictures. [#1] Once you have visited all of the emergency slides, then you can continue on in the course. [#2]	Each picture has hover and visited states. Each picture will take the learner to another slide and then return to this base slide. Next button is disabled and once all pictures are in their visited states, the Next button will be enabled. [#1] and [#2] and Emily the disappear before the timeline ends as to not appear on the layers.

Emily the avatar is facing to the right and talking. Only half of her body is showing and her text appears in callouts.			

Slide [1.6] Menu Title: Earthquake Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. There is a blue rectangle attached to a pole that has steps that the learner will click on. In the middle of the rectangle is a picture that relates to the emergency with the title Earthquake Evacuation Procedure above it.	[Slide Title] **Earthquake** [Directions] Click on each step to learn what to do in the event of an earthquake.	Click on each step to learn what to do in the event of an earthquake.	When the learner clicks on the steps, it will take them to the corresponding layer. Steps have hover and visited states. Picture in the rectangle has a swivel animation when the timeline starts.. Next button is disabled until all steps are in their visited states. Next button takes the learner back to slide 1.5 to learn about another emergency.

Slide [1.6a] Menu Title: Earthquake Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Stay Calm** ● Hide under the tables and hold legs. ● Wait until shaking stops. ● Listen for instructions from staff. ● Evacuate if necessary. [#1]	Step 1. Stay calm and instruct everyone to hide under the tables and hold their legs. Wait until shaking stops and listen for instructions from staff. Staff will instruct everyone as to whether evacuation is necessary. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.6b] Menu Title: Earthquake Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Evacuation Process</u>** ● Pick up as many babies. ● Use the safety rope with toddlers and preschoolers. [#1]	Step 2. In the event of evacuation and you are in the infant or toddlers room, pick up as many babies as possible. If you are in the toddlers or preschoolers room, use the safety rope with toddlers and preschoolers to ensure everyone is together. [#1]	Step 2 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.6c] Menu Title: Earthquake Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Designated Location</u>** ● Take sign-in sheet . ● Line up in the designated location. ● Take headcount using sign-in sheet. [#1]	Step 3: Take the sign-in sheet with you, line up in the designated location and use the sign-in sheet to do a headcount. [#1]	Step 3 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.6d] Menu Title: Earthquake Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Check Out Procedures</u>** ● Parents are not allowed to take their kids. ● Head count must be completed. ● Use normal sign-out procedures. ● Do not re-enter the building.[#1]	Step 4: Do not let any parent take their kids until everyone is safely outside the building and a head count is completed. Use normal sign-out procedures upon parent pick up. Do not re-enter the building unless an "all clear" signal is given. [#1]	Step 4 button goes to the visited state. [#1] fades in from top left corner as one object. Next button is now enabled and will the learner back to slide 1.5 to learn about another emergency.

Slide [1.7] Menu Title: Hostile Parent Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. There is a blue rectangle attached to a pole that has steps that the learner will click on. In the middle of the rectangle is a picture that relates to the emergency with the title Hostile Parent Procedure above it. 	[Slide Title] **Hostile Parent or Intruder** [Directions] Click on each step to learn what to do in the event of a hostile parent or intruder.	Click on each step to learn what to do in the event of a hostile parent or intruder.	When the learner clicks on the steps, it will take them to the corresponding layer. Steps have hover and visited states. Picture in the rectangle has a swivel animation when the timeline starts.. Next button is disabled until all steps are in their visited states. Next button takes the learner back to slide 1.5 to learn about another emergency.

Slide [1.7a] Menu Title: Hostile Parent Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Stay Calm** ● Remain calm. ● Read their body language. ● Listen to their complaints or issues. [#1]	Step 1. Remain calm, read their body language, and listen to their complaints or issues. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.7b] Menu Title: Hostile Parent Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Maintain Control</u>** ● Comply with their desired action if possible. ● Call a staff member for help. ● Other volunteers will maintain control of room. [#1]	Step 2. Comply with their desired action if possible or call a staff member for help. Other volunteers will maintain control of the room. [#1]	Step 2 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.7c] Menu Title: Hostile Parent Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Unsafe Environment</u>** ● Unsafe environment, proceed with Lockdown. ● Do not check out any kids. [#1]	Step 3. If the environment becomes unsafe, proceed with Lockdown measures. Do not check out any kids. [#1]	Step 3 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.7d] Menu Title: Hostile Parent Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Intruder (Non-volunteer or Non-parent)</u>** ● Ask adult what they need. ● Inform them of our policy. ● Adult fails to leave, call Senior Center or Branches staff. [#1]	Step 4. Greet the adult and ask them what they need. Inform them of our policy that only guardians and volunteers are allowed in particular hallways or areas. If the intruder fails to leave, please contact either Senior Center staff or Branches staff. [#1]	Step 4 button goes to the visited state. [#1] fades in from top left corner as one object. Next button is now enabled and will take the learner back to slide 1.5 to learn about another emergency.

Slide [1.8] Menu Title: Lockdown Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. There is a blue rectangle attached to a pole that has steps that the learner will click on. In the middle of the rectangle is a picture that relates to the emergency with the title Lockdown Procedure above it. 	[Slide Title] **Lockdown** [Directions] Click on each step to learn what to do in the event of a lockdown.	Click on each step to learn what to do in the event of a lockdown.	When the learner clicks on the steps, it will take them to the corresponding layer. Steps have hover and visited states. Picture in the rectangle has a swivel animation when the timeline starts.. Next button is disabled until all steps are in their visited states. Next button takes the learner back to slide 1.5 to learn about another emergency.

Slide [1.8a] Menu Title: Lockdown Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Stay Calm** ● Lockdown may occur from hearing gun fire. ● Security or staff will initiate a lockdown. ● Security or staff will call 9-1-1. [#1]	Step 1. A lockdown may occur as a result of hearing gun fire and the security coordinator or staff will initiate a lockdown. The security coordinator or other designated person will call 9-1-1 to report the incident. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.8b] Menu Title: Lockdown Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Close Window and Doors</u>** ● Close all open doors. ● Remove nursery gates. ● Close all blinds or window coverings ● Turn off lights. [#1]	Step 2. Close all remaining open doors and remove nursery gates. Close all blinds or window coverings and turn off lights. [#1]	Step 2 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.8c] Menu Title: Lockdown Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Be Quiet</u>** ● Move away from windows. ● Wait quietly until all clear is given. ● Follow specific instructions for that space on securing lockdown. [#1]	Step 3. Move away from windows and wait quietly until the police or safety team clears the room. All spaces will follow specific instructions for that space on securing lockdown. [#1]	Step 3 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.8d] Menu Title: Lockdown Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>No Check Out</u>** ● Production coordinator will display the lockdown information on the screen during service.	Step 4. The production area coordinator will interrupt worship service to display the lockdown information on the screen. In no circumstance are volunteers to check-out any children to parents until the area is cleared. [#1]	Step 4 button goes to the visited state. [#1] fades in from top left corner as one object. Next button now is enabled and will take the learner back to slide 1.5 to learn about another emergency.

	● Volunteers do not check-out any children to parents until all clear is given. [#1]		

Slide [1.9] Menu Title: Shooter Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. There is a blue rectangle attached to a pole that has steps that the learner will click on. In the middle of the rectangle is a picture that relates to the emergency with the title Shooter Procedure above it.	[Slide Title] **Shooter** [Directions] Click on each step to learn what to do in the event of an active shooter situation.	Click on each step to learn what to do in the event of an active shooter situation.	When the learner clicks on the steps, it will take them to the corresponding layer. Steps have hover and visited states. Picture in the rectangle has a swivel animation when the timeline starts.. Next button is disabled until all steps are in their visited states. Next button takes the learner back to slide 1.5 to learn about another emergency.

Slide [1.9a] Menu Title: Shooter Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the	[Subtitle] **<u>Stay Calm</u>**	Step 1. Only the police or the security team should	Step 1 button goes to the visited state.

rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	● Only police or security should approach attacker. ● Engagement of the attacker is a last resort. [#1]	approach the attacker. Engagement of the attacker should only be a last resort. [#1]	[#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.9b] Menu Title: Shooter Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Total Commitment** ● Incident occurs in close proximity. ● Attacker has breached a secured area. ● Total commitment is essential. [#1]	Step 2. If a situation proves to be unavoidable such as an incident occurring in close proximity or an attacker has breached a secured area, then total commitment to countering the attacker is essential. [#1]	Step 2 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.9c] Menu Title: Shooter Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
SBase layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Use Anything** ● Use any objects to defend yourself. ● Create distractions. ● Cause confusion. ● Do not clump in one area. [#1]	Step 3. Use any objects to defend yourself, create distraction, or cause confusion for the attacker. Do not clump in one area but try to spread out. [#1]	Step 3 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.9d] Menu Title: Shooter Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Don't Be A Target</u>** ● Do not be an easy target. ● Remove yourself and others from situation. [#1]	Step 4. Avoid making yourself an easy target for the attacker. Removing yourself and others from the situation is best. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Next button is now enabled and will take the learner back to slide 1.5 to learn about another emergency.

Slide [1.10] Menu Title: Fire Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Directions are to the right of the header. There is a blue rectangle attached to a pole that has steps that the learner will click on. In the middle of the rectangle is a picture that relates to the emergency with the title Fire Evacuation Procedure above it. 	[Slide Title] **Fire** [Directions] Click on each step to learn what to do in the event of fire.	Click on each step to learn what to do in the event of fire.	When the learner clicks on the steps, it will take them to the corresponding layer. Steps have hover and visited states. Picture in the rectangle has a swivel animation when the timeline starts.. Next button is disabled until all steps are in their visited states. Next button takes the learner back to slide 1.5 to learn about another emergency.

Slide [1.10a] Menu Title: Fire Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Stay Calm</u>** ● Always evacuate calmly and quickly. [#1]	Step 1. Stay calm and always evacuate calmly and quickly. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.10b] Menu Title: Fire Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **<u>Evacuation Process</u>** ● Pick up as many babies. ● Use the safety rope with toddlers and preschoolers. [#1]	Step 2. In the event of evacuation and you are in the infant or toddlers room, pick up as many babies as possible. If you are in the toddlers or preschoolers room, use the safety rope with toddlers and preschoolers to ensure everyone is together. [#1]	Step 2 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon completion of audio since the base layer is showing.

Slide [1.10c] Menu Title: Fire Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue	[Subtitle] **<u>Designated Location</u>** ● Take sign-in sheet . ● Line up in the designated location.	Step 3: Take the sign-in sheet with you, line up in the designated location and use the sign-in sheet to do a headcount. [#1]	Step 3 button goes to the visited state. [#1] fades in from top left corner as one object. Learner will click Step 2 upon

rectangle box where the picture used to be.	● Take headcount using sign-in sheet. [#1]		completion of audio since the base layer is showing.

Slide [1.10d] Menu Title: Fire Emergency

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through except the picture and title in the rectangle. When the learner clicks the step button it reveals the text in the blue rectangle box where the picture used to be.	[Subtitle] **Check Out Procedures** ● Parents are not allowed to take their kids. ● Head count must be completed. ● Use normal sign-out procedures. ● Do not re-enter the building. [#1]	Step 4: Do not let any parent take their kids until everyone is safely outside the building and a head count is completed. Use normal sign-out procedures upon parent pick up. Do not re-enter the building unless an "all clear" signal is given. [#1]	Step 1 button goes to the visited state. [#1] fades in from top left corner as one object. Next button is now enabled and will take the learner back to slide 1.5 to learn about another emergency.

Slide [1.11] Menu Title: Quiz Introduction

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. Emily is facing the text which is to the right of her and she is reading the text.	[Slide Title] **Quiz** [Directions] Click Next to start the quiz. **QUIZ:** Check Your Knowledge There are 5 questions to check your knowledge. You will need to answer 80% of the questions correctly to pass the quiz successfully. [#1]	There are 5 questions to check your knowledge. You will need to answer 80% of the questions correctly to pass the quiz successfully. [#1] Click Next to start the quiz.	[#1] floats in from the bottom when the timeline begins. Next button is disabled at the start of timeline and is enabled at end of timeline.

Slide [1.12] Menu Title: Quiz Commitment [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Commitment" in the pentagon. The directions are above the question and underneath the border. The question is in an orange rectangle extending from one end of the slide to the other. Answer choices are below question and centered. There is a box to check for the correct answers. To the right of the answers, is an illustration that applies to the question. Submit button is custom and in the bottom right corner.	[Directions] Click all the boxes that would apply. [Question] What is involved in your commitment to serving as a kids volunteer? [#1] [Answer 1- CORRECT] You must clear a background check. [Answer 2- WRONG] You must read the bible every day. [Answer 3- CORRECT] To the best of your ability, you must show up on time. [Answer 4- CORRECT] When a scheduling request is sent, you are required to respond as quickly as possible. [Answer 5- WRONG] When a scheduling request is sent, you can take as long as needed to respond.	Click all the boxes that would apply. What is involved in your commitment to serving as a kids volunteer? [#1]	When the learner hovers over the answers, they are highlighted in blue. Submit button has hover state. [#1] fade animation and begins when the timeline starts.

Slide [1.13] Menu Title: Quiz Scheduling [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Scheduling" in the pentagon. Same visual layout for slides 1.12, 1.13, 1.14, 1.15, and	[Directions] Click all the boxes that would apply. [Question] The scheduling system Branches uses is called the Planning Online Center and it allows you	Click all the boxes that would apply. The scheduling system Branches uses is called the	When the learner hovers over the answers, they are highlighted in blue. Submit button has hover state.

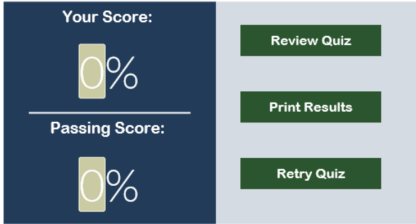| 1.16.	to_____. [#1] [Answer 1- CORRECT] Accept or decline shifts. [Answer 2- WRONG] Order your favorite coffee and bring it to you. [Answer 3- WRONG] Pay you for the shift that you work. [Answer 4- CORRECT] Find a replacement if necessary. [Answer 5- CORRECT] Block out dates you are not available.	Planning Online Center and it allows you to_____. [#1]	[#1] fade animation and begins when the timeline starts.

Slide [1.14] Menu Title: Quiz Rules[hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Rules" in the pentagon. Same visual layout for slides 1.12, 1.13, 1.14, 1.15, and 1.16.	[Directions] Click the BEST answer. [Question] What should you do if you suspect that a child is being abused? [#1] [Answer 1- WRONG] Call the cops. [Answer 2- CORRECT] Tell a staff member immediately. [Answer 3- WRONG] Tell the parents immediately. [Answer 4- WRONG] Send the child home immediately with the parents.	Click the BEST answer. What should you do if you suspect that a child is being abused? [#1]	When the learner hovers over the answers, they are highlighted in blue. Submit button has hover state. [#1] fade animation and begins when the timeline starts.

Slide [1.15] Menu Title: Quiz Emergency [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Emergency" in the pentagon. Same visual layout for slides 1.12, 1.13, 1.14, 1.15, and 1.16.	[Directions] Click the BEST answer. [Question] If there was an Earthquake the best thing to do first is. [#1] [Answer 1- WRONG] Use the safety rope to keep everyone together. [Answer 2- WRONG] Take the sign-in sheet and do a check to ensure you have everyone. [Answer 3- CORRECT] Instruct everyone to hide under the tables and hold the legs until shaking stops. [Answer 4- WRONG] Line up in the designated area out on the lawn. [Answer 5- WRONG] Use sign-out procedures when parents come to pick the children up.	Click the BEST answer. If there was an Earthquake the best thing to do first is. [#1]	When the learner hovers over the answers, they are highlighted in blue. Submit button has hover state. [#1] fade animation and begins when the timeline starts.

Slide [1.16] Menu Title: Quiz Emergency [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Emergency" in the pentagon.	[Directions] Click all the boxes that would apply.	Click all the boxes that would apply.	When the learner hovers over the answers, they are highlighted in

Same visual layout for slides 1.12, 1.13, 1.14, 1.15, and 1.16.	[Question] What should you do in the event of an active shooter? [#1] [Answer 1- CORRECT] Close all remaining open doors. [Answer 2- CORRECT] Close all blinds or window coverings and turn off lights. [Answer 3- WRONG] Try to stop the shooter right away. [Answer 4- WRONG] Evacuate to designated location. [Answer 5- WRONG] Grab all the sign out sheets.	What should you do in the event of an active shooter? [#1]	blue. Submit button has hover state. [#1] fade animation and begins when the timeline starts.

Slide [1.17] Menu Title: Results [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The border has the word "Results" in the pentagon. Two rectangles side by side touching. The rectangle on the left is blue and the one on the right is gray. The blue rectangle has the percent scores and the gray rectangle has the 3 buttons stacked vertically and centered.	**Your Quiz Results** Your Score XX% ——————— Passing Score YY% [Buttons] Review Quiz Print Results Retry Quiz	Audio on layers.	Use a Results slide to show the Success layer 1.17a when the timeline starts if results are equal to or greater than the passing score. Show Failure layer 1.17b when timeline starts if results are less than passing score. Base layer will be visible (show through) from Success or Failure slide layers. Results variable reference shows the percent score only.

			Built in graded quiz variable reference displays learner score where XX appears on slide 80% to pass shown where YY appears on the slide

Slide [1.17a] Menu Title: Results [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is facing the learner with her hands on her hips and smiling. Her text appears in callouts.	[Emily callout] Congratulations you passed. Click the Review Quiz Button if you want to review the quiz or click the Next Button to move onto the summary. [#1]	Congratulations you passed. Click the Review Quiz Button if you want to review the quiz or click the Next Button to move onto the summary. [#1]	Emily has a swivel animation right when the slide begins. [#1] appears when the timeline starts. Review Quiz button shows the correct and incorrect responses when the learner is reviewing the quiz. Next button jumps to Slide 1.18

Slide [1.17b] Menu Title: Results [hidden from menu]

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. Emily is facing the learner with one finger on her lips and her face looking confused. Her text appears in callouts.	[Emily callout] Unfortunately you did not pass. Click the Review Quiz Button if you want to review the quiz or the Retry Quiz Button to retry the quiz. [#1]	Unfortunately you did not pass. Click the Review Quiz Button if you want to review the quiz or the Retry Quiz Button to retry the quiz. [#1]	[#1] appears when the timeline starts. Retry Quiz button resets the results slide and takes the learner back to Slide 1.11. Review Quiz button shows the correct and incorrect responses when the learner is reviewing the quiz.

Slide [1.18] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Header contains the slide title with an icon inside a box. The icon relates to the topic. There is an orange circle to the left of the screen that says, "Click Here." Emily is facing the left and she is on the right side of the screen. She is talking. Her text appears in callouts.	[Slide Title] **Summary** [Directions] Click the circles to review the course. [Emily callout] Great job on learning all the components of being a Branches Church Kids' Volunteer. Click the circles to review what you have learned. [#1]	Great job on learning all the components of being a Branches Church Kids' Volunteer. Click the circles to review what you have learned. [#1]	When the circle is clicked it will take the learner to the "roles" layer. Emily and [#1] disappears right before the timeline ends as to not appear on the layers. Next button is not restricted in case the learner wants to skip the summary. Next button goes to 1.19.

Slide [1.18a] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Roles." Next to the circle is a black rectangle that contains all the circular pictures from the "roles" slides. In order to create balance two more pictures were added so the rectangle has a total of 9 small circular pictures. Text is contained in a white rectangle with a black border located to the right of the black rectangle.	[Slide Title] **Summary** There are many different volunteer roles that you can choose from working within kids ministry. [#1]	There are many different volunteer roles that you can choose from working within kids ministry. [#1]	[#1] random bars animation as one object that begins when the timeline starts. When audio ends on timeline the orange circle turns black and says' "Click Here."

Slide [1.18b] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Purpose." Next to the circle is a picture of a person with hands in praying position on top of an open bible. Text is contained in a white rectangle with a black border next to the picture.	[Slide Title] **Summary** **Purpose of children's ministry includes helping kids to:** ● Learn to follow God. ● Hear His voice. ● Love others. ● Find their place in God's story. [#1]	The purpose of children's ministry includes helping kids to learn to follow God. Hear His voice. Love others and find their place is God's story. [#1]	[#1] random bars animation as one object that begins when the timeline starts. When audio ends on timeline the orange circle turns black and says' "Click Here."

Slide [1.18c] Menu Title: Summary

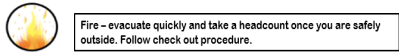| Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Commitment." Next to the circle is a picture of yellow roses on top of an open bible. Text is contained in a white rectangle with a black border next to the picture.	[Slide Title] **Summary** **Commitment includes:** ● 1 year commitment ● Arrive on time ● Background check ● Follow all Branches leadership guidelines [#1]	The volunteer commitment includes, committing to 1 year of volunteering, arriving on time, a background check and following all of Branches Leadership Guidelines. [#1]	[#1] random bars animation as one object that begins when the timeline starts. When audio ends on timeline the orange circle turns black and says' "Click Here."

Slide [1.18d] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Scheduling." Next to the circle is a picture of a scheduling request. This is the same picture used on the scheduling slide. Text is contained in a white rectangle with a black border next to the picture.	[Slide Title] **Summary** **Scheduling is done through the Planning Center Online:** ● Respond to requests as promptly as possible. ● Update your availability. ● Get coverage of shift if you are sick or there is an emergency. [#1]	Scheduling is done through the Planning Center Online and it allows you to respond to requests as promptly as possible. Update your availability. Get coverage of a shift if you are sick or there is an emergency. [#1]	[#1] random bars animation as one object that begins when the timeline starts. When audio ends on timeline the orange circle turns black and says' "Click Here."

Slide [1.18e] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Rules." Next to the circle is where icons and text fly in. Example below. Dress appropriately in comfy clothes. All icons are the ones used on the "Rules" slide. Text is contained in a white rectangle with a black border.	[Slide Title] **Summary** Dress appropriately in comfy clothes. [#1] Females handle restroom and diapers. [#2] Language honors God. [#3] Keep kids off your lap and body. [#4] No posting of pictures of kids on any social media without approval. [#5] Any type of abuse or mistreatment should always be reported. [#6]	The rules are to dress appropriately in comfy clothes. [#1] Females handle taking kids to the restroom and changing diapers. [#2] Use language that honors God. [#3] Keep kids off your lap and body. [#4] No posting of pictures of kids on any social media without approval. [#5] Any type of abuse or mistreatment should always be reported. [#6]	Icon and [#1] - [#6] have fly in from the bottom animation with VO. When audio ends on timeline the orange circle turns black and says' "Click Here."

Slide [1.18f] Menu Title: Summary

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is showing through. There is an orange circle to the left of the screen that says, "Emergencies." Next to the circle is where icons and text fly in. Example below. Fire – evacuate quickly and take a headcount once you are safely outside. Follow check out procedure. All icons are the ones used on the "Emergencies" slide. Text is contained in a white rectangle with a black border.	[Slide Title] **Summary** Fire – evacuate quickly and take a headcount once you are safely outside. Follow check out procedure. [#1] Earthquake – Kids get under desks until shaking stops. Evacuate quickly and take a headcount once you are safely outside. Follow check out procedure. [#2] Intruder – Inform them that they are not allowed in certain areas. If they are noncompliant, ask for assistance from Branches or Senior Center staff. [#3] Hostile Parent – Remain calm and comply with request if possible. If situation worsens, proceed with Lockdown measures. [#4] Lockdown – Lock doors, close blinds, shut off lights and wait for police to arrive or an all clear signal is given. [#5] Engagement of Attacker – Engagement of the attacker should only be a last resort. Use anything to defend yourself or to create confusion. Spread out and do not make yourself an easy target. [#6]	In a fire emergency evacuate quickly, take a headcount once you are safely outside, and follow check out procedures. [#1] In the event of an earthquake, have kids get under the desks until shaking stops. Evacuate quickly and take a headcount once you are safely outside and follow check out procedures. [#2] If there is an intruder be sure to inform them that they are not allowed in certain areas. If they are noncompliant, ask for assistance from the Branches or Senior Center staff. [#3] If there is a hostile parent be sure to remain calm and comply with their request if possible. If the situation worsens, proceed with Lockdown measures. [#4] In the event of a lockdown, lock doors, close blinds, shut off lights and wait for police to arrive or an all clear signal is given. [#5] If you must engage an attacker be sure that this is used as a last resort. Use anything to defend yourself or to create confusion. Spread out and do not make yourself an easy target. [#6] Click the Next button.	[#1] - [#6] have fly in from the bottom animation with VO. Learners will be prompted to click the Next button.

Slide [1.19] Menu Title: Congratulations

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
There is a picture of minions cheering underneath the text. There is a gif with confetti coming out of a cone to the right of the text and picture. In the bottom right corner is a custom Exit Course button.	[Slide Title] **Congratulations** **Congratulations!** You have successfully completed **Branches Kid Volunteer Training** [#1] [Button] Exit Course [#2]	Congratulations! You have successfully completed the Branches Kid Volunteer Training. [#1] You may now click the Exit Course button to leave the course. [#2]	Picture has swivel animation and starts at the beginning of the timeline. [#1] starts at the beginning of the timeline. [#2] appears with VO When the learner clicks the custom Exit Course button it will take them out of the course.

Slide 1.1 (Welcome Slide)

1. Welcome to the Branches children's ministry orientation. We want to say thank you for deciding to commit to serving our Branches Church kids community.
2. Click the Next button to go to the Navigation slide.
3. Click the Skip Navigation button to go directly to the course.

Slide 1.2 (Navigation)

1. Click on the 8 pins to learn more about how to navigate the course.
2. The Next button will take you to the next slide.
3. The Previous button will allow you to go back a slide.
4. Accessibility options are located here.
5. You can adjust the volume here.
6. The seek bar allows you to move forward or backward on a slide.
7. Menu is a list of all the slides contained in the course.
8. Resources will show a link to the Branches Church website where you can find more resources.
9. The replay button allows you to hear a slide again.

Slide 1.3 (Objectives)

1. Hi I'm Emily. Today you are going to learn all the components of being a Branches children volunteer.
2. Click on each circle to see the objectives of the course.
3. You will be able to explain what is involved in the volunteer commitment.
4. You will be able to implement rules correctly.
5. You will be able to schedule or change a shift if necessary using the online system.
6. You will know exactly what to do in an emergency situation.

Slide 1.23 (Roles)

1. In the kids' ministry there are many roles that you can volunteer for. Let's learn about each one by clicking each icon.
2. The room leader keeps things running on time throughout the service. Runs any components like reading the Bible story. Prepares the snack and assists other volunteers in whatever they need.
3. The game leader prepares and leads all kids in a game during the service.
4. The room volunteers are not assigned to any particular task. They assist the room leader when needed.
5. The worship leader leads kids in worship songs for both services (8:30am and 10:30am).

6. The security team monitors the kids area. Makes sure kids are getting where they need to be. Keeping people out of rooms that they should not be in during the service.
7. The welcome team welcomes all families and helps families get their kids signed in.
8. The craft leader prepares and runs the craft for the kids during the service.

Slide 1.21 (Purpose)
1. You will now learn the purpose of Branches Children Ministry and what each grade level focuses on.
2. Branches Kids Ministry provides a safe place for parents, children and volunteer leaders to: Hear God's voice. Follow His spirit. Love your neighbor. Find your place in His big story.
3. The nursery to kin-der-garden teaching focuses on: How God made me. How God loves me and how Jesus wants to be my friend forever.
4. The teaching for the elementary grades focuses on: How I can trust God no matter what happens. How I can treat others how I want to be treated. How I can make wise choices.
5. The teaching for the 4th through 6th grades focuses on: Love God with all your heart. Love life and others around you.
6. The middle and high school grades learn to: Exemplify Christ in all that you do. Form Godly practices like reading the bible and praying everyday.

Slide 1.25 (Commitment)
1. Now it is time to think about the commitment required for volunteering. There are a few requirements to becoming a volunteer. Click each picture to learn about the commitment requirements.
2. Volunteers serve for one year, from September to September. At the end of the year volunteers have the opportunity to step down or recommit for another year.
3. Team members need to respond to every scheduling request so your team knows if you will be there. This can be done through text or email.
4. Team members need to arrive on time. Volunteers for the 8:30 am service will set up the room and volunteers for the 10:30 service will put items away.
5. The documentation required is to complete a volunteer application, clear a background check, sign and uphold the Branches Leadership Guidelines.

Slide 1.4 (Rules)
1. Now you will learn about the rules that must be followed in order to be a good role model for the children. Click each icon.
2. Only background check women can change diapers or take kids to the bathroom (in kids hallways only). We recommend taking another volunteer if possible.
3. You must never use language or talk in a manner that is inappropriate for children or dishonoring to God.
4. Try to keep children from climbing on your lap or body. Help other volunteers to do the same.
5. If you learn of any child abuse or mistreatment from any of the children in your care, please inform a staff member immediately before the child is released to their parent.

6. Do not post any pictures of kids' faces on any social media account. You must get staff approval first.
7. Dress appropriately and comfortably. Keep in mind you're playing with kids.

Slide 1.20 (Knowledge Check)
1. Let's check your understanding. Click the best answer to the question.
2. What should you do if a child needs to use the restroom immediately during the bible story?
3. Not quite. This would cause an unnecessary interruption in the bible teaching. Please try again.
4. Not quite. You should never make a child wait to use the restroom. Please try again.
5. Great job! Now you will learn all about how scheduling shifts occur.

Slide 1.21 (Scheduling-1)
1. Select each card to learn about the scheduling process.
2. All volunteers use the Planning Center Online system for scheduling purposes. Volunteers must download the app using your smart phone.
3. Team members are scheduled two months at a time. It is your responsibility to update your calendar with any dates that you do not wish to be scheduled on.

Slide 1.22 (Scheduling-2)
1. Select each card to learn about the scheduling process.
2. Once you receive the schedule request email, accept or decline the request. Please respond to PCO requests promptly, so your team has enough help on the date you are scheduled.
3. If your plans change and you are no longer able to make your shift then it is your responsibility to find a replacement for your shift. A list of team members is provided in the PCO. In an emergency or sickness, please text or call both Baylie and Emily.

Slide 1.5 (Emergencies)
1. Now you will learn what to do in the event of an emergency. Click on each of the pictures.

Slide 1.10 (Fire)
1. Click on each step to learn what to do in the event of fire.
2. Step 1. Stay calm and always evacuate calmly and quickly.
3. Step 2. In the event of evacuation and you are in the infant or toddlers room, pick up as many babies as possible. If you are in the toddlers or preschoolers room, use the safety rope with toddlers and preschoolers to ensure everyone is together.
4. Step 3: Take the sign-in sheet with you, line up in the designated location and use the sign-in sheet to do a headcount.
5. Step 4: Do not let any parent take their kids until everyone is safely outside the building and a head count is completed. Use normal sign-out procedures upon parent pick up. Do not re-enter the building unless an "all clear" signal is given.

Slide 1.6 (Earthquake)

1. Click on each step to learn what to do in the event of an earthquake.
2. Step 1. Stay calm and instruct everyone to hide under the tables and hold their legs. Wait until shaking stops and listen for instructions from staff. Staff will instruct everyone as to whether evacuation is necessary.
3. Step 2. In the event of evacuation and you are in the infant or toddlers room, pick up as many babies as possible. If you are in the toddlers or preschoolers room, use the safety rope with toddlers and preschoolers to ensure everyone is together.
4. Step 3: Take the sign-in sheet with you, line up in the designated location and use the sign-in sheet to do a headcount.
5. Step 4: Do not let any parent take their kids until everyone is safely outside the building and a head count is completed. Use normal sign-out procedures upon parent pick up. Do not re-enter the building unless an "all clear" signal is given.

Slide 1.7 (Hostile Parent or Intruder)
1. Click on each step to learn what to do in the event of a hostile parent or intruder.
2. Step 1. Remain calm, read their body language, and listen to their complaints or issues.
3. Step 2. Comply with their desired action if possible or call a staff member for help. Other volunteers will maintain control of the room.
4. Step 3. If the environment becomes unsafe, proceed with Lockdown measures. Do not check out any kids.
5. Step 4. Greet the adult and ask them what they need. Inform them of our policy that only guardians and volunteers are allowed in particular hallways or areas. If the intruder fails to leave, please contact either Senior Center staff or Branches staff.

Slide 1.8 (Lockdown)
1. Click on each step to learn what to do in the event of a lockdown.
2. Step 1. A lockdown may occur as a result of hearing gun fire and the security coordinator or staff will initiate a lockdown. The security coordinator or other designated person will call 9-1-1 to report the incident.
3. Step 2. Close all remaining open doors and remove nursery gates. Close all blinds or window coverings and turn off lights.
4. Step 3. Move away from windows and wait quietly until the police or safety team clears the room. All spaces will follow specific instructions for that space on securing lockdown.
5. Step 4. The production area coordinator will interrupt worship service to display the lockdown information on the screen. In no circumstance are volunteers to check-out any children to parents until the area is cleared.

Slide 1.9 (Shooter)
1. Click on each step to learn what to do in the event of an active shooter situation.
2. Step 1. Only the police or the security team should approach the attacker. Engagement of the attacker should only be a last resort.
3. Step 2. If a situation proves to be unavoidable such as an incident occurring in close proximity or an attacker has breached a secured area, then total commitment to countering the attacker is essential.
4. Step 3. Use any objects to defend yourself, create distraction, or cause confusion for the attacker. Do not clump in one area but try to spread out.
5. Step 4. Avoid making yourself an easy target for the attacker. Removing yourself and others from the situation is best.

Slide 1.11 (Quiz Intro)

1. There are 5 questions to check your knowledge. You will need to answer 80% of the questions correctly to pass the quiz successfully.
2. Click Next to start the quiz.

Slide 1.12 (Quiz-Commitment)
1. Click all the boxes that would apply.
2. What is involved in your commitment to serving as a kids volunteer?

Slide 1.13 (Quiz-Scheduling)
1. Click all the boxes that would apply.
2. The scheduling system Branches uses is called the Planning Online Center and it allows you to_____.

Slide 1.14 (Quiz-Rules)
1. Click the BEST answer.
2. What should you do if you suspect that a child is being abused?

Slide 1.15 (Quiz-Emergency)
1. Click the BEST answer.
2. If there was an Earthquake the best thing to do first is.

Slide 1.16 (Quiz-Emergency)
1. Click all the boxes that would apply.
2. What should you do in the event of an active shooter?

Slide 1.17 (Results)
1. Congratulations you passed. Click the Review Quiz Button if you want to review the quiz or click the Next Button to move onto the summary.
2. Unfortunately you did not pass. Click the Review Quiz Button if you want to review the quiz or the Retry Quiz Button to retry the quiz.

Slide 1.18 (Summary)
1. Great job on learning all the components of being a Branches Church Kids' Volunteer. Click the circles to review what you have learned.
2. There are many different volunteer roles that you can choose from working within kids ministry.
3. The purpose of children's ministry includes helping kids to learn to follow God. Hear His voice. Love others and find their place is God's story.
4. The volunteer commitment includes, committing to 1 year of volunteering, arriving on time, a background check and following all of Branches Leadership Guidelines.

5. Scheduling is done through the Planning Center Online and it allows you to respond to requests as promptly as possible. Update your availability. Get coverage of a shift if you are sick or there is an emergency.
6. The rules are to dress appropriately in comfy clothes. Females handle taking kids to the restroom and changing diapers. Use language that honors God. Keep kids off your lap and body. No posting of pictures of kids on any social media without approval. Any type of abuse or mistreatment should always be reported.
7. In a fire emergency evacuate quickly, take a headcount once you are safely outside, and follow check out procedures.
8. In the event of an earthquake, have kids get under the desks until shaking stops. Evacuate quickly and take a headcount once you are safely outside and follow check out procedures.
9. If there is an intruder be sure to inform them that they are not allowed in certain areas. If they are noncompliant, ask for assistance from the Branches or Senior Center staff.
10. If there is a hostile parent be sure to remain calm and comply with their request if possible. If the situation worsens, proceed with Lockdown measures.
11. In the event of a lockdown, lock doors, close blinds, shut off lights and wait for police to arrive or an all clear signal is given.
12. If you must engage an attacker be sure that this is used as a last resort. Use anything to defend yourself or to create confusion. Spread out and do not make yourself an easy target.
13. Click the Next button.

Slide 1.17 (Congratulations)
1. Congratulations! You have successfully completed the Branches Kid Volunteer Training.
2. You may now click the Exit Course button to leave the course.