

Before and After Game (Is it Prevention or Intervention?)

This packet includes:

Activity Summary, Objectives and Instructions

Game cards

Suggested Answers

Activity Summary:

This exercise asks participants to form small groups to discuss strategies and where they fall on the continuum between intervention and prevention of domestic violence.

Prevention and intervention are described with examples and participants are given activity cards which they place on the “game board” based on their analysis of the intent and outcome of the activity.

Activity objectives:

Participants will:

1. Understand the importance of audience, message content and intended outcome in creating primary prevention strategies
2. Discuss rationale for why a particular strategy is prevention or intervention focused

Process objectives:

Participants will:

1. Will gain confidence along prevention continuum
2. Be encouraged to be creative in creating prevention activities

Materials needed:

Game cards separated and numbered

Large paper with chart that serves as “game board” – see depiction below

Potential response sheet – we’ll focus on creating this during our Jan call

Time:

45 minutes – 15 minute each for 1) description of prevention/intervention, 2) small group work, and 3) debrief with large group

Instructions:

1. Brief lesson on prevention to intervention continuum
2. Break into small groups of no more than 5 or 6 people.
3. Distribute the stack of activity cards, giving each group one to three cards.
4. Silently, each person should read their card and mark it as
 - a. B (Before) or A (After)
 - b. I (Individual); R (Relationship); C (Community); or S (Societal) (this is optional)

5. Each person should review their cards with their group, receive feedback from the group and then place each card on the “game board” in the appropriate place after group consensus is reached.
6. Provide an opportunity for groups to share with the entire group.

Facilitator’s note: Groups may not have enough time to talk about each activity, so be prepared to focus on the ones on which people seemed to have the most difficulty making a decision.

Process questions:

1. What did you find out about prevention and intervention as you engaged in this activity?
2. What were the challenges and facilitators to coming to agreement about where the cards should go?
3. What did you learn about prevention strategies from this exercise?

Game Board description:

A chart or line needs to be recreated on newsprint, one for each group. Improvise and use a continuum line or other method of depicting Before & After violence

| | Individual | Relationship | Community | Societal |
|---|------------|--------------|-----------|----------|
| Primary Prevention (before violence occurs) | | | | |
| Intervention (after violence occurs) | | | | |

Lesson tools for facilitator:

Below are some ways to describe the continuum of prevention to intervention.

Δ This exercise seeks to help interventionists see how prevention activities can fit into their day to day work. It tries to support creative and no-hassle ways to weave in prevention ideas and insights.

In order to do that we must explore the continuum of prevention – from intervention after violence has occurred to trying to create a world where violence doesn’t exist.

Δ Many people think of Prevention as Before and Intervention as After
Prevention = stop violence against women before it happens

Intervention = assistance and support after violence occurs for victims; arrest and accountability for perpetrators; efforts to prevent a re-occurrence of violence

Δ Consider the audience, message content, outcome desired:

Does the content focus on helping victims or holding perpetrators accountable after violence occurs or if violence occurs? = After/Intervention

Does the public education campaign focus on raising awareness that the problem exists or awareness of how to access services? = After/Intervention

Is the content focused on changing knowledge, attitudes or behavior (KAB) that support violence against women such as gender roles & stereotypes; control of women by men and the larger society or acceptance of violence? = Before/Prevention

Is the outcome focused on defining and supporting gender equality and healthy relationships; positive male/female role modeling; conflict resolution skills based on equality rather than power and control? = Before/Prevention

Does the public education campaign focus on promoting the behavior you want others to adopt? (i.e. My strength if not for hurting.)= Before/Prevention

1 - Adolescent Dating Violence Prevention Program I

Nine Session Series:

1. Defining Caring Relationships
2. Defining Dating Abuse
3. Why Do People Abuse?
4. How to Help Friends?
5. Helping Friends
6. Overcoming Gender Stereotypes
7. Equal Power through Communication
8. How We Feel, How We Deal
9. Preventing Sexual Assault

2 - Adolescent Dating Violence Prevention Program 2

Nine to 12 Session Series:

1. Gender and expectations
2. Communication that empowers both parties
3. Dating expectations and gender
4. Gender, communication, conflict, and resolution
5. Peer expectations, gender and dating
6. Incorporating a dating relationship into my life – a balancing act
7. Switching gender expectations
8. Abusive relationships and resources
9. Social change exercise – how to change our school and our community to support healthy relationships

3 - Adolescent Dating Violence Prevention One Time Program I

Preventing Sexual Assault Session Objectives:

1. Understand that victims of sexual assault are never to blame.
2. Understand that rape is always unacceptable.
3. Understand and interpret “no” cues correctly.
4. Know how to protect themselves in a potential rape situation.
5. State their sexual boundaries clearly to their dating partner.
6. Describe dating tips to decrease their chances of being a victim or perpetrator of sexual assault.

4 - Adolescent Dating Violence Prevention One Time Program 2

How to Help Friends:

1. Recognize the complexity of the decision to leave an abusive relationship and the many different opinions about when one should leave.
2. Recognize the difficulty and fear that a friend in an abusive relationship might have in reaching out for help.
3. Describe a variety of ways to support a friend who is a victim of dating abuse.
4. Describe the community resources available for teens in abusive dating relationships.
5. Seek help if they are, themselves, a victim or perpetrator of abuse in a dating relationship.

5 - Program for adolescent males

12 – 16 Session Series:

This program extends the impact of awareness-to-action workshops and provides male youth with an opportunity to take a leadership role in preventing men's violence in their communities. Each 12-16 week session looks closely at what it means to be a man and helps participants explore some of the problematic and potentially harmful connections between how men prove masculinity and the epidemic of men's violence. The program does not dwell on the negative. Underlying every component is a focus on building strength and positively redefining masculinity in ways that promote the freedom of men and women.

6 - Arrest

A man is arrested for hitting his girlfriend.

7 - Parenting Brochure

Information for parents about how to talk to their adolescents about healthy dating relationships

8 - Protective Orders

A woman takes out a protective order against her abusive husband.

9 – Social Norms Campaign

This campaign works to correct the misconception that male/female relationships are based on coercive power and control with information regarding how many men believe it is inappropriate to hit your female partner. Message: “80% of men use their strength to build healthy relationships, rather than tear them down.”

10 - Battering Intervention Program

A man is assigned to attend a battering intervention program after being convicted for domestic assault.

11 - Clergy Training I

This one to two hour training has the following objectives:

1. Learn how to recognize signs of an abusive relationship.
2. Learn how to counsel an abuser.
3. Learn how to support victims/survivors.
4. Develop a response plan for when victims or abusers are members of your congregation.

12 - Community Campaign

This education kit encourages young adults to question gender-based stereotypes and myths, to explore harassment and dating behaviours, and to identify the components of violence prevention and healthy relationships.

13 - Campus Dialogues with Men

These sessions with men by men focus on three things: The concept of consent, communication with a partner, and bystander behavior, a technique that encourages men to confront their peers' attitudes about sex.

14 - Public Education Campaign

This campaign promotes adult men mentoring young boys about how to have healthy relationships with females by: teaching early, initiating discussion of relationship with females, listening to the questions boys have, telling them how to have healthy relationships, being a role model by demonstrating healthy interaction with females, and reinforcing the message.

15 - Clergy Training 2

Objectives for three session series:

1. Compare gender norms with Church teaching about gender (masculinity does not equal power and control; femininity does not equal submission).
2. Understand gender norms and relationship expectations within the Church's teachings.
3. Brainstorm on Church policies for the prevention of violence against women.

16 - Police Protocols

These state-level police protocols were developed by the state domestic violence coalition and the state commission on family violence with input from police, advocates, judges and prosecutors.

17 - Media Campaign

Message: "Some men break more than their girlfriend's heart." (Picture of a woman with bandage over nose)

18 - Legislation

A bill that provides funding for prevention programs throughout the developmental lifespan (from birth through each developmental stage to adulthood, making sure programs are developmentally appropriate).

19 - Candlelight Vigil

A community holds a candlelight vigil during Domestic Violence Awareness Month to honor the victims of domestic violence.

20 - Letter Writing Campaign to NFL

Content of letters point out that: Watching a National Football League game with your child could, and should, be an enjoyable experience. This becomes difficult, however, because of the beer commercials that feature young women wearing little clothing, the implication that X-brand beer will prepare you for an intimate encounter with someone you just met, and the messages that a man can get whatever he wants from a woman if he offers her the right beer.

Before and After Game (Is it Prevention or Intervention?)

Suggested answers for activity cards

Please note these are “suggested answers” and many of the rational point to arguments for either or both levels. Wherever people place the cards the point is to ask them why and try to help them develop their thinking and understand the differences between prevention and intervention.

A = After violence occurs (Intervention) **B** = Before violence occurs (Primary prevention)

| Activity # & Description | Before or After | Rational |
|--|---------------------------|---|
| 1. Adolescent dating violence prevention Program 1 – Nine session series | Arguments for both | Four of the nine sessions are about defining dating abuse and seeking/offering help thus intervention. The remaining sessions address root causes, stereotypes and healthy communication. |
| 2. Adolescent dating violence prevention program 2 – Nine to 12 group session series | Before | Prevention because sessions are set up to engage the broad view of dating and healthy expectations and communication. |
| 3. Adolescent dating violence prevention one time program 1 | After | Intervention because focused on risk reduction and assumes that violence will happen and what to do to avoid it or identify it if it does. Could move to primary prevention by adding components such as healthy relationships characteristics, non-violent conflict resolution, respect for everyone, etc. |
| 4. Adolescent dating violence prevention one time program 2 | After | Intervention because focused on identifying and helping after violence has occurred |
| 5. Program for adolescent males – 12 – 16 session series | Before | Prevention because looks at underlying causes of violence and building |

| | | |
|------------------------------------|---------------------------|--|
| | | strength, redefining issues and supporting activism. |
| 6. Arrest | After | Intervention because the violence has occurred. |
| 7. Parenting Brochure | Before | Prevention because the message is about healthy relationships. |
| 8. Protection Orders | After | Intervention because violence has occurred. |
| 9. Social Norms Campaign | Before | Prevention because pro-social message. |
| 10. Battering Intervention Program | After | Intervention because violence has occurred. |
| 11. Clergy Training 1 | After | Intervention because assumes the violence will happen and helps clergy with resources for how to help. |
| 12. Community Campaign | Arguments for both | Prevention because explores healthy behaviors and questions stereotypes but leans toward intervention as it's only an education kit with no supporting educational exchange. |
| 13. Campus Dialogues with Men | Arguments for both | Prevention because builds capacity as bystanders to confront attitudes and behaviors. Consent and communication can be seen as intervention or prevention. |
| 14. Public Education Campaign | Before | Prevention because pro-social messages about healthy relationships, respect and role modeling for boys. |
| 15 – Clergy Training 2 | Before | Prevention because pro-social messages about gender norms and positive church teaching and new policy engagement |
| 16 – Police Protocols | After | Need for police protocols arise because violence has occurred and response is needed. |

| | | |
|-------------------------------------|---------------|---|
| 17 – Media Campaign | After | Violence has occurred. |
| 18 – Legislation | Before | It’s critical that prevention efforts address all ages and sectors such as schools, business, media, faith communities etc. |
| 19 – Candlelight Vigil | After | While the vigil raises awareness about domestic violence the theme of honoring victims points out that violence has occurred and will again. |
| 20 – Letter Writing Campaign to NFL | Before | The campaign messages seek to change norms about sports, media and appropriate messages for youth about gender, alcohol and objectification of women. |

