Many Hands Working Together

Laulima...
2014 Hawaii’s Comprehensive Sexual Violence Prevention Plan Summary
Ecological Model and Community Action Teams (CAT)

INDIVIDUALS
- Individual Strategies:
  - Kauai
  - Leeward/Waianae
  - LGBTQ
  - Lanai
  - Molokai

RELATIONSHIPS
- Relationship Strategies:
  - Hilo
  - Kalihi

COMMUNITY
- Community Strategies:
  - HPPUD
  - Kau
  - Maui
  - Military
  - Safer Bars
  - University/Higher Education

SOCIETAL
- Societal Strategies:
  - Kauai
Team Composition and Team Leader Responsibilities

Community Action Teams (CATS)

Suggestions for team composition:

- Include other groups or individuals to be involved with team’s action plan
- Communicate with D.O.H on team’s progress of goals/objectives for their action plan
- Follow-up with team members on how assigned objectives are progressing
- Facilitate action planning sessions
- Convene team members
- Identify team members and ask if they are willing to participate
- Assist and communicate regularly with team leaders

Team leaders are responsible for the following tasks:
- Department of Health provides technical assistance
- Ability to work well in a team
- Knowledge of community and willingness to address the issue of sexual violence
- Ability to commit time to the CAT and ability to participate in action plan implementation

When recruiting team members consider the following:

- Others
  - Policy-makers
  - Business (e.g., local business owners and organizations, etc.)
  - Media (e.g., news, radio, local TV, blogs/newsletters, etc.)
  - Cultural arts (e.g., theater groups, cultural groups, etc.)
  - Healthcare (e.g., clinic staff, health educators, public health nurses, etc.)
  - Faith-based organizations
  - Immigrants’/CGLTA’s, disabled, mental health issues, substance use, etc.
  - Underrepresented community (e.g., rural areas, Palihi Islanders, homeless or living in poverty)
  - Criminal justice/law enforcement (e.g., police, prosecutors, courts, etc.)
  - School-based (e.g., counselors, teachers, principals, etc.)
  - Youth-serving organizations (e.g., athletic organizations, Big Brothers/Big Sisters, YM/WCA, etc.)
Collaborators Worksheet

Team Name ________________________________  Project/Activity ________________________________

List future community partners the team would like to work with.

<table>
<thead>
<tr>
<th>Organization or Individual</th>
<th>Role</th>
<th>Phone / Email</th>
<th>Responsible Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) Hawaii Community Foundation</td>
<td>Funding information/possible funding source</td>
<td>537-6333</td>
<td>Joe Calabash</td>
</tr>
</tbody>
</table>

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Resources Worksheet

Team Name _______________________________ Project/Activity _______________________________

List the resources that team members are able to provide.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Source/Organization</th>
<th>Contact Person</th>
<th>Phone / Email</th>
<th>Responsible Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) swimming pool</td>
<td>Park and Recreation</td>
<td>Mr. Conrad Jones</td>
<td>555-1212</td>
<td>Betty Personne</td>
</tr>
</tbody>
</table>

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<tr>
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### ACTION PLAN WORKSHEET

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<thead>
<tr>
<th>Team Name</th>
<th>Team Leader/Advisor</th>
<th>Day Phone and Email</th>
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</table>

What is our community problem?

What level of prevention will our activity focus on to solve our community problem? *(circle the appropriate answer)*

- Individual
- Family
- Community
- Society

What age group will we focus on to solve our community problem? *(circle the appropriate answer)*

- 10 – 12 yrs old
- 13 – 15 yrs old
- 16 – 18 yrs old
- 18 – 21 yrs old
- Other

What activity will help solve our community problem? *(Review day 1 agenda and Sexual Violence Primary Prevention (SVPP) Plan for ideas)*

When choosing activities remember to consider how they will be culturally responsive to the selected audience

*(ex: consider ethnicity, gender, urban / rural, etc.)*

Based on the activity and audience selected above, what outcome(s) do you expect?

*(Who or what will change, in which direction (increase or decrease), by how much, and by when?)*

Use the “Resources” and “Team Roster” worksheets to list the resources (people, programs, materials, funds, etc.)

** THAT YOUR GROUP CURRENTLY HAS ** to do the activities your group selected.

Use the “Collaborator” worksheet to list the resources (people, programs, materials, funds, etc.)

** THAT YOUR GROUP NEEDS TO GET ** to do the activities your group selected.

Create an action plan and include the elements on the next page.
**ACTION PLAN WORKSHEET**

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<tr>
<th>Team Name</th>
<th>Team Leader/Advisor</th>
<th>Day Phone and Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Helpers</td>
<td>Gretchen Brown</td>
<td>555-1234, <a href="mailto:gbrown800@kmail.org">gbrown800@kmail.org</a></td>
</tr>
</tbody>
</table>

**What is our community problem?**

Sexual abuse in our community, specifically changing teen dating behaviors among student athletes.

**What level of prevention will our activity focus on to solve our community problem?** (circle the appropriate answer(s))

- Individual
- Family
- Community
- Society

**What age group will we focus on to solve our community problem?** (circle the appropriate answer(s))

- 10 – 12 yrs old
- 13 – 15 yrs old
- 16 – 18 yrs old
- 18 – 21 yrs old
- Other

**What activity will help solve our community problem?** (Review day 1 agenda and Sexual Violence Primary Prevention (SVPP) Plan for ideas)

- Train community members on a teen dating curriculum.
- Use network of coaches to recruit male student athletes to participate in the “Healthy Hookup” class.

When choosing activities remember to consider how they will be culturally responsive to the selected audience (ex: consider ethnicity, gender, urban / rural, etc.)

**Based on the activity and audience selected above, what outcome(s) do you expect?**

(Who or what will change, in which direction (increase or decrease), by how much, and by when?)

- 4 community members will increase their skills to teach teens about healthy teen dating relationships by participating in the training by the end of the year.
- 10 male students will increase their knowledge and skills about healthy teen dating by doing better on the post test than they did on the pretest after finishing the class in March of next year.

Use the “Resources” and “Team Roster” worksheets to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP CURRENTLY HAS to do the activities your group selected.

Use the “Collaborator” worksheet to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP NEEDS TO GET to do the activities your group selected.

Create an action plan and include the elements on the next page.
<table>
<thead>
<tr>
<th>Activity Name:</th>
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<tr>
<td>Who Is (Person Responsible)</td>
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**ACTION PLAN WORKSHEET (continuation page)**

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<th>Team Name</th>
<th>Team Leader/Advisor</th>
<th>Day Phone and Email</th>
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</thead>
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<tr>
<td>Community Helpers</td>
<td>Gretchen Brown</td>
<td>555-1234, <a href="mailto:gbrown800@email.org">gbrown800@email.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activity Name</strong>: Teen Dating Classes for Athletes</th>
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<tbody>
<tr>
<td><strong>Who Is</strong> (Person Responsible)</td>
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<tr>
<td>Aunty Sara</td>
</tr>
<tr>
<td>Uncle Bob</td>
</tr>
<tr>
<td>Ms. Smith</td>
</tr>
<tr>
<td>Uncle Bob</td>
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<tr>
<td>Ms. Smith</td>
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<tr>
<td>Aunty Aloha</td>
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