



Clearing Up Social Norms and Social Marketing
for Sexual and Intimate Partner Violence
Prevention
Tuesday, July 30, 2019, 11
AM-12:30 PM PT | 2 PM-3:30 PM ET

AKJ: Hi Everyone! Welcome to our web conference today.

TV: Audio by Phone: 866-866-2244, passcode 9053509#

TV: You can download the PowerPoint slides for this session here: <http://www.preventconnect.org/wp-content/uploads/2019/07/Clearing-up-social-norms-change-and-social-marketing-for-sexual-and-domestic-violence-prevention.pdf>

TV: Contact Adobe Connect support at <https://helpx.adobe.com/adobe-connect/connect-support.html>

TV: What Surrounds Us Shapes Us web conference materials: <http://www.preventconnect.org/2019/05/what-surrounds-us-shapes-us-greening-and-other-physical-built-environment-strategies-for-preventing-domestic-and-sexual-violence/>

TV: Sign up on our newsletter to receive a registration alert!

RC: I would suggest that a social norm is also paying low wages

SA2: never heard of it

MS: never heard

SS: it is all new to me

TV: <https://www.cdc.gov/violenceprevention/pub/technical-packages.html>

MS: I have not heard of the STOP package

KW: Never heard of them!

EH: I have also never heard of these

MM: have not heard of before today

ME: new to me

SM: Have not heard about them

VM: Not aware of them

AD: I have also never heard of the STOP packages

KS: Have not heard of them

TB: I have not heard of it before today

RP: New to me

MC: I have not heard of them before now.

TE: Our prevention and education trainers are aware, however, some of our advocate and others have not.

DH: I have not heard of STOP SV

AH: never heard of them. I just became a Sexual Assault Prevention Response Victim advocate in January.

KW: new to me

CP: new to me

MR2: Not at all familiar

AM: never heard of it!

SB: new to me

TV: PreventConnect web conference on the Preventing IPV technical package: <http://www.preventconnect.org/2017/05/preventing-intimate-partner-violence-across-the-lifespan-a-technical-package-of-programs-policies-and-practices/>

SS: just downloaded

TV: Social media and social norms: Using a multimedia campaign to change bystander behavior <http://www.preventconnect.org/2012/06/social-media-and-social-norms-using-a-multimedia-campaign-to-change-bystander-behavior/>

TV: VetoViolence Social Norms page: <https://vetoviolenecdc.gov/violence-prevention-basics-social-norms-change>, and at <https://vetoviolenecdc.gov/apps/main/prevention-information/35>

AKJ: <https://vetoviolence.cdc.gov/violence-prevention-basics-social-norms-change>

TV: Text Chat Question: What social norms are you impacting in your work to prevent sexual and domestic violence?

SA2: speaking very fast to keep up with all the terms and info

TV: If social norms is new to you, check out this PreventConnect web conference recording where we discuss the five key norms for sexual and domestic violence prevention: <http://www.preventconnect.org/2016/01/from-foundations-to-the-future-a-prevention-approach-to-sexual-and-domestic-violence-2/>

SB: We're trying to promote empathy as a protective factor against SV

MH: Harmful gender norms

MM: we use it in high schools to address dating violence and healthy relationships and consent

RC: Harmful gender norms and norms surrounding masculinity and femininity

EJ: Changing norms around LGBTQ+ relationships, and that violence can happen in those relationships, too.

BO: Changing the norms around masculinity in schools

RP: Talking with 8th graders about consent.

SER: We are working on changing the norms around whether folks intervene and whether they believe violence prevention is possible

HN: acceptance of SV in the community - starting safer bars, bystander intervention program

SS: affirmative consent standards

MJ: I work with a group of teens that focus on the behaviors they see at school. Right now focus on privacy in a relationship

HN: bystander intervention, economic empowerment, and healthy relationships

AVB: We discuss how social norms can be harmful when forced onto people against their will, talking about health relationships as well

MR: asking for consent when asking children for hugs, respecting their wishes when they say "no"

LL: We teach kids what healthy relationships are

LV: Changing norms about populations on college campuses (Greek life, athletics, etc.)

CY: norms around gender and caregiving responsibilities

KS: norms around healthy relationships

CKH: norms around power and privilege and identity

MH: rape culture

TB: We use it when we go into the school and within community talking about informed consent, healthy relationships, boundaries, bullying etc.

CB: changing norms around 'boys' and 'girls' toys

AR2: speaking out against the idea that prison is the only solution to crime, that we need trauma prevention and restorative/rehabilitative justice to change thinking and behavior and work to put the survivors we work with in control of their own stories outside the CJ system

JD: I'm creating a course and reached on healthy masculinity and domestic violence prevention and attempting to teach it on high school campuses

RN: healthy relationships and consent

AD: norms around asking for consent

AH: bystander's intervention, consent, sexual assault isn't just female on male

LJ: Consent-consent-consent!

CR: healthy relationships, bystander behavior, defeating harmful gender norms, consent 101, etc.

AE: having to apologize for your needs

GB: Using social norms surveys about sexual harassment with middle school students and working with them to develop the messaging campaign around their schools

MH: Consent

DW: Decreasing locker room talk, rumor spreading...

MM: bystander intervention and harm of strict gender norms, body empowerment beginning at early age

VV: parenting with nonviolence

EH: Diffusion of responsibility in violence prevention

SB: preventing dating abuse education for teens

LJ: healthy boundaries and assertive communication

SB: Dating

SS: Consent

SS: Preventing teen dating violence

AKJ: Thank you all -- it's so inspiring to hear all of these examples from the work you are engaged in.

SB: preventing teen dating abuse/violence through education Safe Dates Curriculum

JT: university students

SR: College students

SB: middle and high school students

KV: university, high school, and junior high students

BO: middle school students and kids in community centers

AE: young adults

AH: service members

SK: high school

TB: middle school, high school, community members, and incarcerated adults

EH: College athletes, student leaders, on a large metropolitan campus

MW: University students

KCM: middle school through college

RP: middle and High School Students/also parents.

CK: I find that social marketing techniques are not widely understood or how to translate the principals in the SV field

CG: K-12 SEL education + shifting boundaries in MS and Safe Dates in HS.. Plus healthy relationships consent education in college.

TFEM: How would you apply segmentation to different social media platforms?

TV: Pew Research Center has resources on which age groups are on which social media platforms: <https://www.pewresearch.org/>

TFEM: thank you!

JT: I wrote a chapter in the book *The Prevention of Sexual Violence: A Practitioner's Sourcebook* edited by Keith Kaufman on applying social marketing principles to sexual violence. You can email me if you want a copy of this: info@joantabachnick.com. Or you can buy the book through NEARI Press.

AKJ: Thank you, Joan! Can we add this to our resource list?

TB: Thank you Joan I will be reaching out.

RK: With regards to audience- we have done some campaigns around sex positivity for a younger audience (18-24), however this campaign had the potential to offend our older/more traditional audience. Any advice for a campaign that is not just "not geared" at a certain group, but that has the potential to turn them off?

CKH: if anyone knows any programs for social norm change to create protective environments in school settings (audience being teachers/staff/admin), please drop a line!

CK: Thanks, Joan! Good to know :)

JT: Yes Ashleigh! And David Lee wrote a chapter in that book as well. Let me know if you want some other general social marketing links as well.

AKJ: @Joan I will send you an email! :)

RC: Me, too! Still have one for business purposes!

LL: We want to have a public forum or something with the community to come together to discuss the 4 domestic violence murders we have had in the last several months. Any suggestions?

TV: Washington State University social norms campaign: <https://news.wsu.edu/2009/07/02/grant-empowers-campaign-against-sexual-assault/>

HN: A former colleague used to say that stats that we used to promote social change also needed to be "believable" so if it's something too drastic it can backfire and people don't believe it. How can we balance that?

MM: Were these statistics derived from perceived norms research?

TV: Leftswipedat tobacco prevention injunctive norms: <https://ispot.tv/a/7xHR>

CK: Libby Lytle, I think you need to first figure out what you want to do. Do you want more community members involved in your community efforts? Do you want to build your social norms campaign around seeing the signs of DV and being an up stander? First get clear with why you want to hold the forum. Then, think about the community agencies that are working on similar or common risk and protective factors. Consider where you are asking people to fit in. For example, what is being asked of those coming to the forum? Do you want them to help you start or further your current social norms work on community acceptance of the social norms of males using their strength for supporting respect and nonviolence toward women and girls?

MM: so glad they helped!

AKJ: Thank you @Monica :)

TV: Gillette Ad subjective and injunctive norms example: <https://youtu.be/koPmuEyP3a0>

LL: Thank you, Corina, everyone wants to know what to do and we are trying to figure out the best way to include everyone in how they can take part. We have the community partnership. Just trying to figure out what that looks like

BM: good sex!

KS: social capital

TV: Text Chat Question: What motivates your audience to prevent sexual and domestic violence?

SR: Trying to figure that out!

SS: honor, church,

MS: peers

TB: Education and Awareness

EH: Team acceptance and camaraderie

MR: safe homes

MM: pride in their own community

AH: doesn't ruin the reputation of the unit and Marines

RK: honor, reputation

BO: for middle school: social status among their peers

MS: Not perceived as being racist.

KW: the Baha'i faith principle of gender equality for our Baha'i audience.

CB: not perpetuating the cycle. Being survivors they want to make sure their children don't continue the behaviors with their partners/families

KV: recognizing their own responsibility in preventing this from happening. Personal ownership is the biggest motivator

DH: safety

TW2: peers

AD: morals, religion, and peers

TE: validation, acceptance

PAJ: Wanting to belong to a group or community

KCM: status among peers and their reputation

MG: Awareness in general, realizing it can happen to their children...

AD: Fear

DH: I tell my male DV abusers to put themselves in their victim's place and how would they feel????!!!

LT: if it happened to someone they know they might be more motivated to try and prevent it from happening to others

MM: Imagine if it was your sister, mother, girlfriend, wife, etc.

OM: knowing they are doing the right thing understanding it affects individuals and units

CK: Libby Lytle - You are welcome. Just food for thought as you are planning. Feel free to email me if you want to chat more. Also, Rebecca Cline from Ohio Domestic Violence is on this forum. She probably has some other ideas, too. My email is corina.klies@odh.ohio.gov

PAJ: Wanting to be an influencer

HN: Our audience is very mixed. I would say some are more swayed by self-interest, others empathy. Some are for social justice approaches and others are not. Mine is statewide in a mostly red state with pockets of blue so it really does vary.

RC: Good question! For engaging men in our work there are a number of men who are showing up as allies. Those who are not are much more difficult to reach. Our Ohio data suggests that most men do not endorse IPV/SV but they do not have the skills to interrupt violence. Perhaps this is our motivator.

CG: wanting to be part of the solution and doing the right thing as well as social justice and empathy

RC: Motivating men to learn skills that will support an Ohio free from gender based violence?

RC: Hi Corina and CeCe!

CK: Hi Rebecca!

RC: I can be reached at rebeccac@odvn.org

RC: And, Corina is spot on

LS: Alan Berkowitz's book Response Ability has practical, norms-based content on bystander action - ideas for people to take action that are practical and effective

LL: Thanks! I will reach out to both of you Rebecca Cline and Corina Klies!

TV: This Free Life tobacco prevention Product example: <https://youtu.be/aLPlW6YsHN4>

TV: Teach Early Product example: <http://www.teachearly.org/>

TV: Text Chat Question: What are the costs of people behaving in gender equitable ways? How could your social marketing campaign reduce those costs?

RP: If you are dealing with gang members, there is a cost to NOT doing violence.

JC: I know you have title it "Intimate partner violence", but you are only using ads that show violence against women and not men

DH: costs of people behaving in gender equitable ways: reprimands from peers, having to relinquish some privilege

MM: cost: being perceived as less of a man by peer group

AD: For men: Considered weak, bullied, not fitting in or being able to take part in locker room talk.

MC: Social isolation can be a cost, providing a peer group that offset someone is outed by their social circle

MM: "too sensitive"

EH: The cost of men behaving in more equitable or inclusive ways is being feminized and rejected by male peers, viewed as weak, gay, etc.

JC: 1in6.org has a lot of information

CH: I feel like the "cost" is more of a perception. Their PERCEIVED cost. i.e. it isn't "cool" to stand against inappropriate comments in a group of friends...

MC: For many young boys, there is a cost to speaking out against their teammates. There are many social repercussions

PAJ: In a high school setting, being seen as "un-cool" or "too conforming" with adults. Our program focuses on leadership of youth so they reduce the cost by demonstrating how being positive can be "cool" and it is not seen as an adult-run thing

KCM: loss of masculinity too soft.

CKH: staying with toxic masculinity, the cost is being perceived as less than a real man" or feminine in any way. I guess elevating femininity is a way to counter that, but I feel pessimistic about what is strong enough to counter notions of hegemonic masculinity

TV: Thanks, Julie, for calling out 1in6 as a resource!

JC: you are welcome Tori

BM: Cost: giving up privilege, needing to acknowledge that we all cause harm at times.

Reducing Costs: make the relationships that come about when equity is realized BETTER than the isolated way our society is structured now.

AD: Women: being a "b," slut, etc.

CP: Loss of some cultural stereotypes

CP: and cultural norms

BM: Thank you for showcasing our campaign! Ya'll can see them (in larger sizes) on our website: <http://www.makeyourmovemissoula.org/bystander>

RC: @Brenna Merrill: who is the audience of focus for your campaign?

BM: We target young adults (traditional college age, but not necessarily in college) in the most liberal town in MT. This particular campaign focuses on folks who go out to bars/live music in our community. Some of our other posters include language like "treat a lady" in order to better cater to our rural environment.

TV: Learn more about Make Your Move Missoula's "Make Consent Explicit" campaign on a PreventConnect podcast with BM: <http://www.preventconnect.org/2018/05/rliance-podcast-series-marketing-consent-in-missoula-mt/>

TV: Make Your Move Missoula Make Consent Explicit campaign: <http://www.makeyourmovemissoula.org/make-consent-explicit>

RC: Interesting! Thanks! So the campaign is not for engaging men in pro-social behavior but might be an unintended consequence?

BM: No lies yet, @Ashleigh! :)

TV: Uber and NO MORE #DontStandByStandUp <https://www.dontstandby.org/>

EH: Some implicit able-ism in this language

AKJ: @Eli thanks for pointing that out -- important to check our messaging for sure.

BM: @Rebecca - The goal was definitely to promote pro-social behavior. While we wanted to make a campaign that *speaks* to men, we didn't necessarily want to isolate that demographic (i.e. we didn't want a campaign that focused only on how men can be better men by stepping up). Which is why we have tried to include a range of folks in our campaign imaging. You'll also see, when other organizations/schools have created sister campaigns, they have chosen student leaders (like athletes) as the models on their posters...largely because of the social status these students have. <http://www.makeyourmovemissoula.org/bystander-digital-toolkit>

MM: @Eli, agreed, language such as "look out for each other," also with many bystander programs "stand up for each other" etc.

TV: Text Chat Question: How will you apply what you learned today to your work to prevent sexual and domestic violence?

ZP: Thanks for this webinar!! Great material!!

TV: Text Chat Question: What questions do you have?

CB: Making sure we are not just telling people to change but giving them the tools to exercise that change

TB: Working more for a targeted audience not trying to reach everyone

CY: I can understand social norms as a strategy for changing misperceptions/behaviors around health issues (like smoking), but feel confounded around how to use them to challenge norms around identity-based power hierarchies like gender, race, etc. the normative acceptance of unearned privilege is crappy, but not technically incorrect (eg, it "works" for privileged populations to perform/police their privilege). Can norms strategies work to modify power hierarchies?

KS: Really focus on injunctive and subjective norms

MS: Using our climate survey for knowing our numbers and target messaging

AD: Working in a high school, I would like to use this info to create a better in school campaign.

DH: this webinar provided an excellent framework for my team to consider our social norms campaign to stop sexual violence

PAJ: Love the "Make Consent Explicit" campaign. Would like to have our Youth Advisory develop with us something similar that they feel would really speak to their peers and that the Admin won't have a problem with

KCM: honing in on the population that can have the greatest impact.

RK: Question- How do we balance two types of conflicting audiences (for example, young adults vs older traditional adults who do not want to hear about sex)

TB: Thanks for the webinar and information

KW: Thank you for the webinar!

KCM: this was great! Thank you.

PAJ: Also, want to post some of the "Make Consent Explicit" posers on our Facebook page. I assume that's PL of we credit properly but would like to hear if I assume correctly

BM: @Paula - Thanks! You can always get in touch with us, and I can walk you thru some of our development process. It wasn't youth-led, but it was inclusive of community input. [bmerrill@missoulacounty.us 406-258-3838]

OM: understanding your audiences and approaches you will take be aware of people's behavior

TV: Moving towards prevention: A guide for reframing sexual violence https://www.nsvrc.org/sites/default/files/publications/2018-10/Movingtowardprevention_FINAL508.pdfWhere we're going and where we've been:

Making the care for preventing sexual violence http://www.raliance.org/wp-content/uploads/2018/08/BMSG_MessagingGuide_FINAL508.pdf

CG: Great webinar! Thank you. I'd like to create a social media campaign with my high school students to reach other high school students as I mostly work with 9th graders.

SF: I LOVE the Where We're Going and Where We've Been resource- I use it so much!

TV: VetoViolence Social Norms page: <https://vetoviolence.cdc.gov/apps/main/prevention-information/35>

TV: CDC's Gateway to Health Communication & Social Marketing Practice <https://www.cdc.gov/healthcommunication/index.html>

S: I have to teach a men's class on how to use social media and how to use social media safely- my first classes ill ever teach. What are some tips or must dos for me to do?

WJ: The importance of understanding our audience and developing a more strategic message. Thank you for the great webinar!

TV: HI Cheri! Of course! We will remove names from this text chat and post it on our website as well as send to all participants

MS: https://www.nsvrc.org/sites/default/files/publications/2018-10/Movingtowardprevention_FINAL508.pdfWhere

AG: Thank you for the webinar and information - looking forward to being intentional in future planning and implementation of social norms and social marketing. The framework will provide a great opportunity to advance our programs.

TV: Moving towards prevention: A guide for reframing sexual violence [https://www.nsvrc.org/sites/default/files/publications/2018-](https://www.nsvrc.org/sites/default/files/publications/2018-10/Movingtowardprevention_FINAL508.pdf)

[10/Movingtowardprevention_FINAL508.pdf](#)

TV: Where we're going and where we've been: Making the care for preventing sexual violence http://www.raliance.org/wp-content/uploads/2018/08/BMSG_MessagingGuide_FINAL508.pdf

BM: @Paula - Of course! You can definitely share our materials. If you can tag our FB/Insta (@MakeYourMoveMissoula) and be sure to include image descriptions/alt text, that would be great!

MS: Thank you for the correct link Tori

TV: You're welcome, Maria!

AH: I work with all males and they are all very aware of the man-splaining they've been doing and it's a small step that I'm proud of.

DH: Thank you all!

FT: Thanks for the information and this webinar!

MS: Thank you. This was very helpful