

Rape Prevention and Education Curriculum List

<p>GREEN DOT</p> <p>Audience: High School, Undergraduate and graduate college students, and Community Members</p> <p>Training Length: 4-day Train- the-Facilitator</p> <p>Length: The High School training is approximately 8.5 hours (which includes the teacher curriculum, bystander training, and overview talk)</p> <p>The College bystander training program can range between 6 hours to a weekend retreat.</p> <p>Group size: Not specified</p> <p>Cost: No pre-determined fee. Cost for training is on a case-by-case basis.</p>	<p><u>Summary:</u></p> <p>Green Dot aims to shift culture and increase proactive preventative behavior by targeting influential members from across a community with basic education, skills practice, and reactive interventions to high-risk situations. Every choice to be proactive as a bystander is categorized as a “Green Dot.” Individual, positive decisions (green dots) grouped together create larger change. It relies on the premise that if everyone does their small part and commits to individual responsibility, the combined effect is a safe culture that is intolerant of violence. Green Dot utilizes multiple methods to educate and train participants, including speeches; interactive activities aimed at training participants to be effective bystanders; and social marketing techniques to increase basic social awareness and mainstream social acceptance.</p> <p><u>Components:</u></p> <p><u>High School Components -</u></p> <ul style="list-style-type: none"> • Recognizing warning signs: understand and assess observable behaviors that could cue a bystander to intervene, recognizing the warning signs that may be present • Identifying barriers to intervention: assessing what has kept a bystander(s) from intervening in past situations. Identifying the barriers that can hinder bystanders from intervening. • Reactive bystander behaviors: generating safe, effective and realistic solutions to intervening. This step doesn’t assume that barriers will just vanish but that there can be solutions for intervention at any comfort level. • Proactive behaviors to set appropriate community/school norms: this step is about mobilizing the school to establish intolerance of interpersonal violence to teach participants to think beyond just stepping in when something is already happening. Taking steps to prevent these occurrences is just as important in order to make that cultural shift and the school community can make daily choices that contribute to a safe, respectful atmosphere, free from interpersonal violence. <p><u>College Components –</u></p> <ul style="list-style-type: none"> • The opening speech: the opening speech covers the basics of Green Dot etc. strategy and can range from five minutes to an hour. The goals of the speech are to inspire buy-in and explain the general strategy in order to begin the process of campus wide cultural change. • Bystander trainings: bystander trainings include video and role-play exercises and other activities which allow participants to practice proactive intervention skills. The training is split into four modules: Introduction to Green Dot; Recognizing Red Dots; Identifying Self-Defining Moments and Overcoming Obstacles; and Proactive and Reactive Green Dots. • Social Marketing: “A broad range of social marketing strategies are utilized to increase basic awareness and mainstream social acceptance of the core language and principles of Green Dot.” (Green Dot etc.) • Action/Mobilizing Events: “The purpose of the mobilizing events is to generate lots of proactive behaviors to establish to clear up campus norms: (1) violence will not be tolerated, (2) everyone is expected to do their parts to keep the community safe.” (Green Dot etc.) Events are single dose, time limited and reiterate the core values and goals of the Green Dot Strategy. <p><u>Evaluation findings:</u></p> <p>“The Centers for Disease Control and Prevention funded a five-year study to evaluate Green Dot in 26 High Schools across Kentucky. The study examined bystander intervention and confirms that Green Dot for High Schools reduces rates of sexual abuse, dating violence, stalking, and other interpersonal violence by statistically significant percentages. The study results were published in 2017 in the American Journal of Preventive Medicine.”¹</p> <p><u>Considerations:</u></p> <p>Fully implementing the program on average takes schools between 3-6 months to launch. The first months are spent building infrastructure, planning, mastering content, fostering necessary relationships, and identifying training participants. Fully implementing the strategy requires significant advance notice and commitment.</p> <p><u>More Information:</u></p> <p>https://alteristic.org/services/green-dot/green-dot-colleges/ https://cultureofrespect.org/program/green-dot-etc/</p>
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<p>BRINGING IN THE BYSTANDER (BITB)</p> <p>Audience: High School students, College students</p> <p>Training Length: One day Train-the-Facilitator</p> <p>Length: The High School modules can be combined into 4 sessions depending on time allotted. Combined sessions of less than 4 should be consulted with Training and Technical Assistance (TTA) and developers.</p> <p>Each session is designed to last approximately 50 minutes.</p> <p>The college program can be administered in 1 session or 3 sessions.</p> <p>Each session lasts approximately 90 minutes.</p> <p>Group size: 25-30 participants</p> <p>Cost: There are 3 pricing options- must contact Prevention Innovations/ Soteria Solutions for pricing.</p>	<p><u>Summary:</u></p> <p>Bringing in the Bystander (BITB) is a sexual violence prevention program for potential bystanders and third-person witnesses aimed at increasing prosocial attitudes and behaviors toward the awareness of risky behaviors and precursors to sexual victimization. It also aims to increase empathy and awareness of the problems experienced by those victimized by sexual and intimate partner violence. The program emphasizes that all members of the community have a role to play in preventing sexual and intimate partner violence. It teaches bystanders how to safely intervene in instances where sexual violence, relationship violence or stalking may be occurring or where there may be a risk that it will occur. BITB High School Curriculum (BITB HSC) is somewhat of a unique sexual and relationship violence prevention program because of its focus on the engagement of positive bystander intervention. Traditionally, prevention programs on this topic targeted participants in gender specific groups. BITB aims to target all members of a given community with the understanding that everyone, regardless of gender and other social identity statuses, has a role to play in the prevention of sexual and relationship violence.</p> <p><u>Components:</u></p> <p><u>High School Components:</u></p> <ul style="list-style-type: none"> • Module 1: Relationship Abuse • Module 2: Sexual Assault • Module 3: The Spectrum of Abuse • Module 4: Positive Bystanders • Module 5: Recognizing Warning Signs • Module 6: Positive Bystander Strategies • Module 7: Scenarios <p><u>College Components:</u></p> <ul style="list-style-type: none"> • Information about sexual and intimate partner violence prevalence, causes, and consequences, including local examples and statistics. • The introduction of the concept of bystander responsibility and the role they can play in preventing sexual and intimate partner violence in risky situations. • Active exercises (e.g., role playing) to practice intervening safely and to support victims. • Information about personal safety and availability of community resources. • A bystander pledge to being a prosocial and active bystander in their community. <p><u>Evaluation findings:</u></p> <p>Evaluation on the BITB HSC is limited due to the somewhat recent release of the curriculum. “BITB HSC is currently undergoing rigorous testing in 26 high schools in Maine, Massachusetts, and New Hampshire, and preliminary results suggest the program is well-liked by students and school staff and effective in leading to attitudinal and behavior change.”²</p> <p><u>Considerations:</u></p> <p>Prevention Innovations and Soteria Solutions’ unique focus on research, consultations and technical support are its greatest strength and allows Bringing In The Bystander® to be tailored to the specific needs of a wide range of campuses and organizations. Incorporating local examples, statistics, and resources allows Bringing In the Bystander to be relevant to participants.</p> <p>Implementing both Bringing in the Bystander and Prevention Innovations’ marketing program – Know Your Power- would be providing an ongoing, comprehensive, and multi-level approach to sexual violence prevention.</p> <p><u>More Information:</u></p> <p>https://www.soteriasolutions.org/college/ https://cultureofrespect.org/program/bringing-in-the-bystander/</p>
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<p>MENTORS IN VIOLENCE PREVENTION (MVP)</p> <p>Audience: High School students, College students</p> <p>Length: 2-3 day Train-the-Facilitator with maximum of 30 participants</p> <p>Varies by type of training</p> <p>Group Size: Varies, depending on training</p> <p>Cost: To assist with pricing email mvpstrategies@yahoo.com</p>	<p><u>Summary:</u></p> <p>“The name Mentors in Violence Prevention (MVP) refers both to an educational philosophy and a training program, in which participants are introduced to key concepts and strategies for implementing the model’s core teaching in their schools, workplaces and extended peer cultures. MVP’s educational philosophy is rooted in the basic social justice teaching that everyone has a role to play in challenging and changing social norms that contribute to abusive behaviors — especially members of dominant or privileged groups. MVP employs a range of classic exercises that highlight the power of gender norms to shape behaviors, such as the Act Like a Man/Woman Box, and Sexual Assault in the Daily Routine, which examines the steps most women (but very few men) take on a daily basis to avoid sexual violence. It is an educational initiative that works with men and women, boys and girls. But one of the key features of MVP trainings is the single-sex breakout. The single-sex format facilitates more in-depth and revealing conversations, which regularly feature more candid commentary than is common in mixed-gender groups.”³</p> <p><u>Components (High School/College):</u></p> <p>The program focuses on interactive scenarios and group discussions. There are no videos or live presentations. MVP offers an array of training options for both students and administrators which can be customized to fit the needs and structure of your community.</p> <p>Key Elements of MVP Strategies Trainings:</p> <ul style="list-style-type: none"> • highly interactive, facilitated dialogues (not lectures) • bystander scenarios • experiential exercises • basic media literacy education • leadership training <p>Types of Trainings:</p> <ul style="list-style-type: none"> • "Big room" presentations: • Awareness-raising sessions • Student Leadership Training • Leadership Training for Professionals • Leadership Training and Orientation Programs for College/University Administrators <p><u>Evaluation findings:</u></p> <p>“Student participants indicate they had thought more about how they could use their leadership skills to reduce the incidence of gender-based violence, gave greater importance to being up-to-date about best practices on sexual assault prevention, exhibited a greater desire to incorporate the prevention of gender violence in their formal and informal leadership role, and showed positive changes in their understanding on the role of gender violence prevention education in doing what leaders do. Significant change was seen from pre to post-test in arenas such as bystander efficacy, bystander intervention behaviors, and decisional balance scale.”³</p> <p><u>Considerations:</u></p> <p>MVP utilizes some of the techniques that existing research deems the most effective in reaching students. Their programs have a strong core philosophy while being malleable enough to adapt to specific audiences and institutional needs. They are interactive and if administered properly will effectively engage the students to take an active role in the discussion about sexual violence.</p> <p>Compared to other programs, this program requires a much greater time commitment on behalf of the administrator. Volunteers need to be trained, and ideally those volunteers will run several sessions for the participants, each of considerable length. Identifying student leaders and investing in intensive training may require time on the front end but could make shifting culture much more efficient in the long run by using existing cultural structures on campus.</p> <p><u>More Information:</u></p> <p>http://www.mvpstrat.com/mvp-programs/college/</p> <p>https://cultureofrespect.org/program/mentors-in-violence-prevention-mvp/</p>
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<p>SHIFTING BOUNDARIES</p> <p>Audience: Middle School students (6th and 7th graders)</p> <p>Length: 6th grade – 6 class periods can be used to cover these 4 lessons 7th grade - 6 class periods</p> <p>Group Size: Classroom size (may vary depending on average classroom size)</p> <p>Cost: Free</p>	<p><u>Summary:</u></p> <p>Shifting Boundaries is an evidence-based, multi-level prevention program for middle school students on sexual harassment and precursors to dating violence. The program is unique in that it embraces an environmental approach that identifies multiple strategies to support young people – both school-wide interventions and classroom lessons.</p> <p><u>Components:</u></p> <p>Components consist of a classroom curriculum and a schoolwide intervention.</p> <p>6th grade lessons consist of:</p> <ul style="list-style-type: none"> • What is a boundary? • Measuring personal space • DVD segment/respecting boundaries agreement • Mapping safe and unsafe spaces at school <p>7th grade lessons consist of:</p> <ul style="list-style-type: none"> • What is a boundary? • Measuring personal space • Big Deal or No Big Deal? • DVD segment/respecting boundaries agreement • “Says Who” questionnaire/”What Can I Do?” tips • Mapping safe and unsafe spaces at school <p>The schoolwide intervention affects the entire school building and consists of revising school protocols for identifying and responding to dating violence and sexual harassment, the introduction of temporary school-based restraining orders, and the installation of posters in the school to increase awareness and reporting of dating violence/harassment.</p> <p><u>Evaluation Findings:</u></p> <p>“The research team randomly assigned 30 New York City middle schools (two 6th and two 7th grade classrooms in each, with a final total of 117 participating classrooms) to one of four conditions: (1) a classroom-based intervention, (2) a building intervention, (3) both classroom and building interventions, or (4) a no-treatment control group. The <i>classroom curriculum</i> included six sessions emphasizing the consequences for perpetrators of dating violence/harassment (DV/H); state and federal laws for DV/H; the setting and communicating of boundaries in relationships; and the role of bystanders as interveners. The <i>building intervention</i> included the introduction of temporary school-based stay-away orders; assignment of faculty and school safety personnel to monitor unsafe areas identified through the use of student “hot spot mapping”; and the use of posters to increase awareness and reporting of DV/H to school personnel. We collected program evaluation data from about 2,700 students who completed surveys administered before the intervention, immediately afterwards, and about six months post-intervention.”⁴</p> <p><u>More Information:</u></p> <p>https://www.crimesolutions.gov/ProgramDetails.aspx?ID=226</p> <p>http://www.preventconnect.org/2013/05/shifting_boundaries/</p>
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<p>GIRLS CIRCLE</p> <p>Audience: Female and Female identified youth ages 9-18</p> <p>Length: Most often held weekly for 1 ½ - 2 hours. There are 13 different themes which each last anywhere from 8-12 weeks.</p> <p>Group Size: 6-8 participants per group (no more than 8)</p> <p>Cost: Complete set \$1,635.00</p>	<p><u>Summary:</u></p> <p>“Girls Circle aims to counteract social and interpersonal forces that impede girls’ growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices. The Girls Circle does not aim to provide advice but encourages girls to share experiences that are helpful to one another. To participate, girls need only have the desire, make a commitment to attend the meetings, and agree to follow the circle guidelines, i.e. respect, no put-downs or interruptions, offer experiences - not advice, keep the focus on oneself, and keep what’s said in the group private. Girls are free to share at their own pace.”⁵</p> <p><u>Components:</u></p> <p>There are 12 themes, each lasting anywhere from 8-12 weeks depending on the theme for a total of a 110-week program. Themes include:</p> <ul style="list-style-type: none">• Friendship• Being a Girl• Body Image• Honoring Diversity• Mind, Body, Spirit• Expressing My Individuality• Relationships with Peers• Who I Am• Paths to the Future• Wise & Well• My Family, My Self• Mother-Daughter Circle <p><u>Evaluation Findings:</u></p> <p>“A rigorously designed study has demonstrated effectiveness of Girls Circle in reducing delinquency for girls. Girls on probation were randomly assigned to a control group receiving traditional services or a Girls Circle program. When they attended regularly, the group of girls in Girls Circle showed significantly greater reductions in recidivism. Additionally, as attendance increased for girls in Girls Circle, condom use, educational aspirations and educational expectations significantly increased.”⁶</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none">• If possible, co-facilitate groups, e.g., two facilitators per group.• Ideal meeting time for groups is 90-120 minutes (if 60 minutes is only time available, groups can still begin – may need to decrease # of participants in circles or adjust curriculum.• Start all facilitators and circles on the same curriculum; facilitators can then share and support each other and girls can all be on the same page with learning, skills building, discussing topics, etc. <p><u>More Information:</u></p> <p>https://onecirclefoundation.org/GC.aspx</p> <p>https://onecirclefoundation.org/MaterialsInfo.aspx?PID=CMPLTSET</p> <p>https://onecirclefoundation.org/research-GC.aspx</p>
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<p>THE COUNCIL FOR BOYS AND YOUNG MEN</p> <p>Audience: Male and Male identified youth ages 9-18 depending on the curriculum component</p> <p>Length: Most often held weekly for 1 ½ - 2 hours. There are 6 different themes, with each theme being 10 sessions.</p> <p>Group Size: 6-10 participants per group</p> <p>Cost: Complete set \$1,020.00</p>	<p><u>Summary:</u></p> <p>“The Council for Boys and Young Men is a strengths-based group model for youth ages 9-18 that addresses risk factors and empowers boys and young men to find belonging, build assets, and deconstruct harmful masculinity beliefs on their journey toward becoming respectful leaders and connected allies in their community.</p> <p>The Council aims to promote boys’ natural strengths, and to increase their options about being male in today’s world. The Council challenges myths about how to be a “real boy” or “real man”. It engages boys in activities, dialogue, and self-expression to question stereotypical concepts and to increase boys’ emotional, social, and cultural literacy by promoting valuable relationships with peers and adult facilitators.</p> <p>In a safe and action-oriented context, boys can identify the positive and not-so-positive definitions about being male today. They are invited to define the “male box” that shapes and constricts their growth. The Council lets boys examine the messages that define being male and gives boys new and different options for self-expression and team experiences, promoting skill building and safe, healthy, positive, and diverse identities.”⁷</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> • There are 6 themes, each lasting anywhere from 10-18 sessions depending on the theme for a total 30-week program. Themes include: Growing Healthy, Going Strong • Standing Together: A Boys Council Journey Into Respect • Living A Legacy: A Boys Council Rite of Passage • Journey of the Great Warrior • Men of Honor: Becoming Respectful, Nonviolent Leaders Set 1 • Men of Honor: Becoming Respectful, Nonviolent Leaders Set 2 <p><u>Evaluation Findings:</u></p> <p>“Results from 2 studies conducted by Portland State University, Portland, OR showed significant increases in boys’ school engagement, positive impacts in boys’ masculinity beliefs, and high rates of satisfaction among participants.”⁸</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> • Non-punitive, non-judgmental. Inclusive of all youth of every faith, ethnicity/race, culture, sexual orientation, etc. • A structured 7-step format each session including purposeful, experiential activities and discussions • 6-10 participants • A “closed” stable group for up to 10 weeks or, if a youth has to leave a group, no new members are introduced until a 10-week cycle has completed; the next ten weeks repeat the same way • Co-facilitated groups • Age appropriate <i>Council</i> curricula • Strengths-based facilitation • Motivational-interviewing strategies applied to group context • Recommended consistent Quality Assurance, facilitator coaching and skill building for best practice <p><u>More Information:</u></p> <p>https://onecirclefoundation.org/TC.aspx</p> <p>https://onecirclefoundation.org/research-TC.aspx</p>
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<p>SAFE DATES</p> <p>Audience: Middle (6th – 8th grade) and High (9th – 12th) School youth</p> <p>Length: 10 50-minute sessions</p> <p>Group Size: Classroom size (may vary depending on average classroom size)</p> <p>Cost: \$245.00</p>	<p><u>Summary:</u></p> <p>“This evidence-based program helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive relationships. It is during the critical pre-teen and teen years that young people begin to learn the skills needed to create and foster positive relationships. With <i>Safe Dates</i>, young people are given the tools needed to build these skills.”⁹</p> <p><u>Components:</u></p> <p>The Safe Dates program includes a curriculum with ten 50-minute sessions, one 45-minute play to be performed by students, and a poster contest. The 50-minute sessions include:</p> <ul style="list-style-type: none"> • Session 1: Defining Caring Relationships • Session 2: Defining Dating Abuse • Session 3: Why Do People Abuse? • Session 4: How to Help Friends • Session 5: Helping Friends • Session 6: Overcoming Gender Stereotypes • Session 7: How We Feel, How We Deal • Session 8: Equal Power through Communication • Session 9: Preventing Dating Sexual Abuse • Session 10: Reviewing the <i>Safe Dates</i> Program <p>Dating Abuse Play (45-minutes)</p> <p>Poster Contest</p> <p>Parent Materials</p> <p><u>Evaluation Findings:</u></p> <p>Adolescents participating in the program, as compared with those who did not participate, also reported:</p> <ul style="list-style-type: none"> • Less acceptance of dating violence • Stronger communication and anger management skills • Less Gender stereotyping • Greater awareness of community services for dating abuse <p>“Researchers studied the same group of students four years after implementation and found that students who participated in the <i>Safe Dates</i> program reported 56 percent to 92 percent less physical, serious physical, and sexual dating violence victimization and perpetration than teens who did not participate in <i>Safe Dates</i>. The program has been found to be equally effective for males and females and for whites and non-whites.”¹⁰</p> <p><u>More Information:</u></p> <p>https://www.hazelden.org/store/item/38103</p> <p>http://www.violencepreventionworks.org/public/safe_dates.page</p>
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<p>COACHING BOYS INTO MEN</p> <p>Audience: High School Young Men</p> <p>CBIM college version should be released soon</p> <p>Length: 12 sessions, each about 15-20 minutes</p> <p>Group Size: Intended for use with a team</p> <p>Cost: Free</p>	<p><u>Summary:</u></p> <p>“Coaching Boys into Men (CBIM) is a violence prevention program for athletic coaches designed to inspire them to teach young male athletes about the importance of respect for themselves, others, and particularly women and girls. Athletic coaches play an extremely influential and unique role in the lives of young men. Because of these relationships, coaches are poised to positively influence how young men think and behave, both on and off the field. CBIM is the only evidence-based prevention program that trains and motivates high school coaches to teach their young male athletes healthy relationship skills and that violence never equals strength.”¹¹</p> <p><u>Components:</u></p> <p>Over the course of a season the coach has weekly discussions with the team using the CBIM cards:</p> <ul style="list-style-type: none">• CBIM coaches lead their players through 12 brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse.• Throughout the sessions are teachable moments.• Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM’s respect message. <p><u>Evaluation findings:</u></p> <p>“In 2012, Coaching Boys Into Men underwent a rigorous three year evaluation in Sacramento, California funded by the Centers for Disease Control (CDC). The study found that athletes who participated in the program were significantly more likely to intervene when witnessing abusive or disrespectful behaviors among their peers and were also more likely to report less abuse perpetration.”¹²</p> <p><u>More Information:</u></p> <p>http://www.coachescorner.org/</p> <p>http://www.coachescorner.org/wp-content/uploads/2017/06/Advocate-2-CBIM-Organizing-Journey.pdf</p>
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<p>ATHLETES AS LEADERS</p> <p>Audience: High School athletes on girls' sports teams</p> <p>Length: 10 sessions, each about 20 minutes</p> <p>Group Size: Intended use is with a team</p> <p>Cost: Free</p>	<p><u>Summary:</u></p> <p>“Athletes As Leaders, created by the Harborview Center for Sexual Assault and Traumatic Stress, is a Coaching Boys Into Men complementary program for high school female athletic teams. The program aims to empower female-identified youth to take an active role in promoting healthy relationships and ending sexual violence. Athletes are encouraged to be leaders in changing social norms at the school to a culture of safety and respect.”¹³</p> <p><u>Components:</u></p> <p>The program consists of 10 sessions:</p> <ul style="list-style-type: none">• Introductions and Group Agreements• Challenging Gender Stereotypes• Privilege and Oppression• Self-Image and Standards of Beauty• Rumor Spreading• Relationships• Consent• Messages about Manhood• Girl Positivity• Celebrating our Successes <p>Each session consists of a video and lesson to go along with it.</p> <p><u>Evaluation findings:</u></p> <p>“Athletes As Leaders is based on research and best practices in sexual assault prevention and seeks to make communities safer. Research shows that when girls are empowered, sexual violence is actually less likely to occur. A national evaluation of the program during the 2017-18 academic year of 268 athletes on 12 teams in 8 states found that athletes had an improved ability to identify abusive behaviors, improved belief in gender equity, and increased self-image and confidence.”¹⁴</p> <p><u>More Information:</u></p> <p>https://www.athletesasleaders.org/</p> <p>https://www.athletesasleaders.org/training</p> <p>https://www.athletesasleaders.org/advocates</p>
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<p>DATING MATTERS</p> <p>Audience: Youth ages 11-14 years</p> <p>Length: 60-minute training</p> <p>Group Size: Online program, no specific group size</p> <p>Cost: Free</p>	<p><u>Summary:</u></p> <p>“Dating Matters includes seven primary components that work together to reinforce protective factors and reduce risk factors for teen dating violence across the social ecology— at the individual, relationship, and community levels. These components also focus on preventing dating violence and promoting healthy relationships across the lifespan.</p> <p>The Dating Matters youth programs provide middle school students—ages 11 to 14— with the knowledge and skills they need to have healthy, safe relationships before they start dating. Research shows that supporting healthy emotional development can prevent a variety of negative outcomes, including teen dating violence. Research also shows that healthy relationship attitudes and behaviors start developing early.</p> <p>The intervention is a multicomponent prevention model that includes classroom-delivered programs for 6th and 8th graders, training for parents, educator training, a youth communications program, and local health department activities to assess capacity and track teen dating violence-related policy and data.”¹⁵</p> <p><u>Components:</u></p> <p>Dating Matters for 6th graders:</p> <ul style="list-style-type: none">• 7 sessions• Focuses on healthy relationships with friends, family, or in context of dating• Teaches social and emotional skills, such as identifying emotions and coping with feelings• Promotes and builds healthy relationship skills, such as communication and conflict resolution• Discusses ways to help and support friends in unhealthy relationships <p>Dating Matters for 8th graders:</p> <ul style="list-style-type: none">• 7 sessions• Reviews and builds on skills taught in the 6th grade program• Increases focus on dating relationships and sexual violence• Addresses social norms about substance use <p><u>Evaluation Findings:</u></p> <p>A 2019 Randomized Control Trial study found that Dating Matters demonstrated significant program effects in 3 out of four outcomes. Dating Matters students reported lower teen dating violence perpetration, lower teen dating violence victimizations, and lower use of negative conflict resolution strategies than standard care students.¹⁶</p> <p><u>More Information:</u></p> <p>https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html</p> <p>https://vetoviolence.cdc.gov/dating-matters</p> <p>https://vetoviolence.cdc.gov/apps/datingmatters/</p>
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<p>BUILDING HEALTHY RELATIONSHIPS</p> <p>Audience: 6th-12th graders</p> <p>Length: 30-45 minutes twice a week for 5 weeks (10 sessions)</p> <p>Group Size: Classroom size (may vary depending on average classroom size)</p> <p>Cost: \$24.95</p>	<p><u>Summary:</u></p> <p>“This curriculum provides students with concrete information and practice building the skills necessary to develop and maintain respectful peer relationships that are free from bullying, harassment and sexual violence.”¹⁷</p> <p><u>Components:</u></p> <p>‘Building Healthy Relationships’ consists of 5 basic lessons:</p> <ul style="list-style-type: none"> • Lesson 1 – exploring self-awareness, self-esteem and personal boundaries, including the right to be safe • Lesson 2 – respecting the personal rights and boundaries of others • Lesson 3 – developing effective communication skills, including active listening and making I-statements, to effectively communicate personal boundaries • Lesson 4 – negotiating successful solutions to conflict • Lesson 5 – integrating the first four lessons; and discussing components of healthy relationships <p>“The first day of each lesson consists of classroom presentations and in-class activities, which introduce the basic content. At the end of the first day of each Lesson, students receive a ‘Take-Home Activity’ to complete with an adult – preferably a parent or guardian. On the second day of each Lesson, the class shares and discusses the Take-home assignments. During the second portion of the class, students engage in additional skill-building activities and occasional small group work.”¹⁷</p> <p><u>Evaluation Findings:</u></p> <p>This project was funded by PCAR as a special initiative with funds from Preventive Health Services Block Grant from the Centers for Disease Control and Prevention (CDC).</p> <ul style="list-style-type: none"> • Student Pre/Post Assessment • Student Reaction to Lessons (1-5) • Teacher Assessment • Parent/Guardian Assessment <p><u>More Information:</u></p> <p>https://secure3.convio.net/pcar/site/Ecommerce/1903820607?VIEW_PRODUCT=true&product_id=1107&store_id=1221</p>
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Alcohol Serving Establishment (ASE) Curriculum

<p>SAFER BARS</p> <p>Audience: Bar owners, managers and staff</p> <p>Length: Two 2.5-hour trainings</p> <p>Group Size: 25 participants</p> <p>Cost: Free</p>	<p><u>Summary:</u></p> <p>Safer Bars is a bar bystander curriculum created by the Arizona Safer Bars Alliance. “In the 2009 <i>Arizona Sexual Violence Primary Prevention and Education Eight-Year Program Plan</i>, young adults who patronize alcohol-serving establishments and bar owners and personnel were identified as selected populations in which to focus sexual violence preventions efforts. The plan further established objectives to ‘decrease the bar patrons’ social norms that promote tolerance of sexual aggression’ and ‘increase intervention behavior among bartenders and bar patrons in response to overt sexual aggression’”¹⁸</p> <p><u>Components:</u></p> <p>Multisession training which includes two 3-hour sessions</p> <p>Session 1 includes 3 sections</p> <ul style="list-style-type: none">• Bystander Behavior<ol style="list-style-type: none">1. Bystander Definition2. Bystander Behavior• Sexual Aggression: Magnitude of the Issue and Definitions<ol style="list-style-type: none">1. Magnitude of the Issue2. Definitions• Bar’s Role in Safety<ol style="list-style-type: none">1. Alcohol Consumption Laws2. Guidelines for Determining Intoxication Levels3. Drug Use <p>Session 2 includes 2 sections</p> <ul style="list-style-type: none">• Bar’s Role: Observations and Intervention<ol style="list-style-type: none">1. Body Language2. Stages of Intervention3. Basic Intervention Tactics• Policy and Prevention<ol style="list-style-type: none">1. Overcoming Barriers2. House Policy Basics3. Risk Assessment Activity and Action Plan Development Discussion <p><u>Evaluation Findings:</u></p> <ul style="list-style-type: none">• “Significant differences in responses from post-surveys (after training) as compared to pre-surveys (before training). A majority of the changes were with respect to intended bystander actions.” (Arizona Safer Bars Alliance Progress Report 2013)¹⁹• Further evaluation information to come <p><u>Considerations:</u></p> <ul style="list-style-type: none">• At least 70% of the bars’ staff must be trained to hold their status as Safer Bar trained <p><u>More Information:</u></p> <p>http://azrapeprevention.org/ASBA</p>
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If you would like a curriculum to be considered for implementation, please be sure the curriculum meets the following Centers for Disease Control and Prevention (CDC) criteria:

- **Fits within one of the STOP SV Focus Areas**
- Has **documented evaluation results or is grounded in theory of primary prevention of SV**
- **Addresses risk and protective factors for SV**
- Demonstrates a **link between the theory of program/policy effort and targeted outcomes** addressing SV
- Has **implementation materials, as needed**, available to practitioners
- **Is feasible to implement and evaluate**

Once the curriculum has been determined to meet the criteria by the requesting party, the New York State Department of Health (NYSDOH) Rape Prevention and Education (RPE) program will determine approval.

Curricula currently being approved using this methodology includes:

- Project DOT
 - Project DOT is a program designed by the New York City Alliance Against Sexual Assault and was developed to reduce sexual violence by fostering positive social norms around consent and healthy relationships and to increase positive bystander behavior among underserved communities.
- OutSmart
 - OutSmart NYC is a bar bystander curriculum created by the New York City Alliance Against Sexual Assault and the OutSmart Collaborative. OutSmart makes steps towards inspiring popular social change against sexual violence in bars by providing nightlife staff with the skills to effectively prevent, interrupt, and respond to sexual violence.

For questions please contact the NYSDOH RPE program at 518-474-0535.

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Citations:

1. <https://alteristic.org/services/green-dot/green-dot-high-school/>
2. <http://unh.edu/ivrl/BITB%20Curriculum%20Overview%20BITBHSC.pdf>
3. <http://www.mvpstrat.com/wp-content/uploads/2016/03/executive-summary.pdf>
4. <http://www.preventconnect.org/wp-content/uploads/2013/05/NIJFindingsSummary10.08-12.10.pdf>
5. <https://onecirclefoundation.org/GC.aspx>
6. <https://onecirclefoundation.org/research.aspx>
7. <https://onecirclefoundation.org/TC.aspx>
8. <https://onecirclefoundation.org/research.aspx>
9. <https://www.hazelden.org/web/public/safedates.page>
10. <https://www.hazelden.org/store/item/38103>
11. <http://www.coachescorner.org/>
12. <http://www.coachescorner.org/impact/>
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14. https://docs.wixstatic.com/ugd/6053ea_2a581d217aa84558aa659c9c400488b5.pdf
15. <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/about.html>
16. An RCT of Dating Matters: Effects on Teen Dating Violence and Relationship Behaviors
Niolon et al / Am J Prev Med 2019;000(000):1–11
17. Building Healthy Relationships Implementation Guide
18. Safer Bars Facilitator Manual
19. http://azrapeprevention.org/sites/default/files/asba_2013_report.pdf