



Student Safety and Well-Being Design Document

1. Project Overview and Stakeholders <small>*Required for all projects</small>	
Course Name	The Perfect Lesson – Student Safety and Well-Being
Project Type (check one)	<input checked="" type="checkbox"/> Training <input type="checkbox"/> Non-Training
Version # / Revision Date	1.0 / 3.1.2019
Client / SME	
Consultant	
Instructional Designer	TBD
Target Deploy Date	4/15/2019
What is driving this date?	The Lessons Department 2019 Learning and Development plan

2. Key Project Analysis <small>*Required for all training projects</small>	
Learning Goal - What behaviors, skills or knowledge do we need to train?	Lesson Leads and Instructors need to be able to ensure the safety and well-being of our students, particularly since a large percentage of our students are minors.
Business Impact – Why is our learning goal important to the business?	By creating a safe environment for our students, we will increase our student count and retention. Additionally, this training will reduce risk to the business due to issues tied to student safety and well-being.
Measurement – How will we measure the business impact of this training?	The Lessons team will measure headcount and tenure and will frequently report changes to this count.

3. Audience <small>*Required for all training projects</small>	
Audience Description	Lesson Leads and Instructors (potentially Store Managers as well)
Audience Considerations	Lessons staff doesn't frequently utilize GCU or email and will need to be informed that this content has been deployed to their profiles in order to ensure completion

4. Learning Objectives <small>*Required for all training projects</small>	
Learning Objectives	<ul style="list-style-type: none"> Identify how to ensure student safety while taking lessons Indicate teaching practices that support student hearing, physical and psychological health. Identify how to handle and report instances of child abuse and child neglect Acknowledge Guitar Center's Non-Fraternization with Students Policy
Measurement of Objectives	These objectives will be measured via a scored assessment at the conclusion of the learning.

5. Assessment Questions <small>*Required for all training projects</small>	
Knowledge Check 1	Once they enter our store or Lessons area, who is responsible for the student's safety and well-being? <ul style="list-style-type: none"> You are Your Store Manager The student The student's parents or guardians
Knowledge Check 2	When is it okay to leave a child unattended?



Student Safety and Well-Being Design Document

	<ul style="list-style-type: none"> • It is never acceptable to leave a child unattended • When they tell you that their parent/guardian is on their way • When they do not appear to be lost or scared • When they are not a Lessons student
<p>Question 1</p>	<p>What three things instructors do to ensure children are not left unattended?</p> <ul style="list-style-type: none"> • Greet your student in the lobby waiting area prior to a lesson • Escort the student from the lobby to the lesson room to begin a lesson • Escort the student from the lesson room back to the lobby at the end of a lesson • Wait in the store doorway for your student to arrive to their lesson • Walk the student to their parent or guardian's vehicle in the parking lot
<p>Question 2</p>	<p>What are three things Lesson Leads should do to ensure children are not left unattended?</p> <ul style="list-style-type: none"> • Invite students to sit and wait in the Lessons waiting area if their parent or guardian is not with them before or after a lesson • If a student mentions meeting a parent or guardian somewhere other than the Lessons area, follow up with the parent or guardian to document this preference • If the student is waiting in the Lessons waiting area before or after a lesson, remain present and with the student • Inform the student's parent or guardian that they are required to remain in the Lessons waiting area for the duration of the lesson
<p>Knowledge Check 3</p>	<p>How can you be sure you are handing each student off to the appropriate parent, guardian or family member?</p> <ul style="list-style-type: none"> • Make a note of the name(s) of the appropriate people in the student sheet and instructor folder • Ask anybody picking up a student to present a valid and current government-issued ID before handing the student off • Ask your student to inform you if the person picking them up is not the appropriate person to be doing so • Ensure that anyone picking a student up can accurately state basic information about the student, such as date of birth, middle name, age or height
<p>Question 3</p>	<p>What are the GC Lessons '6 Areas of Safety Focus' that should be communicated to parents/guardians of students?</p> <ul style="list-style-type: none"> • Every lesson room has a security camera that the parent can view • Every lesson room has a clear glass observation window • Office staff is on duty during all lessons • Each instructor must pass background checks • Each instructor has completed training on student safety • Parents or guardians are welcome to sit in on any lesson, any time • Lesson rooms lock from the inside to ensure student safety
<p>Knowledge Check 4</p>	<p>What should you do if you see a child who looks lost or scared in the store?</p> <ul style="list-style-type: none"> • Approach them and see how you can help • Tell a manager in the store so they can assist



Student Safety and Well-Being Design Document

	<ul style="list-style-type: none"> • Leave them alone per our instructor non-fraternization policy • Call local law enforcement
<p>Question 4</p>	<p>What are three ways that instructors can help protect their students' hearing health during lessons? (Select three)</p> <ul style="list-style-type: none"> • Keep the volume of instruments at a moderate level • When playing drums, use appropriate dynamics to control volume • Encourage your students to wear hearing protection while playing • Limit playing to five-minute or shorter intervals • Use only brushes when teaching drum lessons • Limit guitar lessons to acoustic-only when possible
<p>Knowledge Check 5</p>	<p>What are the three areas of student health are you as a GC Lessons associate responsible for being mindful of?</p> <ul style="list-style-type: none"> • Hearing • Physical • Psychological • Emotional • Social Media • Relationship
<p>Question 5</p>	<p>What are three ways that instructors can help protect their students' physical health during lessons? (Select three)</p> <ul style="list-style-type: none"> • Teaching proper postures and instrument mechanics • Teaching the student how to practice in ways that avoid injuries • Actively monitoring students for physical problems during lessons • Advise the student to only practice at-home when an adult is present • Advise the student to wear a brace or wrap whenever playing
<p>Question 6</p>	<p>What are three ways that instructors can help protect their students' psychological health during lessons? (Select three)</p> <ul style="list-style-type: none"> • Encourage the right attitudes toward music in order to manage stress • Communicate to the student that you are happy with them doing their best rather than perfection • Share the message with your student that music is fun • Inform the student from day one that it's okay if they make no progress in their lessons • Teach your student to play without error so they will always achieve perfection
<p>Question 7</p>	<p>What should you do/do not do if a child tells you someone is harming them physically, sexually, or psychologically? (Drag and drop all correct options into the DO, drag and drop the incorrect answers into the DON'T box)</p> <ul style="list-style-type: none"> • Listen to them • Stay calm • Don't ask lots of questions – let them talk • Let them know you care • Make sure they are safe • Ask lots of questions



Student Safety and Well-Being Design Document

	<ul style="list-style-type: none"> • Tell them you will “handle it” • Change the subject and act like nothing is wrong
<p>Knowledge Check 6</p>	<p>What should you do immediately after you have been made aware of a child being physically/sexually/psychologically harmed?</p> <ul style="list-style-type: none"> • Report the issue to your store manager who will notify their district manager • Contact the child’s parent(s) or legal guardian • Call the Ethics Hotline and place an anonymous tip about the situation • Stall the child from leaving and call the police for them come in and interview the child • Contact Child Protection Services anonymously about the possible abuse
<p>Question 8</p>	<p>Guitar Center’s Instructor Non-Fraternization with student’s policy prohibits what type of relationships are prohibited between Instructors and students? Select the 4 correct options</p> <ul style="list-style-type: none"> • Social media • Dating • Sexual • Artistic collaboration/contracts • Friendly • Encouraging

<p>6. Outline and Resources *Required for all projects</p>	
<p>Outline</p>	<p>Content provided by Lessons team – see project folder for storyboard and script</p> <p>Welcome to The Perfect Lesson Training Series. In this installment of the Perfect Lesson, we will present Guitar Center Lesson’s Student Well-Being and Safety practices (SWBS) for your review. The SWBS practices are designed to help our instructors promote and enable student safety, well-being and overarching health while learning their instrument, as well as how to respond to (and report) unfortunate instances of child neglect or abuse. Not only will learning about the SWBS aid you in helping your students to continue learning their instrument in a nurturing and healthy environment; but also, it will help you to respond to student challenges and thereby serve the community in which you teach as well.</p> <p>With these items in mind, and upon conclusion of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Ensure a given students safety while taking a lesson on a given GC Lessons location 2. Comprehend the various elements within student hearing, physical and psychological health 3. Employ teaching practices that support student hearing, physical and psychological health 4. Understand child abuse and child neglect 5. Be able to recognize and report instances of child abuse and child neglect 6. Comprehend and adhere to Guitar Center’s Non-Fraternization with Students Policy <p>1. Student safety while taking a lesson</p>



Student Safety and Well-Being Design Document

As discussed, Guitar Center's SWBS practices are designed to help our instructors promote and enable student safety. That is, once a student enters our store and lessons area, it is our responsibility to ensure their safety throughout the full duration of their visit. With these items in mind, it is imperative that our Lessons Leads and Instructors adhere to the following guidelines:

- **Never Leave a Child Unattended**
- As GC Lesson parents are trusting you with their most precious assets, their children – you should never leave a child unattended:
 - **Instructors:** Please be sure to greet your student in the lobby waiting area prior to a given lesson and escort them to your teaching room for the beginning of their lesson. Upon conclusion of the same lesson, exit your teaching room and escort the student back to the waiting area and their parent or guardian.
 - **Lesson Leads:** If a given student is not accompanied by their parent or guardian, please make sure that students are subsequently seated comfortably in the lessons waiting area. This procedure holds for both a student's arrival and departure from a given lesson. If a student mentions that they are to meet their parent or guardian somewhere other than the Lessons waiting area (such as in another area of the store or if they are to be picked up in the parking lot), please make a note of this and follow up to the parent or guardian with a phone call to document this preference.
- **Get to know each student's parent and/or guardian:**
 - **To ensure that you are handing off each student to (and therefore reuniting them with) the appropriate parent, guardian or family member,** please also make a note of the name of said person or persons. Instructors can document said family members names within their student progress sheet and instructor folder. Not only is this focused greeting a customer friendly gesture that shows interest in your student and their family; but also, this further ensures that your students' safety is at the top of mind.
- **Further, when speaking to each Parent or guardian, you should also communicate our GC Lessons Focus on Safety:**
 - To further clarify, every GC Lessons parent is concerned about their children's safety and well-being. With this in mind, please put each parent at ease by sharing that GC Lesson has invested in our "6-areas of safety focus". The "6-areas of safety focus" are:
 - Every lesson room has a video/security camera, and the parent can view the lesson from the waiting area
 - Every lesson room has a clear glass observation window
 - Office staff is on duty during all lesson times
 - Each instructor must pass various background checks
 - Each instructor has completed the 6-level "Perfect Lesson" training, which addresses student safety, teaching methods and detailed curriculum study
 - Our Open-Door Policy. Parents are welcome to sit in on any lesson, any time



Student Safety and Well-Being Design Document

- **And finally, and perhaps most importantly – if a student in the lessons area (or any child in the store) looks lost or scared:**
 - Please approach them and see how you may assist. They may have become inadvertently separated from their parent or guardian while shopping or their parent or guardian may be late in picking up the student from their lesson.
 - If they have become separated from their parent or guardian while shopping – please utilize the store intercom system to page the appropriate adult responsible for the child. Please stay with the child until their caregiver is located and reunited with the child.
 - If the parent or guardian is late in picking up the student from their lesson, please locate the caregiver's cell phone number and check on the status of the student's pickup time. If no phone number can be located – please send an email. After that, encourage the student to wait calmly in the lessons waiting area.

2. **Student hearing, physical and psychological health**

In addition to student safety during the entrance and exit of a given lesson, GC Lessons instructors provide students with studio experiences, lessons, and performance opportunities designed to develop a wide range of knowledge and skill. Like teachers of any other subject, music instructors focus on the educational outcomes of their efforts (like those we discussed in the Perfect Lesson teaching module). In fact, music instructors guide students through educational interactions that involve and influence the well-being of students in three specific areas:

- **Hearing health:** Exposure to loud music for long durations can lead to noise-induced hearing loss, a problem that is increasingly prevalent among children due, in part, to changing listening habits associated with personal listening devices. Recognize that noise-induced hearing loss is a widespread and serious public health issue and that music is implicated as a causal factor. Music teachers can contribute significantly to resolving this growing problem by addressing it in lessons.
 - With this in mind, please keep the volume of instruments in a given lesson at a moderate level. Amplifiers should never be played at full volume. For non-amplified instruments that are very such as a full drum kit, please keep in mind that you are part of a larger learning environment that may be affected by your volume. Therefore, playing with appropriate dynamics are encouraged.
 - In short, and in all cases outlined -- if you are raising your voice in a lesson to speak and teach – the music is most likely too loud.
 - As prolonged exposure to loud music can be fatiguing to the ear, please also encourage your students to wear hearing protection such as ear plugs (foam or plastic molded) or isolation headphones during their practice sessions and GC Lessons. Isolation headphones are particularly helpful for drum students. That is, they can continue to play to music in their lesson without blasting music through a PA or speaker for accompaniment.
- **Physical health:** Overuse or misuse of the body when playing a musical instrument or singing can lead to health problems. Musculoskeletal and vocal performance



Student Safety and Well-Being Design Document

injuries are preventable. Healthy playing and singing involve the correct physical manipulation of the voice and instruments.

- As such (and as the majority of our students are between the ages of 6-16), please also be sure to teach the proper postures and mechanics of a given instrument – rather than the execution of notes, measures, phrases and compositions alone.
- This can be accomplished by teaching children how to practice in ways that avoid injuries. These strategies can include using appropriate warm-ups; breaking up intensive, repetitive practice sessions with short rest periods; and insisting on proper posture while playing or singing.
- Please also actively monitor their students for incipient physical problems and insist that students adopt good practices to stop the development of severe problems.
- Should you require additional resources on the proper techniques of a given instrument – please reach out to the WLV lessons team for more information.
- **Psychological health:** The performance of music, especially the public performance of music, involves a host of social and emotional factors that can be a potential source of stress in the student.
 - Therefore, and while utilizing your instructor folders to measure progress, please also provide good musical preparation for students as they near a performance opportunity. This will help them to concentrate on the performance/recital alone and not overcoming a performance hurdle in a given performance.
 - It is also of utmost importance to encourage appropriate attitudes toward music so that students' stress is kept to manageable levels. These include having fun and doing one's best – rather than playing perfectly, playing with speed or precision or even measuring the amount of applause from an audience.
 - Remember, your students look up to you and look to you for many of their cues – including how to feel after a given lesson or as they prepare for a performance. If you are satisfied with a student doing their best – rather than perfection – they will be satisfied too.
 - Music is fun, and it should be for everyone – regardless of age, talent level and the like. Please share these messages with your students. They will be happier, more fulfilled and continue in your lesson room for a longer period.

3. Students that may be victims of abuse or neglect

Although you are a GC Lesson instructor, you are also an inspiration to -- and mentor and role model for -- your students. By serving in these capacities, as well as by spending 30 minutes of one-on-one time in a private room with your students weekly, many students will grow very comfortable with you and subsequently share private details about their life. While many of these details will most likely include the name of their dog, what they received for a birthday (or holiday) gift or their favorite color – other students may take this opportunity to share something far more private. That is that they are the victim of child abuse or child neglect.



Student Safety and Well-Being Design Document

As you work with children and young people, you can help to keep them safe by being alert for the signs or indicators of harm and taking appropriate action early. Let's take a look at these items in greater detail:

About child abuse and neglect

Child abuse and neglect are when a child is physically, emotionally or sexually harmed. It is also when their health, safety or wellbeing needs are not being met by their family. Child abuse can happen in families of any income, culture or religion. It often happens over a long period, but single one-off events can be abuse too. The effects of abuse and neglect are serious and can last a lifetime.

Physical

Physical abuse is when a child's body is harmed by things such as punching, hitting, shaking, biting or burning. There may be cuts, bruises or broken bones. Sometimes there are no signs because the injuries are internal. In extreme cases, children can die.

A child's physical needs can also be neglected. They may not have a place to live or live somewhere that isn't safe. They might not have enough food or clothes, or not be kept clean. They might be left alone or not be well supervised. It is also neglect when a child is not given the health care they need, including mental health care, or when parents don't make sure the child goes to school and gets an education.

Emotional

Emotional abuse is just as harmful as physical abuse. It is when a child is treated in ways that make them feel scared, worthless or alone. It can be less obvious which means others may not notice it or do anything about it. It can build up over time.

A parent might:

- ignore a child or refuse to accept them
- not show love, or withdraw love to control the child
- constantly shout at a child
- criticize, tease or shame them
- make them feel different from other family members or deliberately target them
- encourage a child to break the law
- threaten someone or something they care about.

Sexual abuse

Child sexual abuse is when an adult or older or stronger child persuades, tricks or forces a child into sexual activity. It includes sexual acts and inappropriate touching. They may use threats or bribes to keep the child silent.

If a child tells you someone is harming them

Please keep in mind that children may be scared they will get into trouble or cause a lot of problems if they tell. They often feel no-one will believe them or that they are to blame.

Therefore:

- Listen to them. Don't dismiss what they say. It takes courage for a child to talk about their abuse. Reassure them that they are right to tell you and you believe them. Thank them for telling you and acknowledge how hard it can be to tell someone.



Student Safety and Well-Being Design Document

- Stay calm. They may be afraid to say more if you show you are shocked or upset. If it seems like the right thing to do, comfort the child.
- Don't ask lots of questions. Let them tell you in their own words at their own pace.
- Tell them that you care about them and want to help them be safe.
- Make sure the child is safe and let them know you will do your best to stop them from being harmed. Let them know you might have to talk to someone else, and they are not in trouble.
- Immediately after that, please report this instance to your store manager who will notify his or her District Manager immediately as well.
- Under no circumstance should you discuss this unfortunate situation with other students, student's parents, instructors, or any other Guitar Center Employees.

4. Instructor Non-Fraternization with Students Policy

Finally, instructors also should not have or develop personal relationships outside of the GC Lessons room. To further clarify, personal relationships between Guitar Center employees and students can form the basis for misunderstandings, complaints of favoritism, and even claims of sexual harassment or criminal conduct. To avoid even the perception of impropriety (regardless of the accuracy of the perception), Guitar Center prohibits employees from having social, dating, social media or sexual relationships with current students. For the same reasons, Guitar Center also prohibits employees from entering into artistic collaborations, contracts, or agreements with current students as well.

Employees will be subject to discipline up to and including unpaid suspension and termination of employment for violation of this policy.

In closing

Thank you for reviewing this installment of the Perfect Lesson, we will present Guitar Center Lesson's Student Well-Being and Safety practices (SWBS). To review, the SWBS practices are designed to help our instructors promote and enable student safety, well-being and overarching health while learning their instrument, as well as how to respond to (and report) unfortunate instances of child neglect or abuse. Not only will learning about the SWBS aid you in helping your students to continue learning their instrument in a nurturing and healthy environment; but also, it will help you to respond to student challenges and thereby serve the community in which you teach as well.

Resource Links

[Project Folder Here](#)

7. Learning Rationale *Required for all training projects

Why is this learning important?

8. Maintenance Strategy *Required for all projects

Review and maintenance strategy

Content will be reviewed by the Lessons team every 6 months for accuracy and relevance.

9. Implementation and Deployment *Required for all projects



Student Safety and Well-Being Design Document

	Place an "X"	Due Date	Target Days	Move from profiles how many days after due date?
Recurring	X		30	
One-Time	X	5/15/19		30
Notes	<ul style="list-style-type: none"> Will be deployed to all new instructors with a 30-day due date. Will be deployed to current instructors on 4/15/19 with a 30-day due date. <ul style="list-style-type: none"> Will need weekly completion reporting sent to Lesson team in order to drive completion 			
Category	Skills			
Primary Skill	Music Instruction			
Additional Skills/Proficiencies				
GCU Points of Entry	<ul style="list-style-type: none"> GC Lessons Training Library (2 locations – Instructor page and Lesson Lead page) Skills development library under Music Instruction 			

10. Deliverable Formats and Strategy <small>*Required for all projects</small>	
<ul style="list-style-type: none"> Description of the finished product 	
Activities (Course, Document, Audio/Visual, Design)	<ul style="list-style-type: none"> eLearning course Relevant job aid(s) on content
Special Considerations	Since instructors and LLs are not accustomed to frequently checking GCU, this will require additional communication to store leadership to drive completion.

11. Project Timeline and Approval Log <small>*Required for all projects</small>			
Deliverable	Due to Client	Client Approval Due	Approval Notes
Design Document	3/8/19	3/15/19	
Sample (script, demo, screenshot)	3/8/19	3/15/19	
Final Materials	4/5/19	4/12/19	Will be deployed on 4/15

12. Reporting and Analysis Plan <small>*Required for all training projects</small>	
How will this be analyzed?	<p>Completion Reporting: GCU team will report weekly completion status for the initial deployed audience to the Lessons team.</p> <p>Business Impact: Lessons team will report weekly enrollment and retention information to the GCU team</p>
What will be done with the results?	<p>Completion Reporting: Lessons team will use reporting to target instructors who need to complete the course in order to drive 100% compliance.</p> <p>Business Impact: GCU team will use impact metrics to measure effectiveness of course toward stated business goals.</p>