



## CREATING CHANGE

Marketing your message

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Marketing!?

PC  
PreventConnect

A slide with a white background and teal borders on the left and right. The word "Marketing!?" is written in a large, black, sans-serif font, tilted at an angle. It is surrounded by several dollar signs (\$) scattered around it. In the bottom right corner, there is a logo consisting of the letters "PC" in white on a yellow square background, with the text "PreventConnect" below it.

### Audience

Who is your audience?  
How did you identify your audience?



PC  
PreventConnect

A slide with a white background and teal borders on the left and right. At the top, the word "Audience" is written in a white, sans-serif font on a dark olive green horizontal bar. Below this, two questions are written in a black, sans-serif font, tilted at an angle: "Who is your audience?" and "How did you identify your audience?". In the bottom left corner, there is a simple black silhouette of a person's head and shoulders with a speech bubble above it. In the bottom right corner, there is a logo consisting of the letters "PC" in white on a yellow square background, with the text "PreventConnect" below it.

## First Things First

### Audience & Desired Behavior

<u>Audience</u>	<u>Audience</u>	<u>Audience</u>
<u>Desired Behavior</u>	<u>Desired Behavior</u>	<u>Desired Behavior</u>
<u>Desired Behavior</u>	<u>Desired Behavior</u>	<u>Desired Behavior</u>



## Our Strategy for Change

- Identify the situation
- Identify what contributes to the situation
- Identify potential solutions
- Identify solutions that fit community and capacity



## In Other Words Visuals

**Next Steps**

We will achieve: **outcomes** → By doing: **activity** → Specifically: **action steps**

We will use: **resources**


By:		By:	
By:		By:	
By:		By:	
By:		By:	
By:		By:	

**CALCASA**  
CALIFORNIA COLLECTIVE  
AGAINST SEXUAL ASSAULT

**PC**  
PreventConnect

**PC**  
PreventConnect

## The Situation



**PC**  
PreventConnect

## Today

- Identify the situation ✓
- Identify what contributes to the situation
- Identify potential solutions
- Identify solutions that fit community and capacity



## Factors

What are the conditions that allow sexual violence to occur?



## Factors

What are the conditions that inhibit sexual violence?



## In **YOUR** Community

What are the conditions that allow sexual violence to occur?

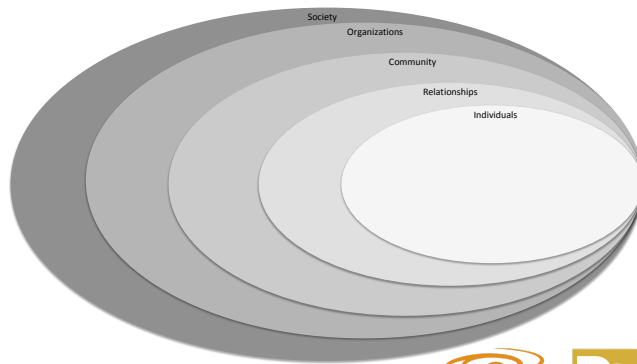
What are the conditions that inhibit sexual violence?



# Your Turn!

## Community Factors Contributing to Sexual Violence

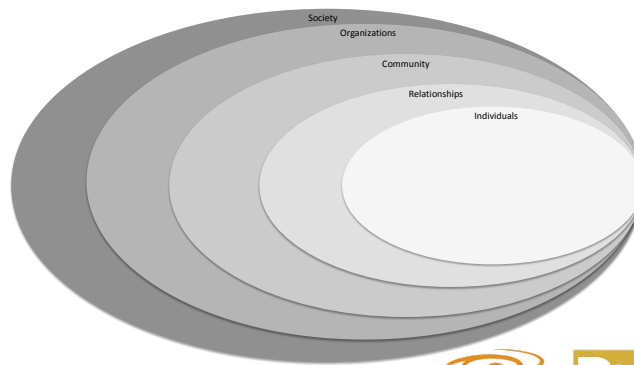
Community: \_\_\_\_\_



# Your Turn!

## Community Factors Inhibiting Sexual Violence

Community: \_\_\_\_\_



## Today

- Identify the situation ✓
- Identify what contributes to the situation ✓
- Identify potential solutions
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## ASSESSING YOUR COMMUNITY

### NEEDS

- Focus on deficiencies
- Results in fragmentation of response to local needs
- Makes people consumers of services, builds dependence
- Residents have little voice in deciding how to address local concerns





## ASSESSING YOUR COMMUNITY

### Strengths

- Focus on effectiveness
- Builds interdependencies
- Identifies ways people can give of their talents
- Supports leadership development



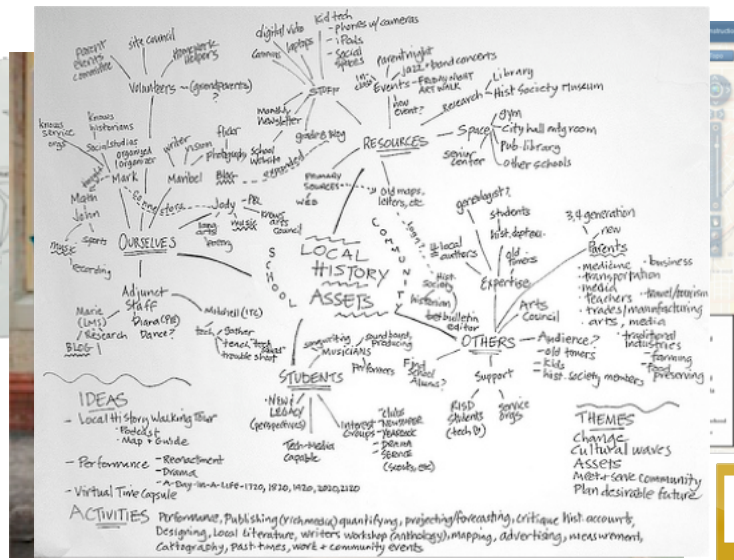
*When you start with needs, you  
get programs....*

*When you start with strengths  
you get possibilities.*

Lupe Serrano

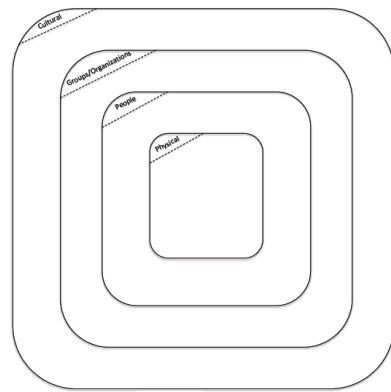


# Asset Mapping



# Our Map

Community Assets Map

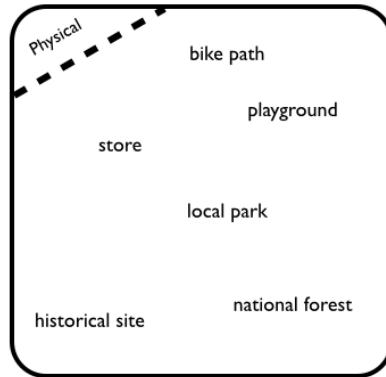


Adapted from Building Communities from the Inside Out by Kretzmann/McKnight, 1993



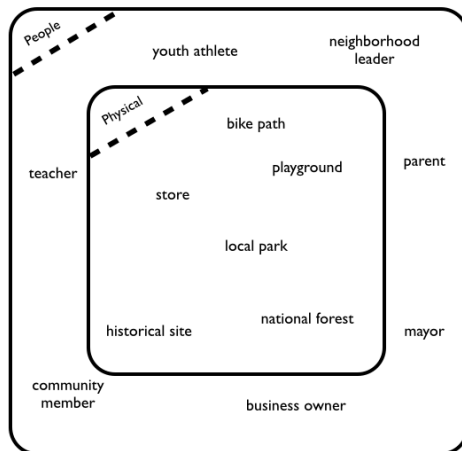
# Physical

- Landmarks, parks, natural resources



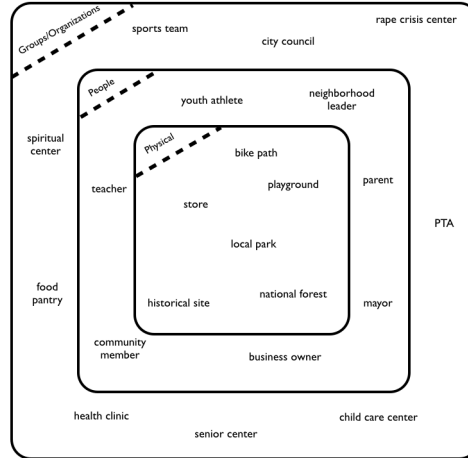
# People

- Activists, organizers, decision makers, volunteers, champions...



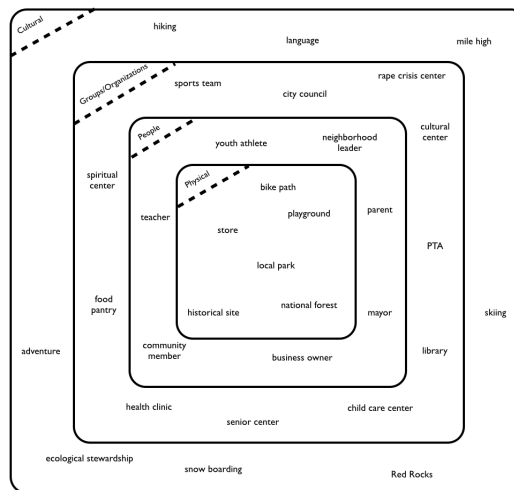
# Groups/Organizations

- Neighborhood/citizen's associations, grassroots organizations, community centers, community groups, community-based organizations, clinics, advocacy groups...



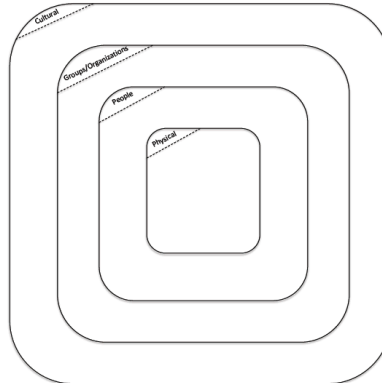
# Culture

- Traditions, customs, events, behaviors, activities



# Your Turn!

## Community Assets Map

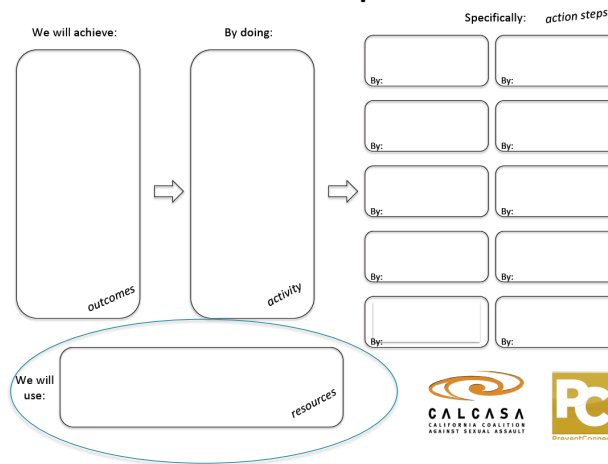


Adapted from Building Communities from the Inside Out: by Kretzmann/McKnight, 1993



# Putting It All Together

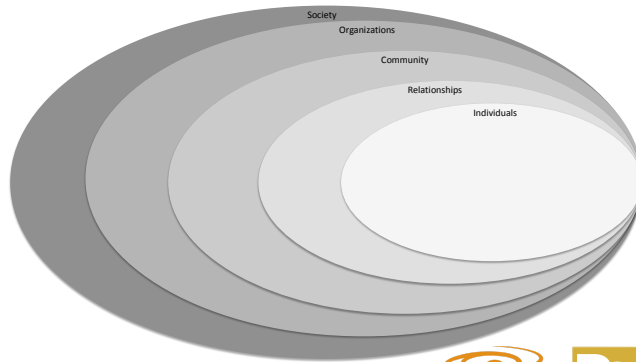
## Next Steps



# Revisiting

## Community Factors Inhibiting Sexual Violence

Community: \_\_\_\_\_



# What do you want to accomplish?



# What do you want to accomplish?

Address *modifiable* risk and protective factors



# Revisiting

## Audience & Desired Behavior

<u>Audience</u>	<u>Audience</u>	<u>Audience</u>
<u>Desired Behavior</u>	<u>Desired Behavior</u>	<u>Desired Behavior</u>
<u>Desired Behavior</u>	<u>Desired Behavior</u>	<u>Desired Behavior</u>



## Common Strategies



## Bystander

### Campus-based bystander intervention: SCREAMing to prevent violence at Rutgers



Campus-based bystander intervention: SCREAMing to prevent violence at Rutgers [ 15:43 ] [Hide Player](#) | [Play in Popup](#) | [Download](#)



A Model for Peer Educational Theater Programs





## Gender Equity



## Engaging Men

BY DEENA FULTON ON JANUARY 12, 2015 - TAGGED AS ENGAGING BOYS, ENGAGING MEN, GENDER, GENDER TRANSFORMATIVE, GLOBAL RESEARCH

### Research overview of engaging men and boys

I've [written a lot](#) about the [Lancet series](#) on Violence Against Women and Girls already, but I also really want to highlight the piece they did on working with men and boys. The article by Jewkes, Flood, and Lang is a great introductory or background piece to engaging men and boys, because it talks about the historical context of involving men in prevention, about why we want to engage men and boys, and about what strategies and approaches we should use to try to engage men today.

The article starts with a history of men's involvement in prevention. Understanding this historical context is crucial for being able to understand men's current efforts to prevent violence against women and girls. After describing this context, the article goes on to give a lot of detail about what efforts to engage men and boys in prevention can and should look like. As the [lessons from prevention](#) told us, prevention work should focus on gendered power dynamics. This article gives us a good deal more information on how to do that. The main recommendation is to base efforts to engage men and boys in gender theory, both as an ideological foundation and as a guide for specific program objectives.



Source: Flickr Commons, Emma Campbell



## School-based

BY ASHLEY MAIER ON MAY 30, 2013 · TAGGED AS CURRICULUM, JENNIFER PRZEWOZNIK, MEG BOSSONG, NAN STEIN, SHIFTING BOUNDARIES

### Shifting Boundaries: Lessons on relationships for students in middle school: Lessons learned from implementing a sexual harassment/violence prevention program

CLICK HERE  
to  
ACCESS RECORDING

Thursday  
June 20, 2013


11 AM to 12:30 PM Pacific Time  
(2 PM to 3:30 PM Eastern)



## Youth Leadership

### The Halls: Harnessing the power of youth



 AUDIO MP3 The Halls: Harnessing the power of youth [ 12:56 ] [Hide Player](#) | [Play in Popup](#) | [Download](#)



[Start Strong Boston](#) worked with teens to develop a web series about relationships called [The Halls](#).



## Social Marketing

BY [ASHLEY MAIER](#) ON AUGUST 14, 2012

### Social marketing as a tool in primary prevention

Social Marketing as a Tool in Primary Prevention presents social marketing as described in recent educational and community organizing models of primary prevention. Exploring successful social marketing-based

projects for the prevention of sexual and domestic violence, it highlights best practices for using the approach. Intended for those who have an understanding of foundational prevention concepts, this course guides learners through a [...]



## Community Mobilization

### Shifting our Goal from Individual Knowledge Change to a Community Mobilized for Norms Change: What does it take to move from a skills building focus to practice and policy change success?

Wednesday, September 17, 2014 11 AM to 12:30 PM Pacific Time (2 PM to 3:30 PM Eastern) Want to mobilize your community to take action to prevent sexual and domestic violence? This web conference takes a look at how to leverage community education efforts into opportunities for norms change dialogue and policy change. We'll take a look at a wide [...]



Share this:



## Media Literacy

### Media, popular culture, and youth: Media literacy as a violence prevention strategy



Advertisements used in the curriculum.

NJCASA curriculum.

In 2010, as part of the prevention work in New Jersey, the [New Jersey Coalition Against Sexual Assault](#), in partnership with [Media Literacy Project](#), created a custom media literacy curriculum for sexual violence prevention. At the 2013 [National Sexual Assault Conference](#), Jyoti Venketraman from NJCASA and Andrea Quijada from Media Literacy Project presented a session about the curriculum, exploring media literacy as a strategy for prevention. In the following podcast, they review the content of that session, discussing the use of media literacy as a strategy for prevention, with a focus on the



## Social Cohesion

BY TIFFANY FIELDS ON MAY 28, 2015

### Community governance, social cohesion, and popular education: Preventing sexual domestic, and dating violence in Newport, Rhode Island



**RUBIO MP3** Community governance, social cohesion, and popular education: Preventing sexual domestic, and dating violence in Newport, Rhode Island [ 15:11 ] [Hide Player](#) | [Play In Popup](#) | [Download](#)



This past February, PreventConnect partnered with [National Sexual Violence Resource Center](#) to offer the web conference, [Using Popular Education to Engage Communities in Sexual Violence Prevention](#). This podcast captures a follow-up conversation between PreventConnect's Ashley Maier and Jessica Walsh of Newport Rhode Island's [Women's Resource Center](#).

Click below to learn about a unique application of popular education at the community level, as well as ideas for applying evaluation strategies.



# What else?



A black silhouette of a person's head and shoulders is centered on a white background. To the right of the head is a black speech bubble pointing towards the person.

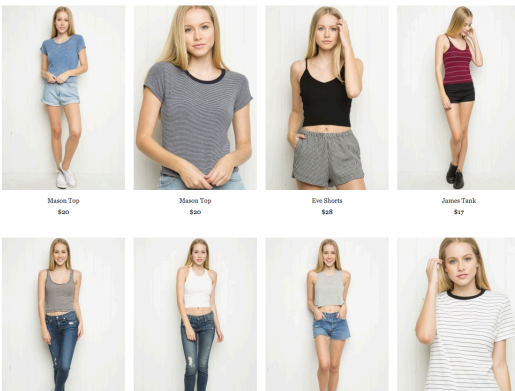


The PreventConnect logo, featuring the letters 'PC' in white on a yellow square background, with the text 'PreventConnect' below it.


# ONE SIZE FITS ALL?

Brandy ♥ Melville

JUST IN CLOTHING GRAPHICS ACCESSORIES



A grid of eight clothing items, each with a model and a price tag below it. The items are: Mason Top (\$20), Mason Top (\$20), Eve Shorts (\$28), James Tank (\$17), a grey tank top, a white tank top, a grey tank top with shorts, and a striped t-shirt.



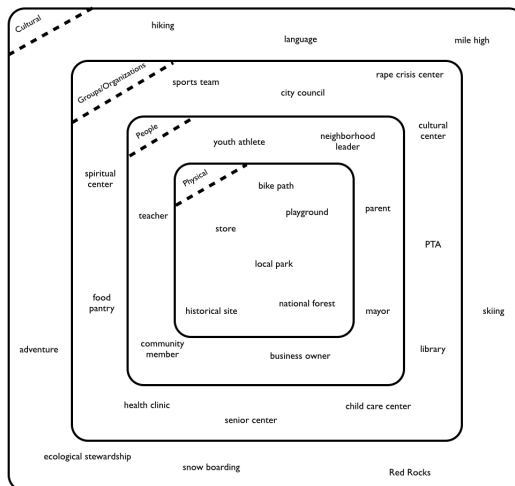
The PreventConnect logo, featuring the letters 'PC' in white on a yellow square background, with the text 'PreventConnect' below it.

## Today

- Identify the situation ✓
- Identify what contributes to the situation ✓
- Identify potential solutions ✓
- Identify solutions that fit community and capacity



## Community



## Community

Oh I'm sorry, I didn't realize that you're an expert on my life and how I should live it. Please continue while I take notes.



you  cards  
someecards.com



## Capacity



ashleymaler

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11w

ashleymaler I just...I don't think you fit, buddy. #pug #carlin #rescue #pugnationia #pugsofinstagram #puglife #adopt #adoption

ashleymaler @pugnationia Julian says he misses everyone and at the same time is so happy...and defiant about Gracie's bed being too small for him. It's not like, you know, there's a bigger one just for him nearby or anything.


elleylaluna lol my cat had the same one an couldn't learn how to stay in it...

elleylaluna Awkward lol

pugnationia Gaw! He's looking so great!!

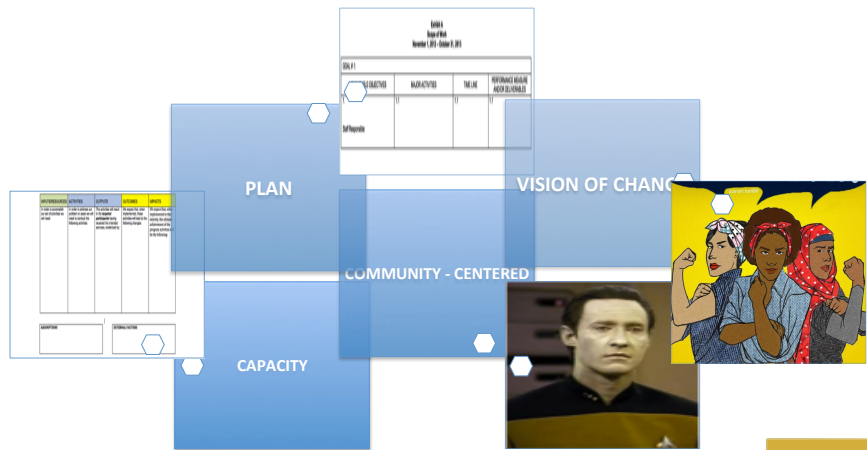


ashleymaler @pugnationia LOVE HIM SO MUCH!!!!

Log in to like or comment on this po... 



## Building blocks –things you need to have in a local RPE program



## Putting It All Together

### Next Steps

We will achieve:

By doing:

Specifically: *action steps*

By: <input style="width: 90%;" type="text"/>	By: <input style="width: 90%;" type="text"/>
By: <input style="width: 90%;" type="text"/>	By: <input style="width: 90%;" type="text"/>
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By: <input style="width: 90%;" type="text"/>	By: <input style="width: 90%;" type="text"/>

We will use:





## Guess What You Just Did

- Identify the situation
- Identify what contributes to the situation
- Identify potential solutions
- Identify solutions that fit community and capacity



## Guess What You Just Did

INPUTS/RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
In order to accomplish our set of activities we will need:	In order to address our problem or asset we will need to conduct the following activities	The activities will result in the <i>targeted participants</i> having received the intended services, evidenced by:	We expect that, when implemented, these activities will lead to the following changes:	We expect that, when implemented in their entirety, the ultimate achievement of the program activities will be the following:

**ASSUMPTIONS**

**EXTERNAL FACTORS**



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