



Sexual Assault Prevention: Stretching to Community Level Webinar

Small-Group Activity – Community-level Prevention Program Scenarios

Each group will work through one scenario together (trainer will assign a scenario to each group), answering each question with the information provided in the scenario. Each group will share back in the larger group.

1. Coaching Boys Into Men (CBIM)

A local high school is using CBIM for their prevention work. The coaches lead the athletes through a brief CBIM session before their twice-weekly practice. The students enjoy the sessions and have been talking about how everyone else in the school should also have CBIM sessions, because the school climate is problematic – lots of girls are shamed for their clothes, and teachers don't take harassment or jokes seriously. The preventionist who works with the coaches says it's a nice idea, but CBIM is specifically designed for student athletes, and not everyone in the school is part of a sports team.

- What level(s) of the social ecological model (SEM) does CBIM reach?
- In what ways is CBIM community-specific?
- What are some of the group's needs?
- What are ideas to expand this prevention into the community level?

2. Youth Alive!

After a youth member is sexually assaulted, a church hosts some prevention education sessions for teens, led by a local preventionist. The church staff wants the sessions to focus on how to speak up, safety tips, and personal empowerment, but the teens want to talk about how the church handles abuse and the negative gender stereotypes they see happening during church services and events. The preventionist adds some activities to engage the youth in examining their beliefs and values around gender stereotypes, which the youth enjoy, but say it's "not enough."

- What level(s) of the social ecological model (SEM) does Youth Alive reach?
- In what ways is Youth Alive community-specific?
- What are some of the group's needs?
- What are ideas to expand this prevention into the community level?

3. Social Justice Club

An in-school club, the Social Justice Club, asks a local preventionist to be the group's mentor when the discussions during their weekly meetings start to focus a lot on sexual harassment and the #MeToo movement. The students are angry, and talk a lot about unfairness, sexist double standards, and the differences in the way that the school's dress code is enforced. They decide to practice ways to interrupt or respond to jokes and comments. The preventionist mentor encourages the group to think about positive changes they could make within their school or school district, and asks them "What would you like to see?"

- What level(s) of the social ecological model (SEM) do the social justice club sessions reach?
- In what ways are these sessions community-specific?
- What are some of the school community's needs?
- What are ideas to expand this prevention into the community level?