

## **Basic Advocacy Training: Principles of Primary Prevention**

### **Learning Objectives**

- ◆ Introduce the philosophical foundations underlying primary prevention of sexual violence and intimate partner violence (SV/IPV).
- ◆ Demonstrate that both internal and external factors play a role in shaping our behavior. Explain the socio-ecological model as a framework through which these various spheres of influence can be understood.
- ◆ Define the core concepts contained within the document: *Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence*.
- ◆ Integrate and apply these concepts to primary SV/IPV prevention initiatives.

# Principles of Primary Prevention

## VSDVAA Basic Advocacy Training Curriculum

Pre-Training	Trainer Note: Many activities include the use of small groups to facilitate discussion. If you anticipate a small training group (less than 8), you may choose to facilitate discussions with the entire group rather than using small groups.
<b>Registration (8:30—9:00)</b>	

<p><b>9:00—9:45 (45 min.) Trainer 1</b></p> <p><b>Learning Objectives:</b> Introduce the philosophical foundations underlying primary prevention of sexual violence and intimate partner violence (SV/IPV).</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>▪ None</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ None</li> </ul>	<p><b>WELCOME &amp; OPENING</b></p> <p><b>Introductions:</b> Training faculty will introduce themselves and the staff support, and make any other housekeeping announcements (lunch, breaks, bathrooms, cell phones off, etc.). There will also be a brief introduction to the BAT training series and this Principles of Prevention training in particular.</p> <p><b>Participant Introductions and Ice Breaker:</b></p> <p>1. The trainer will ask each participant to briefly introduce themselves by:</p> <ul style="list-style-type: none"> <li>▪ Name</li> <li>▪ Agency (including SACC, DVP, or Dual)</li> <li>▪ Position</li> <li>▪ Location</li> </ul> <p>2. Ask participants to stand up, move about the room (don't just turn to the person next to them), and find a partner who they don't know or who they know the least of anyone else in the room. Once everyone is in pairs (if you have an odd number, one group can be a threesome), the facilitator says: "You will have 5-10 minutes to discuss the following topic with your partner..." choose one</p> <p>Ideas for discussion (write on flip chart):</p> <ul style="list-style-type: none"> <li>▪ Find three things you and your partner have in common.</li> <li>▪ Describe for your partner the first job you ever held.</li> <li>▪ What would you do if you won the lottery?</li> </ul> <p>At the end of the time, invite participants to share what they talked about with their partners.</p> <p><b>Talking points:</b></p> <ul style="list-style-type: none"> <li>▪ Explain that the exercise parallels one of the most important and definitive aspects of doing primary prevention work – getting to know</li> </ul>
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	<p>your community and the people in it. This is very different from working in victim services where the people with whom we work come to us. In primary prevention work, you're always going out in the community to gather information and build alliances.</p> <ul style="list-style-type: none"> <li>▪ Ask participants how else they think primary prevention work is different from the other types of work accomplished by sexual assault crisis centers and domestic violence programs.</li> <li>▪ Ask participants how SV/IPV primary prevention work – working to end sexual and intimate partner violence – fits into the more commonly known victim services work. If need be, use the concept that “primary prevention is the best form of victim service because it seeks to stop victimization” as a guiding principle to this question.</li> </ul>
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<p><b>9:45 – 10:30 (45 min.) Trainer 2</b></p> <p><b>Learning Objectives:</b> Introduce the philosophical foundations underlying primary prevention of sexual violence and intimate partner violence (SV/IPV).</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>▪ Flip chart</li> <li>▪ Makers</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ None</li> </ul>	<p><b>THE JOURNEY TO PRIMARY PREVENTION</b></p> <p><b>SV and IPV are HUGE problems - “solutions” will be complex!</b></p> <p>This overwhelming mission means we often break it down into manageable pieces in order to make it easier to digest, addressing it on a case-by-case basis.</p> <p>Direct services and safety tips seem much more tangible and immediate than primary prevention projects such as teaching people how to unlearn violent/sexist beliefs or mobilizing a community to hold weekly forums about things we can do everyday to change rape-supportive norms.</p> <p>While keeping people safe is obviously vital to our overall work, it will not create the social change necessary to <u>end</u> SV/IPV.</p> <p>Primary prevention =</p> <ol style="list-style-type: none"> <li>1) Improving our understanding of the underlying conditions in our society that perpetuate SV/IPV</li> <li>2) Developing and enhancing our ability to systematically change those conditions ultimately, eliminating SV/IPV</li> </ol> <p><b>Activity:</b> “A Closer Look At Safety Tips”</p> <p>Draw a vertical line dividing the board/flipchart in half so that there are 2 columns. Write “Men” at the top of the left column, and “Women” at the top of the right column. The exercise will work even if there are only a few male participants.</p> <ul style="list-style-type: none"> <li>- If there are no male participants, the point of the exercise will still resonate with an all-female group, but you will have to summarize what it usually indicates.</li> </ul>
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- Note: While the following exercise focuses only on sexual violence, the underlying point applies to both SV and DV.

Ask the males in the room, “What are some the things you do on a daily basis to protect yourselves from being raped or sexually assaulted?” [If there are no men in the room, ask the women to guess the answer.] Very few, if any, responses will result.

Ask the females in the room, “What are some the things you do on a daily basis to protect yourselves from being raped or sexual assaulted?” You will get numerous examples of “risk reduction” and safety techniques, such as:

- having keys ready
- always parking in lighted areas
- always checking in and around a car before getting in
- carrying mace
- maintaining an assertive stance when walking alone (e.g., head up, shoulders squared, etc.)
- always trying to travel with a group of friends when going out at night
- “keeping an eye on” your drink
- taking care not to drink too much
- always having enough money for a cab ride

Ask the men in the room if they knew that women do all of these things on a regular basis. They will mostly likely answer no. Ask several men to comment on how they feel about women feeling the need to take these measures to stay safe.

Select 3-5 examples of safety tips from the women’s column – try to pick examples that many people agreed with, and try to have one example relate to alcohol consumption.

Break the class into 3-5 groups (being sure to have a mix of men and women in each group). Ask each group to select a scribe or spokesperson who will record the thoughts of the group and share those with the larger class.

Assign one of the “safety tips” to each group and write the following questions on the board:

- What kinds of underlying messages does this tip send to women? (Does it limit behavior? Does it place blame on women if they are sexual assaulted?)
- How realistic/practical is this tip? Is it easy to follow in real life?
- Will this tip stop a person from attempting to perpetrate sexual violence?

	<p>The small groups will then discuss each of the questions as it pertains to their assigned “safety tip” (should take 5-10 minutes). Remind the groups that the women have the most experience with these tips, so they should be the leaders of the discussion.</p> <p>Reconvene the large group, and then get answers to each question from all the groups.</p> <p>To conclude, ask, “Were there any tips that would cause a person to choose to not initiate a sexual assault?”</p> <ul style="list-style-type: none"> <li>- Since all of the tips focus on the behaviors of potential victims, the answer to this question will of course be “no”.</li> <li>- Note that some of these tips are still probably good to follow, but they don’t qualify as prevention strategies in the strictest sense.</li> </ul>
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<p><b>10:30 – 11:15</b>  <b>(45 min.)</b>  <b>Trainer 1</b></p> <p><b>Learning Objectives:</b>  Introduce the philosophical foundations underlying primary prevention of sexual violence and intimate partner violence (SV/IPV).</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>▪ Flip chart</li> <li>▪ Makers</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ Moving Upstream to Repair the Bridge</li> </ul>	<p><b>Moving Upstream</b></p> <p>To shift to thinking about changing the social conditions that perpetuate sexual violence, introduce and read the following metaphor (out loud).</p> <p>“Suppose you and a friend are standing next to a turbulent river. After a little while, you see someone drowning as she floats downstream. You throw some rope around a tree, while your friend puts the other end on her and jumps into the river. Once your friend swims to the drowning person, you help pull them both ashore.</p> <p>As soon as you've done that, you see another person in trouble, again floating downstream, and the two of you rescue him as well. Every time you've saved one person, you see another, and another.</p> <p>After you've dragged another drowning body out of the river, you're thoroughly exhausted and you don't know if you have the energy to save one more person, so instead you decide you must go upstream to find out what is causing these people to end up in the river. Your friend stays put to keep a look out for any more drowning people who might be coming.</p> <p>You want to address this problem at its source. You get upstream, and see a bridge. Upon careful inspection, you find that the bridge has some well-concealed, but serious structural problems throughout it. You discover that these problems are causing people to fall through it and into the turbulent river below. What do you do?</p> <p>You do what makes the most sense - you work to repair the bridge. Primary prevention means "going upstream" and repairing the bridge before more people are hurt because of its faulty construction.”</p>
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Point out that, for our work, this metaphor means:

- Examining and changing individual attitudes *that are influenced by patterns of relating that exist within* community norms *that are shaped by* the institutions in our society *that allow* SV/IPV to thrive.
- Repairing the bridge will be complex - if the bridge represents the factors that perpetuate SV/IPV in the aforementioned spheres (e.g., individual, relationship, community, and societal) and the hole represents sexual violence, we must then promote “bridge repair” at each of those levels if we want to be truly effective.
- This repair must be pervasive – it involves dismantling, redesigning, and reconstructing the very structure and foundation of the bridge.
- While keeping people safe is obviously vital to our overall work, it will not create the social change necessary to end SV/IPV.

VSDVAA’s definition of Primary Prevention:

Preventing sexual and intimate partner violence before they occur. Primary prevention efforts exist on a continuum (primary, secondary, and tertiary prevention). These efforts seek to bring about change in individuals, relationships, communities, and society through strategies that: 1) Promote the factors associated with healthy relationships and healthy sexuality, and 2) Counteract the factors associated with the initial perpetration of sexual violence and intimate partner violence (see Appendix B). This work values and builds on the strengths of diverse cultures to eliminate the root causes of sexual and intimate partner violence, and create healthier social environments.

**Provide handout - “Moving Upstream to Repair the Bridge”**

**Activity:**

Small group discussion about the concept of “moving upstream” to do primary prevention work along side of the intervention services that have become the staple of our work. Break the participants into 2 - 4 small groups and pose the following questions to each group (write the questions on the flip chart):

- How do you feel primary prevention work fits into the historical foundations of the anti-violence against women movement?
- What worries you about primary SV/IPV prevention work?
- What excites you about primary SV/IPV prevention work?

Reconvene and ask small groups to share their answers. Pay particular attention to those that highlight the connection between the social change roots of anti-SV/IPV work to primary SV/IPV prevention. Validate any worries, and elaborate as needed on any excitement.

<p><b>11:15–11:30 (15 min.) Trainer 2</b></p> <p><b>Learning Objectives:</b> Demonstrate that both internal and external factors play a role in shaping our behaviors. Explain the socio-ecological model as a framework through which these various spheres of influence can be understood.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>▪ Flip Chart</li> <li>▪ Markers</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ Socio-Ecological Model (Definition, Diagram, &amp; Example)</li> </ul>	<p><b>REPAIRING THE BRIDGE</b></p> <p><b>Hotdogs for Breakfast: The Socio-Ecological Model</b> Before we repair the bridge, it might be helpful to have a blueprint, or a framework that organizes the different types of issues we will face as we try to repair it. One useful framework is the socio-ecological model. It can most easily be explained through a fitting post-lunch metaphor...</p> <p>Write “Do you eat hot dogs for breakfast?” on the flip chart. Then add a yes column and a no column.</p> <p>Ask each participant to answer the question, and keep track of the answers as the group provides them.</p> <p>You will probably have a couple of folks who do eat hot dogs for breakfast, but the majority of people will answer no. Point out how few people eat hot dogs for breakfast.</p> <p>Next, try to get them to see the similarities between hot dogs and other “culturally appropriate” breakfast foods. For example, ask the group how many people eat sausage for breakfast (show of hands). How many people eat biscuits or bagels or toast for breakfast? What’s the difference between a hot dog in a bun and sausage and biscuits for breakfast?</p> <p>Most likely, you will get lots of giggles and answers like spices, toppings, etc. for answers but keep pressing – you might get some answers like the type of meat used, etc. but ultimately, there is very little difference between hot dogs and other types of breakfast foods. As you wrap up this section, point out how little difference there is and yet, most of us would never even think of listing hot dogs as a breakfast food.</p> <p>Ask the group how they know that hot dogs are not appropriate for breakfast. Write their responses on the flip chart. Examples that you might get (or want to get):</p> <ul style="list-style-type: none"> <li>• Mom didn’t serve hot dogs for breakfast.</li> <li>• Hot dogs aren’t on breakfast menus.</li> <li>• Hot dogs aren’t part of the school breakfast program.</li> <li>• Hot dogs aren’t advertised as a breakfast food.</li> <li>• Your friends might make fun of you if you were eating a hot dog for breakfast.</li> </ul> <p><i>Try to elicit responses that represent various <u>levels of the social ecology</u> (individual, relationship, community, society).</i></p>
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Discussion:

There is no real reason you couldn't eat hot dogs for breakfast – nutritionally, it is no worse for you than, say, an Egg McMuffin from McDonalds.

As we found out with this group, most people don't see hot dogs as breakfast food because, at some point while we were growing up, we learned that hot dogs are not breakfast food but sausage and biscuits are.

Even things as basic as food categories are learned and they are shaped by culture and society through messages from all levels of the **social ecology – individual, relationship, community & society** – (tell participants you'll provide a more detailed definition in just a moment) until they become a part of our own knowledge, attitudes, beliefs, and behaviors.

In prevention work, we can be most effective if we address the messages that are present in individuals, relationships, community institutions, and the larger culture. Understanding the influence of these larger forces helps make a significant impact on individual behavior.

An example of an effective endeavor that engaged all levels of the social ecology is the prevention of injuries to children through the use of car safety seats. Think about this:

How many folks grew up crawling around freely in the car?

Do you remember the first car seats?

How have we moved in less than one individual lifetime from children loose in cars to a norm of ensuring that children are properly secured? (Laws, hospital policies, neutral agencies in the community charged with proper installation, availability of a range of car seats, media campaigns, peer pressure to buckle up etc.)

Research shows that when you are confronting a deeply entrenched social problem such as SV/IPV, prevention efforts are most effective when they are designed to work throughout what we refer to as the social ecology (*draw the social ecology and label as you go along*).

- Draw a couple of people – INDIVIDUAL
- Add the people that they are in RELATIONSHIPS with - family, friends, colleagues at work, students at school



	<ul style="list-style-type: none"> <li>• Then add the institutions that all of these people interact with in their COMMUNITY - places of worship, schools, health care facilities, neighborhood centers</li> <li>• Finally draw a map of Virginia all around the communities to represent the SOCIETAL level, and talk about Virginia laws, state agency policies, and the culture of Virginia</li> </ul> <p>Our task then becomes using the available evidence to determine what variables INCREASE the likelihood that an individual will engage in SV/IPV - and what variables will DECREASE or act as BUFFERS against this likelihood. Knowing this can allow us to design strategies at each level of the social ecology that will ultimately impact the behaviors of individuals so that we move towards eliminating SV/IPV.</p> <p>If we teach young people to think or act in a way that we believe will prevent SV/IPV - whether it is to ensure consent before engaging in sexual activity, or to confront peers who are engaging in abusive behavior – these lessons have to be reinforced and modeled by parents, peers, schools, athletic teams, the media, and the culture at large, including public policy, to be effective in actually changing behavior.</p> <p><b>Optional (use only if you think they'll need more time to practice these concepts than is provided in the next section):</b>  Ask the group to identify influences outside of our own individual knowledge or attitudes about SV/IPV that perpetuate SV/IPV. <b>Record on newsprint.</b> Some could include:</p> <ul style="list-style-type: none"> <li>- Peers supporting domination and controlling behaviors in intimate relationships through reinforcing statements,</li> <li>- Organizations that perpetuate SV through traditions (counting how many fraternity brother's can "score" in a single night, and pressuring members to keep this number up</li> <li>- Communities that do not punish the use of violence, and</li> <li>- Social norms that suggest one group of people is lesser than another and that the use of violence toward that group is less reprehensible (or more acceptable) than the use of violence against other groups.</li> </ul> <p><b>Provide handout—Social Ecological Model</b></p>
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11:30—12:30 (60 minutes)	Lunch
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12:30 – 1:30  
(1 hour)  
Trainer 1

**Learning Objectives:**

Demonstrate that both internal and external factors play a role in shaping our behaviors. Explain the socio-ecological model as a framework through which these various spheres of influence can be understood.

**Materials Needed:**

- Flip chart
- Markers
- PowerPoint slides with bridge photos

**Handouts:**

- Bridge cards (4 cards taken word-for-word from the facilitator's notes: "Bridge Surface", "Lattice Supports", "Cross-beams", and "Vertical Supports / Moorings")
- VSDVAA Priority Risk & Protective Factors
- "Season Of Life" article from Parade Magazine

**Back to the Bridge: Risk & Protective Factors**

**Activity (Risk Factors):**

Use the "construction" of the bridge as a metaphor for the risk factors at different levels of the social ecology – spend about 10 minutes to verbally walk participants through this metaphor, and be sure to use Slides 8-11 for added visual reinforcement.

- Bridge surface = Individual Level (the part that we can "see" most readily); Our culture conveniently tends to view problems on this level, singling out certain people as deranged "predators" while neglecting the deeper issues throughout the entire structure of our culture / the bridge. However, it is still important to understand the role of individual variables. Examples of domains: knowledge, beliefs/attitudes, personal history, genetics, and demographics in the perpetration of SV/IPV.

- Lattice supports = Relationship Level (binds the bridge surface together); Examples of domains: families, peers, coaches, teachers, etc.

- Cross-beams = Community Level (groups and supports large sections of the lattice and the surface above it); Examples of domains: faith groups, schools, neighborhood centers, civic/social organization, etc.

- Vertical supports and mooring = Societal Level (is the foundation for all of the other components of the bridge); Examples of domains: policy-making entities and the policies they produce, mass media, and other forces that influence widely-held cultural traditions.

Break participants into 4 groups, and assign a different level of the social ecology to each group, **being sure to provide each group with its corresponding "Bridge Card"**.

Ask the groups to spend about **15 minutes** generating **examples of risk factors** corresponding to their assigned level of the social ecology, using the domain examples as guides.

If the group seems to need a concrete example to understand how these domains are distinct at each level of the social ecology, but also overlap the domains at the lower level, use the example of fraternities. There are risk factors within individuals, within the influential relationships (other fraternity members, alumnae, other greeks, parents, dating partners), within the institutions that most impact their lives (greek system at particular university/college, university institutions of housing, campus judicial system, academic program), and within the larger culture with which they interact everyday (status and connection as part of fraternity system, isolation of universities from communities-at-large, association with substance use/abuse,

national/state chapter headquarters).

After their 15 minutes are up, go by level (try starting with Societal and working your way to Individual), and list their examples on the flip chart. Review quickly at each level to see if there is agreement before moving on to the next group.

Once all 4 levels have been covered, ask the group if they want to make any changes (either to the content of a risk factor or to its classification at a certain level).

### **Protective Factors**

Point out that you can get rid of the bad pieces of the bridge, but then you're left with a bridge that may or may not be sound / sustainable ("problem free is not fully prepared..."). Thus, it is also helpful to articulate Protective Factors.

Staying with the bridge example, ask participants to *briefly* describe how we might build strengths that would not only create a buffer against the structural problems of the bridge, but might also make the bridge easier to navigate? This also addresses the concept of PROMOTION. If participants seem interested in this concept, and if time allows, briefly discuss Slide 12 – if not, skip it.

**If the group is having trouble with these concepts**, give them the example of Joe Ehrmann's *Building Men for Others* project in Baltimore, Maryland. As a high school football coach, Joe has created a comprehensive program that goes well beyond just being a good player. He incorporates life lessons into every aspect of his coaching (Individual Level), such as:

- Recognize the "three lies of false masculinity." Athletic ability, sexual conquest and economic success are not the best measurements of manhood.
- Allow yourself to love and be loved. Build and value relationships.
- Accept responsibility, lead courageously and enact justice on behalf of others. Practice the concepts of empathy, inclusion and integrity.
- Learn the importance of serving others. Base your thoughts and actions on "What can I do for you?"
- Develop a cause beyond yourself. Try to leave the world a better place because you were here

He also works with the parents and the rest of his coaching staff to ensure that they're supporting (or at least not undoing) these lessons (Relationship Level).

	<p>He works with the administration of his high school to ensure that he has the bureaucratic support to implement his unorthodox “athletic” program, and to coordinate the program’s value/messages with school-wide norms and policies (Community Level).</p> <p>The overt goal of <i>Building Men For Others</i> is to promote strong caring friendships between these boys, and to give them a purpose in life beyond themselves. However, a “side-effect” of this on-going skill building for empathy and cooperation is that it also acts as a buffer against the perpetration of SV/IPV. A man who is aware of the negative pressures placed upon him by traditional masculinity, who is then also provided with an alternative and life-affirming vision of masculinity, would be less likely to see domination and coercion as acceptable in the context of sexuality of relationships.</p> <p><b>Provide handouts – “VSDVAA Priority Risk &amp; Protective Factors” and “Season of Life” article from Parade Magazine</b></p>
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<p><b>1:30 – 2:30 (60 min.) Trainer 2</b></p> <p><b>Learning Objectives:</b> Define the core concepts contained within the document: <i>Guidelines for the Primary Prevention of Sexual Violence &amp; Intimate Partner Violence</i>.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>▪ PowerPoint slides with overview of 9 guidelines</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ VSDVAA Guidelines for Implementing Sexual Violence &amp; Intimate Partner Violence Primary Prevention Strategies</li> </ul>	<p><b>Developing Effective Primary SV/IPV Prevention Strategies</b> Provide a brief background and overview of the <i>Guidelines for the Primary Prevention of Sexual Violence &amp; Intimate Partner Violence</i>, using that document’s “Introduction” as a basis.</p> <p><b>Provide handout – VSDVAA Guidelines for Implementing Sexual Violence &amp; Intimate Partner Violence Primary Prevention Strategies</b></p> <p>Briefly discuss 2-3 of the 9 guidelines using PowerPoint slides.</p> <p><b>Activity:</b> Break participants into 3-4 groups and give each group 1 of the “Primary prevention guideline and components” cards – allow each group to select which Guideline they want, being sure that no group has the same Guideline. Give them about 15 minutes to articulate a primary prevention program that would demonstrate the guideline(s) they were assigned. They can either describe an existing (or “real-life”) project, or they can create a hypothetical one. Be sure to tell each group to take notes, because they will be sharing their answers.</p> <p>Reconvene the large group and ask each group to read their guideline and its components, describe their prevention program, and explain why they think it demonstrates the guideline. Ask the large group of participants if they agree with each assessment before moving on to the next guideline.</p>
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<ul style="list-style-type: none"> <li>9 cards: “Primary Prevention Guideline &amp; Components”</li> </ul>	
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<b>2:30 – 2:45</b> <b>(15 min.)</b>	<b>Break</b>
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<p><b>2:45—3:45</b>  <b>(1 hour)</b>  <b>Trainer 1</b></p> <p><b>Learning Objectives:</b>  Integrate and apply these concepts to primary SV/IPV prevention initiatives.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Answer key for “Primary Prevention or Not?” Cards</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>“Primary Prevention or Not?” Cards</li> </ul>	<p><b>Distinguishing Primary SV/IPV Prevention Efforts</b></p> <p>Ask the participants why it might be important to be able to distinguish whether or not a project is consistent with a primary prevention philosophy?</p> <p>Explain that the purpose of this section of the training is not to imply that any of the non-primary prevention initiatives are not useful, rather it is meant to put some of the concepts into practice while also addressing some common misconceptions about what types of programs are consistent with a primary prevention approach.</p> <p>Categorizing a particular initiative as either consistent or inconsistent with primary prevention can be based on numerous factors, many of which we covered in the previous section. However, the 2 most critical questions to ask relate to the program’s goal/content and reach:</p> <ol style="list-style-type: none"> <li>1. Does the initiative attempt to prevent first-time perpetration of SV/IPV?</li> <li>2. Does the initiative reach beyond the individual to address the larger forces that help shape and constrain our behavior?</li> </ol> <p>If the answer is yes to both of those questions, then the initiative would likely be classified as “primary prevention”.</p> <p><b>Activity:</b>  Disclaimer: While this exercise uses primarily sexual violence scenarios, the concepts are the same for intimate partner violence prevention.</p> <p>Break participants into 4 groups. Ask each group to select a recorder/reporter.</p> <p>Hand out the mock program cards to the corresponding groups (NOTE: Each card has its group number written to the right of the mock program title). Ask each group to read each card out loud, and as a group, decide whether or not each mock program is addressing an underlying cause of sexual violence, and at which level or levels of</p>
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	<p>the social ecology is the program working? The groups will have about 10 minutes to complete this task.</p> <p>When the groups are finished (or when the 15 minutes are up), reconvene and, going group by group, ask the reporter to read each mock program, summarize the small group discussion, and share their answer. Note any patterns that emerged, and if any of the initiatives are completely misclassified, ask the rest of the participants for feedback.</p> <p>Stress that while it is important to be able to recognize whether or not a program could be classified as consistent with primary prevention, the crucial issue is to think through non-victim services work to better articulate goals. Some programs seek to make people safer in the context of a culture that normalizes and supports SV/IPV. Some programs seek to change the factors that lead to that violence. Both types of programs are useful, but if an agency wants to work toward a world “free of rape” or a world “without domestic violence”, it is important to understand the distinction. Also, regardless of a program’s type, multiple levels of the social ecology should be engaged to maximize effectiveness.</p> <p>NOTE: Use the answer key to know how the mock programs should generally be classified – although there is some flexibility.</p>
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<p><b>3:45—4:00</b> <b>Both Trainers</b></p> <p><b>Learning Objectives:</b> Integrate and apply these concepts to primary SV/IPV prevention initiatives.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Ball of yarn or string</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluations</li> <li>▪ Certificates</li> </ul>	<p><b>Closing</b></p> <p><b>Activity: The Web of Connection</b></p> <p>Ask participants to stand up and form a circle facing each other. Be sure that the 2 facilitators are facing each other in the circle.</p> <p>Explain that each person will be asked to share 1 new thing they learned at the training, and provide an example of how they could apply it to their work (if they do primary SV/IPV work, ask them to be specific to those activities).</p> <p>Hold up the ball of string. Explain that you’ll hold the end of the string while throwing it to a person diagonally across from you. When they catch it, they should take up the slack, share what they learned and how they’re going to apply it, and toss the ball of string to someone diagonally across from them, BEING SURE to hold onto the part they pinched when they caught it and took up the slack. A web of string should begin to be created between the participants. The other facilitator should be the last person to catch the string.</p> <p>Continue this until each person has had a chance to catch the string,</p>
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share, and toss the rest of the string to another person diagonally across from them.

When the last participant throws the string to the second facilitator, that facilitator will conclude the activity with the following talking points:

- Explain that primary prevention of SV/IPV is still an emerging field of work. There is much yet to be learned about the nature and causes of SV/IPV, and how to prevent and buffer against it.
- One thing that has remained constant since the dawn of this work though is the focus on social change – the idea that it is possible to one day live in a world free of SV/IPV – a world of healthy relationships and healthy sexuality.
- When we lose sight of that vision, we can start to feel disconnected from our ultimate goal and sometimes feel as if there is no hope – no pathways to realizing this change [Demonstrate this in the circle by slowly dropping the hand that is holding the slack on the string and motion for others to do the same BUT DO NOT let go of the string – this will cause the “web” to sag].
- The tools that have grown (and are growing) out of primary prevention work can help keep that vision in the front of our mind. They can help continually recognize more pathways to creating this world in which we want to live. [Demonstrate this in the circle by slowly pulling the hand holding the slack on the string toward your chest, and motion for others to do the same – this will cause the “web” to become taut].
- Always keep this vision close to your heart and you’ll accomplish amazing things!

Trainers will ask for questions and thank participants for attending.

Trainers will distribute and collect completed evaluations and hand out certificates.