CREATING CHANGE

Marketing your message

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Marketing!?

Audience

Who is your audience?

How did you identify your audience?

First Things First

Audience & Desired Behavior

Audience	Audience	Audience
Desired Behavior	Desired Behavior	Desired Behavior
Desired Behavior	Desired Behavior	Desired Behavior

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: By doing: Specifically: *action steps*

outcomes   activity   resources

We will use:

The Situation

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?

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In **YOUR** Community

What are the conditions that allow sexual violence to occur?

What are the conditions that inhibit sexual violence?

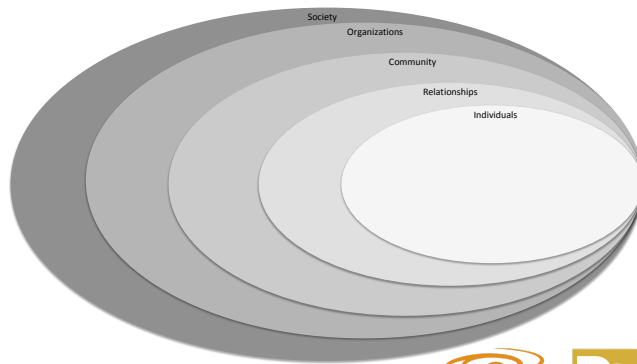PreventConnect

Your Turn!

Community Factors Contributing to Sexual Violence

Community: _____

Your Turn!

Community Factors Inhibiting Sexual Violence
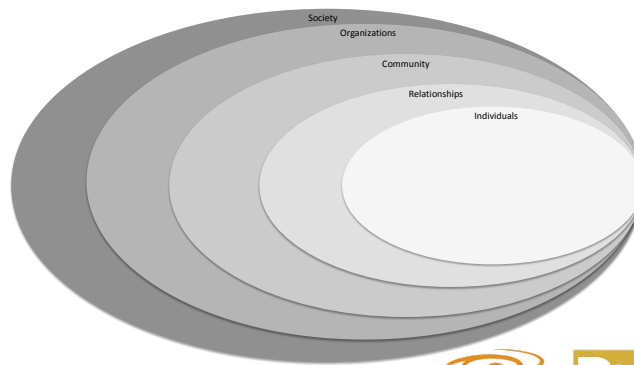
Community: _____

Today

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

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
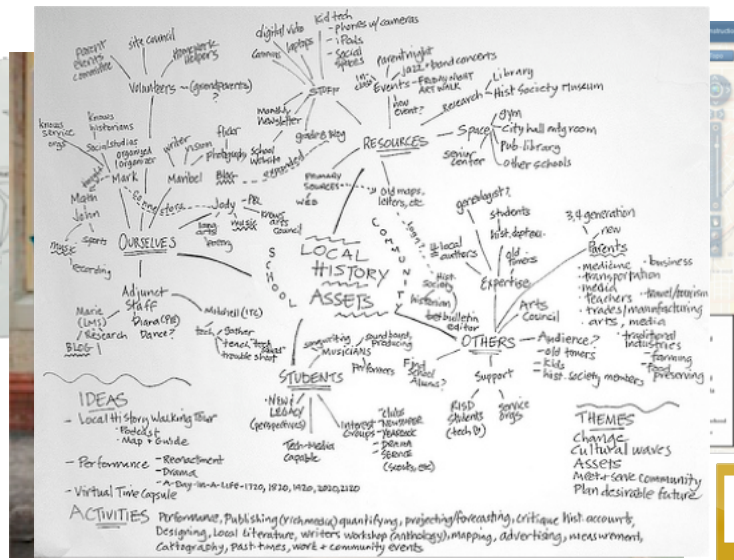- Supports leadership development

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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
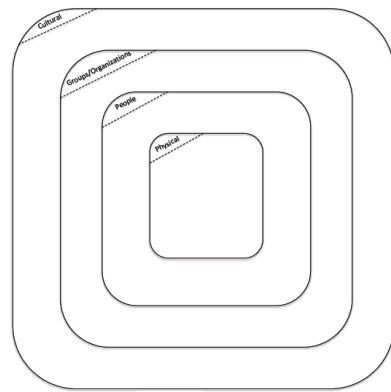
Physical

- Landmarks, parks, natural resources
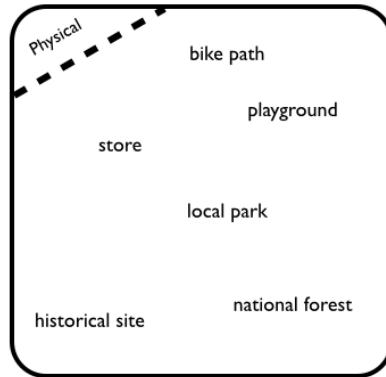
People

- Activists, organizers, decision makers, volunteers, champions…
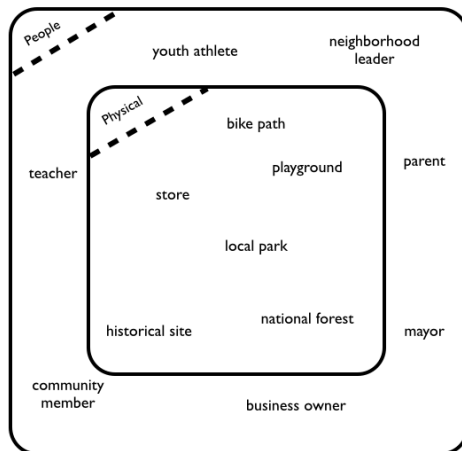
Groups/Organizations

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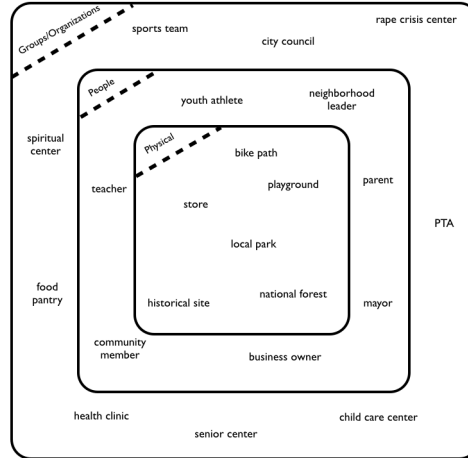
Culture

- Traditions, customs, events, behaviors, activities
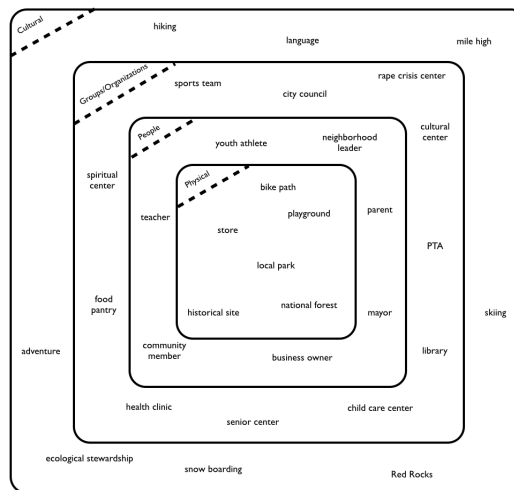
Your Turn!

Community Assets Map
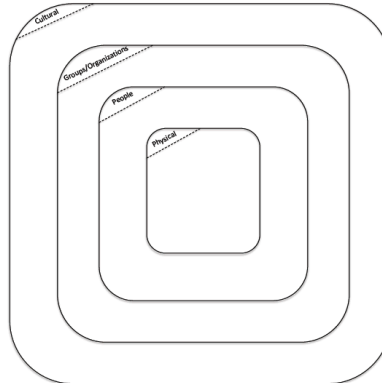
Putting It All Together

Next Steps
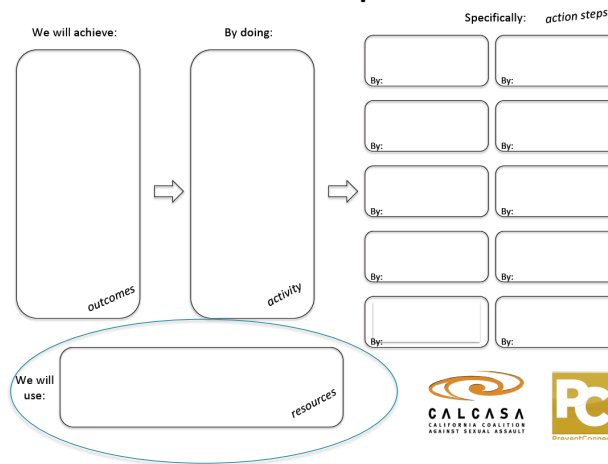
Revisiting

Community Factors Inhibiting Sexual Violence

Community: _____
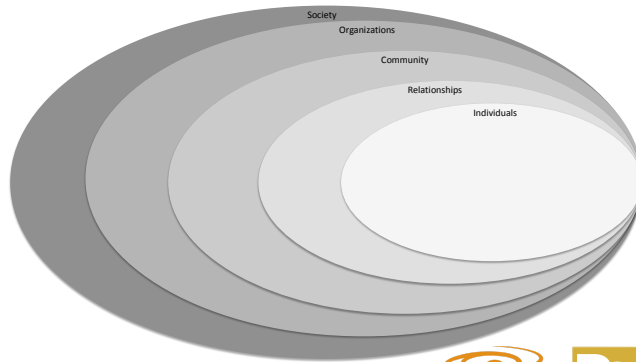
What do you want to accomplish?

What do you want to accomplish?

Address *modifiable* risk and protective factors

Revisiting

Audience & Desired Behavior

Audience	Audience	Audience
Desired Behavior	Desired Behavior	Desired Behavior
Desired Behavior	Desired Behavior	Desired Behavior

Common Strategies

Bystander

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

AUDIO MP3   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

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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

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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)

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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

THE HALLS
@THEHALLSBOSTON

Start Strong Boston worked with teens to develop a web series about relationships called The Halls.

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Social Marketing

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 […]

CLICK HERE to Register

Permanent link to Shifting our Individual Knowledge Change to Mobilized for Norms Change: W take to move from a skills buil practice and policy change suc

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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

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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

AUDIO 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

Women's Resource Center
WORKING WITH OUR COMMUNITY TO END DOMESTIC VIOLENCE

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?

ONE SIZE FITS ALL?

Today

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

Community

Community

Capacity

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

Putting It All Together

Next Steps

Guess What You Just Did

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

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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 *targeted participants* 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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