Virtual Reality:

Implementing Sexual Violence Primary Prevention Programming Online

taasa

First,

TAASA would like to thank you for your perseverance and share our sense of awe at the ways you have adapted and channeled your creativity to brainstorm ways to support and engage your communities in sexual violence prevention efforts. Preventioneers have always exhibited adaptability and creativity, and what you have done during a pandemic is nothing short of amazing and unprecedented. No one has ever done what you have done and are doing right now, because there has never been a time like this in our communities and in our movement. Even if you feel like you've stumbled more than you've lept, your work matters and lays the foundation for ongoing work. Our goal with this guidebook is to support implementation of primary prevention programming during a pandemic, as well as provide guidance that will continue to be relevant beyond the pandemic. The guidebook will include tips around virtual implementation of sexual violence prevention strategies, provide suggestions and resources prevention workers in Texas are already using, and highlight examples of some of the amazing online prevention work being done in Texas. This guidebook was developed specifically to help Sexual Assault Prevention and Crisis Services (SAPCS) Federal Rape Prevention Education (or "RPE") funded sexual assault programs implement sexual violence primary prevention programming that meets the requirements laid out in *Texas SAPCS-Federal Programming Summary* during a pandemic. However, we feel it will be helpful for anyone engaged in sexual violence primary prevention work using virtual platforms now and in the future.

This guidebook focuses on implementing prevention work in a virtual environment, due in part to the fact that the pandemic has pushed many people further towards online interactions. However, it is important to note that online access is not universal. There are many people in every community who have limited or no online access, or for whom gaining online access may impact their ability to maintain social distancing and other public health policies designed to slow the spread of COVID - 19. Others may have sporadic online access, but no meaningful access to social media. It is important that prevention programs consider this when making adaptations to their programming during the pandemic so that the work to end sexual violence doesn't contribute to inequity in our communities by leaving some people out.

Acknowledgements

TAASA would like to acknowledge the creative and innovative work already going on in Texas communities because of the commitment of the amazing prevention workers at local sexual assault programs. Their work inspired and informed this guidebook, and it is our dedication to supporting their efforts that helped see this project through. We'd specifically like to thank the prevention workers below who shared examples of their community-level activities, experiences, insights, and needs as we developed this guidebook.

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As you read this guidebook, please don't forget that each of you are a part of the community of prevention workers in Texas. We encourage you to reach out to one another and share resources, support, and content. TAASA's Prevention Team is here to help connect you, but we also encourage you to reach out to one another on your own.

Contents

How to Use This Guidebook

This guidebook has four primary sections: trauma-informed work in virtual spaces; capacity assessment for virtual curriculum implementation; implementing virtual community-level work; and adapting prevention curricula for online implementation.

▶ **The first section** provides information on doing trauma-informed work in virtual spaces. It will help prevention workers identify unique considerations for implementing prevention work in online spaces, as opposed to in-person. This section provides questions to consider, as well as suggestions for implementing both community-level and curriculum-based educational programming in a trauma-informed way.

▶ **The second section** includes a capacity assessment. Readers can use the assessment to identify strengths they have in place as they consider making the transition to virtual implementation of any curriculum-based education work, as well as identify challenges they may face. Making the decision to implement a curriculum in an online space requires careful consideration and an honest assessment of capacity. For the purposes of this guidebook, TAASA defines implementation of a curriculum to be **education sessions conducted using the curriculum in its entirety, and live, or in real time, with participants interacting with facilitators and one another.** After going through this assessment, prevention workers may find implementation of their curriculum in its entirety, online, and synchronously to be very challenging due to COVID-19. Prevention workers not implementing curricula at this time and focusing on community-level strategies can ignore the fourth section of this guidebook which is focused on online adaptations for curriculum implementation.

▶ **The third section** of this guidebook focuses on implementing community-level prevention work using virtual platforms, including social media. This section includes: suggestions for using social media for social norms change; guidance on how to incorporate asynchronous, curriculum-based, online education as part of your social norms change work; advice for implementing various community-level strategies via virtual platforms; and tips for and examples of community-level work from Texas prevention workers. As Texas continues to move towards community-level programming, this section should be helpful for all readers and, accordingly, may be the primary section they use.

▶ **The fourth section** of this guidebook focuses on curriculum-based educational programming. It is designed to equip facilitators to develop appropriate adaptations to their selected curricula for effective online dissemination. This section will include tools, walk-throughs, and examples to serve as guidance for facilitators. Prevention workers may not find this section useful if they determine, after walking through the capacity assessment in section 2, that they will focus primarily on community-level work, which is covered in section 3.

In addition to the four key sections of this guidebook, the Appendix includes several useful tools. In it you will find a *Building Your Digital Toolbelt* chart that includes helpful resources for making both virtual community-level meetings and virtual curriculum sessions more engaging. The Appendix includes a *Preparing for Social Media Implementation* chart that prevention workers can use to identify assets and needs they have related to social media activities. Finally, there is a worksheet template that can be used for making adaptations to prevention curricula for online implementation, as well as samples of completed worksheets for adaptations to RPE-grant approved curricula.

As you walk through the appropriate sections of this guidebook, please feel free to reach out to TAASA's Prevention Team at **prevention@taasa.org** with any questions, if you'd like support in strategic planning, or to brainstorm ideas you have. We are here to support you, and the amazing work you do.

SECTION 1
TRAUMA-INFORMED WORK IN VIRTUAL SPACES

Programs across the state and country have been grappling with all of the important considerations that come along with moving their programming - advocacy, counseling, and prevention - to virtual platforms due to stay-at-home orders and social distancing safety precautions. Key amongst those considerations is how to maintain trauma-informed approaches in these virtual spaces. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), a trauma-informed organization, program, or system "**realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist **re-traumatization**" (SAMHSA Trauma and Justice Strategic Initiative, 2014, p. 11). A trauma-informed approach in educational or community settings, even when being implemented virtually, requires implementers to recognize that many participants in any program space are likely to have traumatic experiences in their history.

This following section includes the key principles that are fundamental to a trauma-informed approach, as well as some tips and considerations prevention workers should consider when moving both community-level and curriculum-based prevention programming into virtual environments.

UNDERSTANDING TRAUMA

In order to understand a trauma-informed approach and its relevance to prevention work, it is important to understand the following definitions of trauma and to expand the way we think about trauma.

"**Individual trauma** results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and spiritual well-being" (SAMHSA Trauma and Justice Strategic Initiative, 2014, p. 7).

Cultural trauma is a type of collective trauma that results when a group of people who share a culture experience a set of circumstances or series of events that have the same impact on the group of people as individual trauma has on an individual.

"**Historical trauma** refers to trauma inflicted in the past on members of a certain cultural group that may continue to have effects on the current generation" ("Trauma-Informed Care," p. 1-23).

OVERALL CONSIDERATIONS

Implementing trauma-informed prevention programming in a virtual setting carries unique challenges and considerations. We suggest prevention workers consider the following reminders and questions as they plan that transition.

Remember You Have Less Control of the Setting

Prevention workers implementing prevention programming in-person have a clearer sense of the space their participants and partners are in. They can also exert more control over that environment than they can in virtual spaces. In addition, they can get a better feel for the mood in the space and reactions of the people in those spaces. In virtual spaces, prevention workers will have to consider the space that participants are in as they engage and identify strategies to help them get a feel for energy, reactions, and needs.

Questions for community-level virtual initiatives

1. **What** are the designed elements, key components, and/or policy components that can be communicated in the chosen activity to cultivate safety, and address the other key principles of a trauma-informed approach?

2. **How** can the recommended guiding principles, methods, and approaches be informed by the principles of a trauma-informed space? **How** can the space be facilitated, decisions be communicated, and activities be informed by these key principles?

3. **Who** in your community should be at the table, and who is missing?

4. **Who** amongst your partners understands a trauma-informed approach and can help you implement it in virtual spaces?

Questions for curriculum-specific virtual programming

1. **What** are the designated messages that can be communicated in the chosen activity to cultivate a trauma-informed space?

2. **How** can the sessions' recommended teaching methods and approaches reinforce trauma-informed spaces? **How** can they be maintained and adapted for virtual spaces?

3. **Who** in the team already possesses the skills and credibility to deliver a trauma-informed virtual space? **Who** is in the room, and how can I incorporate their needs and experiences, and support them as their own history of trauma (individual, cultural, and historical trauma) comes up?
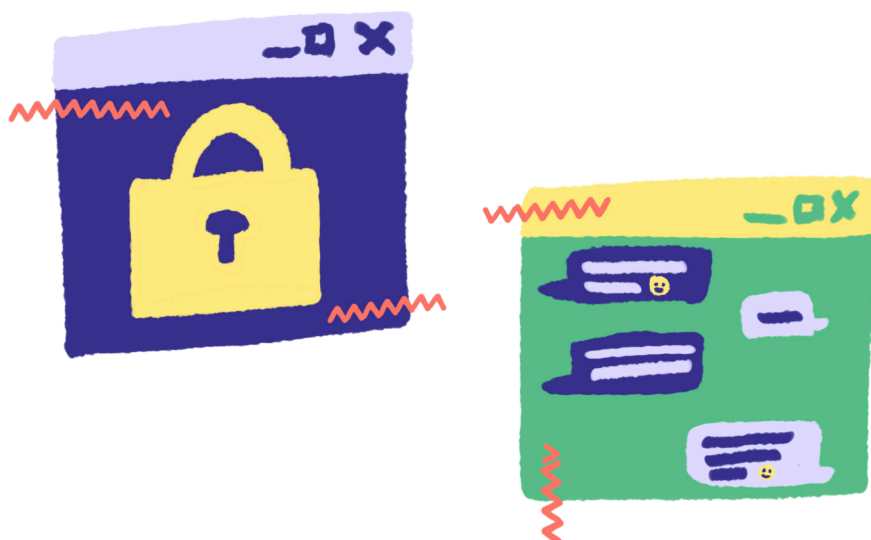
PRINCIPLES OF A TRAUMA-INFORMED APPROACH[1]

Virtual Safety: Cultivating Physical, Emotional, and Social Safety

People involved feel emotionally and physically safe [within reason]. Facilitators strive to cultivate physical safety and understand that safety is defined by participants, and particularly by those participants who have been most marginalized.

In order to cultivate virtual safety, prevention workers can use the following strategies:

- Practice acknowledging and discussing difficult topics ahead of time.
- Provide content warnings as necessary.
- Listen and empathize with participants' own lived realities. Remember that people's experiences should not be challenged or questioned.
- Ask for feedback on how participants feel in the space and solicit suggestions on how you can better cultivate a sense of safety.
- Involve other staff in facilitation of spaces and designate one staff member to focus on interaction via any sort of text chatting or social media comments associated with your virtual spaces, if possible. You can also have a staff member whose role is to just watch participants to pay attention to body language and energy and to help identify participants that may need additional support.
- Encourage facilitators to debrief after meeting with participants and develop safety plans for individuals as appropriate.

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[1] Principles and definitions are adapted from SAMHSA's *Concept of Trauma and Guidance for a Trauma-Informed Approach*.

Virtual Trustworthiness: Cultivating Transparency

Facilitators can strive to foster environments that are based on trust and transparency. Developing consistent processes that cultivate trust throughout the engagement of participants is key to creating authentic connections with those in the group. Technology is a tool that can be used to communicate with participants and cultivate trust by responding to individual and community needs.

In order to cultivate virtual trustworthiness, prevention workers can use the following strategies:

- Provide information that is clear, concise, and timely. Be clear on the expectations of participants and about program goals.
- Choose a virtual platform that will foster trust and transparency among individuals.
- Share the benefits that participants will receive and what potential risks are tied to participating when appropriate. For example, if you are using Zoom, share with participants that Zoom doesn't notify the host when another participant takes a screenshot.
- Practice consistency and maintain appropriate communication boundaries.
- Ask for consent from participants. This can look like, but is not limited to asking participants how they would like information, team photos, social handle profile names, or discussion themes to be shared. Engage the group in conversations about how what is learned during meetings or sessions can be shared while protecting individual stories and information.
- Offer writing spaces for individuals to reflect and share their thoughts, virtual office hours, and community updates, if possible.

Virtual Peer-Support: Cultivating Connectivity and Collaboration

People with appropriate support can get closer to overcoming their traumatic experiences. Participants are able to share their personal stories of trauma to promote recovery and healing. In online spaces, making time for participants to share their stories allows for connection and support amongst the group.

In order to cultivate virtual peer-support, prevention workers can use the following strategies:

- Practice using storytelling as a tool for enhancing connection between group participants. Create space for participants to share stories of trauma, and encourage them to share stories of healing, resilience, and resistance to social norms that promote violence.
- Provide opportunities for collaborative-learning.
- Share the communication channels and availability of people offering peer support with participants, if possible.
- Facilitate youth-led or community-led discussions and activities.
- Encourage trauma-informed and peer support training for staff, program participants, and community members.

Virtual Collaboration: Cultivating Mutuality

Facilitators strive to understand and rectify power-imbalances and demonstrate the importance of involving everyone in creating community change and fostering trauma-informed virtual spaces.

In order to cultivate virtual collaboration and mutuality, prevention workers can use the following strategies:

- Promote shared-power decision making. Provide opportunities for participants and partners to use their voice and minimize power differences. Assess the overall extent of power sharing between adults and youth involved in your activity by using tools such as **Hart's Ladder** of youth engagement.

- Develop standards for youth and community virtual engagement and collaboration. Make sure these standards account for and seek to address power imbalances and different experiences of violence based on different identities of participants.

- Practice establishing virtual group agreements and accountability methods based on participants' discussions. Remember to revisit the group agreements with the participants as appropriate for the group and practice problem-solving strategies.

- Provide a platform to amplify the voices that are reflective of your community and provide support and compassion. Prioritize the voices of participants who are most impacted by violence and who have been marginalized in your community.

Virtual Empowerment: Cultivating Voice and Choice

The program recognizes and builds upon staff and participants' individual experience and strengths. The program focuses on the importance of the participants and the community in which it is implemented. It builds off resilience, and the ability of individuals, organizations, and communities to heal, promote recovery from trauma, and build healthy and violence-free communities together.

In order to cultivate virtual voice and choice, prevention workers can use the following strategies:

- Build in individual and group choice where possible and determine the plan of action together.

- Remind each other that it is okay to "take a break." Offer quick virtual self-regulation tools and support individuals in what works best for them. For example, **The ABCs of Self-Regulation in Students** is a great tool to guide individuals in acknowledging and managing their emotions.

- Recognize and focus on individual, cultural, and community strengths and experiences.

- Amplify the voices of participants by highlighting (with their consent) key messages or actions they have shared and/or are involved in, if possible.

- Define participants' rights and responsibilities, when appropriate.

- Ask participants to provide input, ideas, and suggestions. Revise virtual programming based on the participants' feedback.

Virtual Inclusivity: Honoring and Respecting Cultural, Historical, & Gender Issues

The organization and prevention staff acknowledge and work past biases and stereotypes; recognize the value, strengths, and impact of culture on participants; incorporate participants' cultural practices into programming; and name and confront cultural and historical trauma.

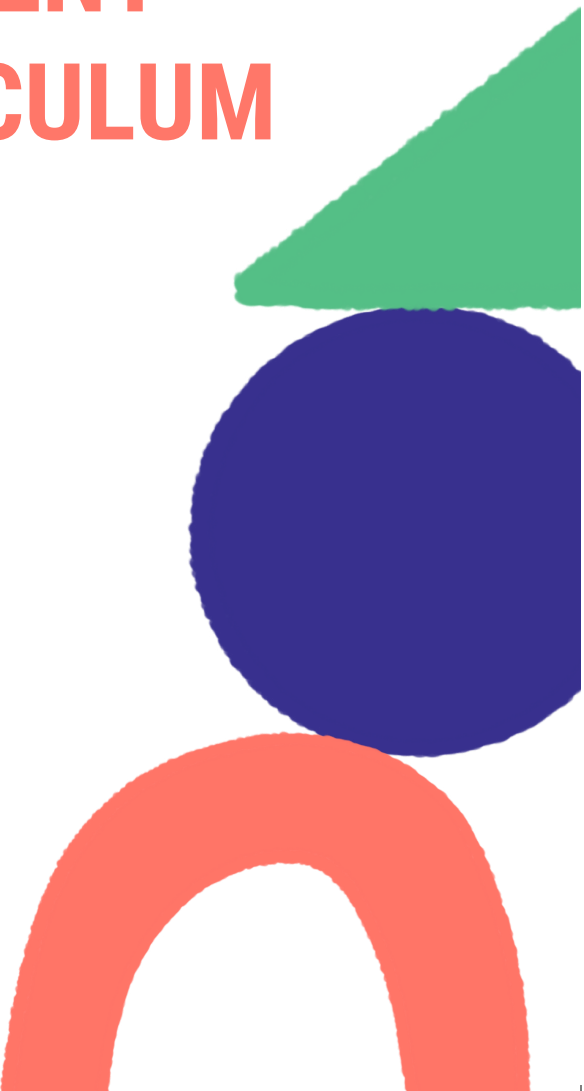In order to cultivate virtual inclusivity, prevention workers can use the following strategies:

- Encourage participants to share their culture with other participants, honoring cultural practices and strengths through storytelling.
- Encourage participants to learn about and share their culture with other participants, including traditions that support efforts around your chosen approach. For example, what are traditions of stepping in to interrupt violence and promote non-violence or traditions of young women's leadership in a particular culture?
- Recognize that every individual has their own lived realities and experiences. Establish a group guideline or principle that people's own stories and experiences aren't questioned, while people's beliefs or actions are open for conversation.
- Ask participants how they would like to address stereotypes, microaggressions, and biased incidents either in group online meetings or other community-level activities. Co-create a plan based on their feedback.
- Give participants the space to discuss and find support around cultural or historical trauma that may come up for them.
- Engage in active and ongoing efforts to identify and address facilitators' own biases.

NOTE: As you read through the rest of this document, you'll find that the focus is on implementing selected prevention approaches, focusing on protective factors rather than risk factors for sexual violence, and staying strengths-based. This section on a trauma-informed approach to virtual work may seem to run counter to this. However, we felt it was important to include this section, even though prevention workers should not be addressing sexual violence directly with participants. It is critical for prevention workers to have a broad understanding of trauma and to have a mindset that is trauma-informed in order to cultivate safety in program spaces. They also need to have a grasp of the wide-ranging impacts that trauma can have on individuals and communities, and be prepared to support people as they walk through that trauma.

SECTION 2
CAPACITY ASSESSMENT FOR VIRTUAL CURRICULUM IMPLEMENTATION

Organizations can utilize this assessment to gauge capacity to implement their curriculum or curricula online, in its entirety, and synchronously during this pandemic.

As you work through the assessment below, the more questions that are answered "yes," the higher your capacity for implementing your entire curriculum, live and virtually, during the COVID-19 pandemic. Facilitators should use any "no" responses to better understand what they need to do to prepare to take their curricula virtual. We encourage you to reach out to TAASA for assistance in developing a plan to increase capacity in these areas. If prevention workers answer "no" to several questions, they will likely find implementing their curriculum online with their intended audience during the pandemic to be challenging. If this is the case, organizations may choose to focus time and attention on community-level work. They can revisit the curriculum level assessment if circumstances change and explore options for implementing their curriculum at that time.

Answer YES or NO to the following questions:

Community Readiness	YES	NO
Has the organization identified at least one community partner with the willingness to support online curriculum-based work?		
Is using virtual platforms an accessible option for community partners and/or participants?		
Does the organization have a group of participants who were previously involved with the program and are prepared to continue virtually?		
Are community partners and participants familiar/comfortable with virtual platforms that will be utilized for individual level work?		
Can the community partners commit to supporting implementation of the entire curriculum?		
Do the participants have the capacity to attend the curriculum series in its entirety?		

Organizational/Team Readiness	YES	NO
Does staff have access to virtual platforms?		
Has staff been trained on virtual platforms?		
Is there staff time that can be dedicated to converting materials to digital/virtual materials?		
Does the organization have the capacity to get physical materials to program participants if/when necessary?		

Relationships and Networks	YES	NO
Are community partners able to commit the time to meet regularly?		
Can community partners guarantee access to the same group of participants for the duration of the curriculum?		
Can community partners assist with providing access for participants to virtual platforms?		
Can staff with community partners stay committed to this project and not be pulled to other projects due to COVID?		
Has the organization and community partner identified a liaison within the group space, in absence of the physical presence of the facilitators?		
Has the organization considered confidentiality practices among partners, such as who will have access to survey data or participant information?		

Trauma-Informed Virtual Spaces	YES	NO
Is the content of your curriculum appropriate for online adaption? As an example, consider the amount of sensitive or potentially triggering material present in curriculum sessions.		
Has the organization identified additional support staff to help implement trauma-informed practices and support participants? (i.e., Identifying a trusted adult to be present in virtual sessions to be able to debrief with participants.)		
Is the participant's learning environment (home, school, etc.) safe for the delivery of sensitive material and topics?		
Do participants report they are free from distractions?		
Do participants seem comfortable to participate in open discussions, particularly about potentially sensitive topics?		
Has the organization drafted a trauma-informed plan to navigate challenging behavior through virtual platforms?		
Are there additional staff identified to help manage virtual classrooms, how will disruptive behavior be handled (e.g., Zoom bombing)?		
What measures will be implemented to prevent uninvited participants?		

SECTION 2: CAPACITY ASSESSMENT FOR VIRTUAL CURRICULUM IMPLEMENTATION

SECTION 3
IMPLEMENTING VIRTUAL COMMUNITY-LEVEL WORK

Implementing community-level work during a pandemic has proven to be full of both opportunity and challenge. Communities and their members have been focused on safety and meeting basic needs as well as engaging in critical dialogue about community safety and violence. This has changed the focus, and the priorities, in our communities. However, prevention workers have discovered new opportunities and partnerships as the focus of prevention work has shifted to community-level change. By implementing the approved approaches of bystander intervention, mobilizing men and boys as allies, and strengthening leadership and opportunities for girls, as well as focusing on protective factors for sexual violence, prevention workers are able to build connection within their communities and partnerships, focus on community strengths, and meet people where they are. This section of the guidebook includes tips and strategies for transitioning community-level work to online formats and interactions, as well as a few innovative examples of what is being done right now by prevention workers at RPE-funded sexual assault programs.

As prevention workers engage in this work, there are a few key things to remember.

➔ **Give yourself and your community members grace.**
Give yourself time and space to breathe, and recognize the impact that COVID-19 has on your community. Implementing any of the activities mentioned below, or similar activities, is a good start. It is enough, and in many cases is all that is feasible during a pandemic. Keep your future goals in mind and build towards them, but be realistic with what can happen now during a pandemic.

➔ **Be expansive in your thinking.**
Remember your goal is to implement your selected approaches - bystander approaches, mobilizing men and boys as allies, or strengthening leadership and opportunities for girls. You can do this work without saying the words "sexual violence," or focusing programming content and conversations specifically on sexual violence. In fact, mentioning sexual violence or sexual violence prevention as a primary goal with some community partners may result in them focusing on education-based work with young people, rather than the strategies that create change in the characteristics of communities and community culture.

➔ **Remember you are creating the building blocks for future programming.**
Being realistic and meeting community members where they are is important, and frankly is more than enough, in the short term. However, prevention workers can be strategic in the messaging they promote and the activities they take on with an eye towards longer-term goals. As you develop and implement activities now, ask yourself the questions below to both guide your current efforts and build toward future, post-pandemic efforts.

- How will this activity align with the description of the approach I'm trying to implement from the *Texas SAPCS-Federal Programming Summary* document? For example, if your approach is strengthening leadership and opportunities for girls, ask yourself, "How will this activity build confidence, knowledge, and leadership skills in young women or help the community create and sustain opportunities for girls?"

- How will this activity promote and build upon the protective factors for sexual violence from the *Texas SAPCS-Federal Programming Summary*?

- Am I doing this alone? If so, how do I engage community members in supporting, developing, and engaging in this activity? (*Note:* In the long term, community members and organizations should be helping develop activities and messages and sharing the load of creating change.)

- How can I create long-term, sustainable social norms change connected to my chosen approach? Most often, this means moving beyond social norms messaging or social media campaigns driven by your organization to actively mobilizing the community around creating concrete change.

FOUNDATIONS

This section focuses on definitions and key concepts related to implementing community-level work in an online setting. While much of the content was developed with RPE program guidance in mind, it will be relevant for any organization implementing community-level sexual violence primary prevention programming in an online setting.

What is Community-Level Work?

"Community-level strategies are strategies that target the characteristics of settings (e.g. schools, workplaces, and neighborhoods) that increase the risk for, or protect people from, violence" ("Texas SAPCS-Federal," 2020).

Community-level prevention work can look much different than the education and curriculum-based work the sexual violence prevention field has focused on in the past. RPE-funded program staff selected from a series of approaches, three of which can be used to create community-level change. This has shifted the focus of community-level work away from raising awareness about the dynamics of sexual violence, the impact of sexual violence, and even the risk factors for sexual violence. Instead, the focus becomes increasing bystander intervention, mobilizing men and boys as allies, and strengthening leadership and opportunities for girls.
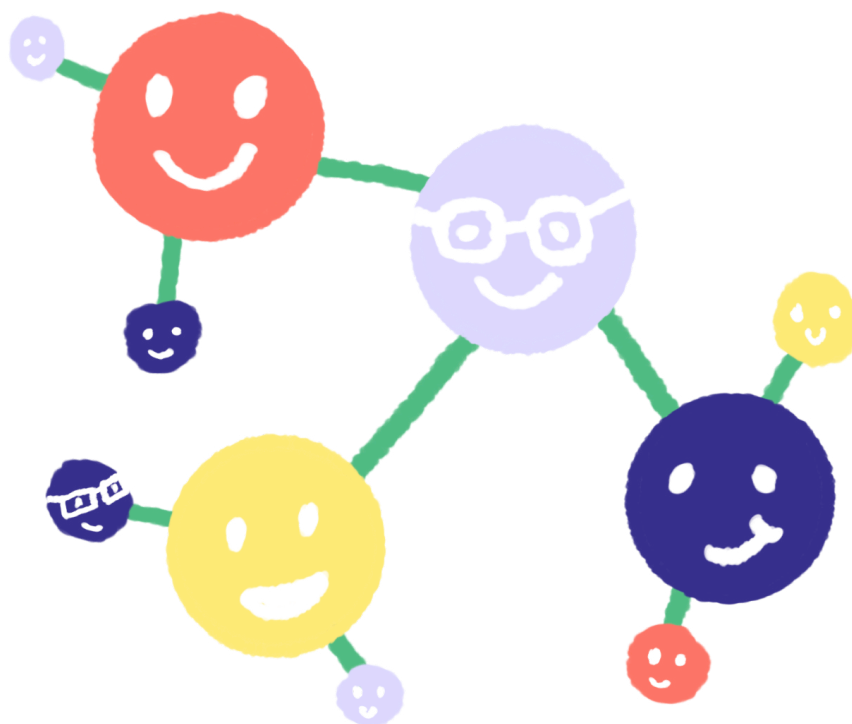
Strategies for Community-Level Prevention Work

Below are definitions and descriptions for the key strategies and activities of community-level prevention work. Upcoming sections will provide additional tips, suggestions, and considerations for implementing these strategies in online settings.

➔ **Social norms change**

"Changing or modifying negative or harmful social norms (i.e.: group-level beliefs and expectations of members' behavior), and promoting social norms that protect against violence" (Center for Community Health Development at Texas A&M University [CCHD-TAMU], 2020, pg. 8).

As a reminder, the social norms your prevention efforts will be working to change are those connected to your approach. During the pandemic, we strongly encourage programs to focus on their approach and on promoting protective factors listed below, and on page 3 of the ***Texas SAPCS-Federal Programming Summary.***

Protective Factors
- Connection to a caring adult
- Emotional health and connectedness
- Empathy and concern for how one's actions affect others
- Community support and connectedness

This is the strategy that most RPE-funded programs are focusing on during COVID-19 as they have been forced to do more programming via virtual platforms.

➔ **Coalition building**

"Efforts involve building an alliance or partnership of groups working together to achieve a common purpose or to engage in joint activity" (CCHD-TAMU, 2020, p. 8).

Coalition building involves engaging in partnership with groups or organizations usually who share common goals, activities, and risk or protective factors around the approaches each RPE-funded organization has selected. The coalition built should focus on approved approaches rather than raising awareness about sexual violence, or even the risk factors for sexual violence. Depending on how COVID-19 is affecting your community and your selected program population, implementation of this strategy may vary. Some communities, particularly those who had established coalitions prior to COVID, may have coalitions that are engaging in prevention activities during the pandemic while in others, prevention workers may be focused on maintaining coalition relationships, identifying potential coalition members, and gathering coalition members around activities to build connection between partners and community members.

➔   **Community mobilization**

  "Efforts involve engaging every level of the community working together to follow a systematic process and take actions to design and implement preventive activities" (CCHD-TAMU, 2020, p. 8).

This strategy involves community members and organizations taking action to effect change in the environment, promote protective factors, and further the goals of RPE-funded programs' selected approach or approaches. The key is that community members are involved in planning and implementation and that there is an action component. COVID-19 may limit community mobilization actions to online actions and will likely lead programs to focus community mobilization efforts on social norms change activities.

➔   **Policy education**

  "Educating the public on the evidence associated with potential organizational and public policy solutions to prevent sexual violence.

  Examples include: research on policy alternatives and their impact; educating the public with examples of best practices or success stories across states or localities; compiling and communicating the results of research on health issues and policy approaches that have successfully addressed them; and, upon formal, written request, providing public officials with technical advice or assistance concerning evidence of program or policy effectiveness" (CCHD-TAMU, 2020, p. 8).

Programs should be very cautious before engaging in policy education activities. There is a fine line between policy education and activities that can be considered lobbying, which aren't allowable using RPE, or most government, funding. If you are interested in implementing this strategy, be sure to read over the restrictions and regulations associated with lobbying in the **_CDC Implementation of Anti-Lobbying Provisions_** document. We also strongly encourage you to reach out to TAASA's Prevention Team at **prevention@taasa.org** to plan any policy education activities.

➔   **Organizational policy and practice change**

  "Adapting regulations and shaping norms to improve health and safety. By changing its own internal regulations and norms, an organization can affect the health and safety of its members." (Cohen, Swift, 1999, p. 2, 6).

RPE-funded programs have an opportunity to examine their own policies and practices, create and model policies and practices that increase protective factors and further the goals of their chosen approaches, and educate community partners about best practices for organizations.

USING THE CORE COMPONENTS OF COMMUNITY-LEVEL WORK IN AN ONLINE CONTEXT

Know Your Community

"Know your community of choice and the broader community (including online spaces) through an active, ongoing process to identify community dynamics and readiness" ("Texas SAPCS-Federal," 2020, p. 5).

As a result of COVID-19, online communities have grown and become more integral, in many cases, for community members with online access. Efforts to get to know your online community involve interacting with the social media accounts of current and potential partners by paying attention to what they post and repost. Talk to the adults and young people in your community and find out which online platforms they spend time on and the type of content that draws and keeps their attention. Rely on other agencies and informal networks to better understand how they're supporting their community and to create strategies for your own agency. Leaning on personal relationships will offer a sense of support, opportunity to network professionally, and build new connections.

Cultivate Relationships

"Cultivate inclusive and mutually respectful relationships within the community with intentionality" ("Texas SAPCS-Federal," 2020, p. 5).

During COVID-19, prevention workers can reach out to community partners and organize online meet-ups and meetings. These online spaces can serve several functions, including: offering mutual support, discussing current needs and focuses, promoting and practicing self-care, planning online connection building activities, and identifying needs of shared populations of focus. In addition, prevention workers might update partners about their prevention programming, highlighting successful adaptations they have made to programming during the pandemic. Finally, prevention workers can interact with the social media platforms of partners, community members, and program participants, particularly with content that speaks to their approach, thereby demonstrating that they value their relationships and that the relationships are mutually beneficial.

Youth-Guided

"Promote opportunities for youth to inform, plan, and lead community-level work" ("Texas SAPCS-Federal," 2020, p. 5).

The current state of national and local environments has placed an unprecedented level of stress on young people, often contributing to virtual fatigue and isolation from peers. On the other hand, young people are utilizing social media to lead and have conversations around safety and violence in their communities. A key to engaging young people in online spaces is creating less formal and structured spaces. These spaces can offer opportunities for young people to connect, find support, have fun, and discuss current events (both local and national) that are related to your selected approach. Prevention workers can ask young people what they would like to see in online spaces, invite them to set up and co-facilitate those spaces, and seek feedback from or involve youth in development of social media content.

Foster a Supportive Environment

"Encourage spaces for conversations that value all voices and enhance individuals' ability to effect positive change" ("Texas SAPCS-Federal," 2020, p. 5).

Fostering a supportive environment involves focusing more on how you interact than on what you do or accomplish and is especially important to consider as you move from in-person to online interactions. Consider strategies that develop a sense of belonging to the group. When planning meetings or activities with community partners, promote flexibility as people may have different schedules and responsibilities due to COVID-19. Keep your spaces more relaxed and incorporate light-hearted or wellness-focused activities into your meetings or sessions. Consider sending partners and participants humorous memes or videos or other resources that are helping you navigate the pandemic. Additionally, if you opt to focus on social media work, be sure you have policies in place to manage harmful or problematic content and comments.

Foster Cross-Collaboration

"Understanding the overlapping causes of violence and the things that can protect people and community is important. Violence takes many forms, including sexual violence, intimate partner violence, bullying, etc. These forms of violence are interconnected and often share the same root causes. Identify and foster partnerships that align with sexual violence risk and protective factors. Support mutual collaboration and collective action while honoring the group's capacity" ("Texas SAPCS-Federal," 2020, p. 5)

.As communities cope with the far-reaching impacts of COVID-19, we encourage programs to focus their cross-collaboration on their chosen approaches, and around the protective factors for sexual violence. There is so much heaviness already. Focusing in on risk factors may push people who are fatigued away from your efforts. Seek out new partners who share the goals set out in your approaches and who are seeking to build connection and empathy in communities.

For example, if your selected approach is strengthening leadership and opportunities for girls, you might ask yourself, "who else in my community is focusing on increasing young women's economic and educational opportunities or is invested in supporting young women's leadership?" Keep in mind what that support looks like right now may have shifted a little as communities and organizations focus on health, safety, and basic needs, but establishing a relationship with these organizations can clear the path to post-pandemic efforts that align more closely with your initial goals.
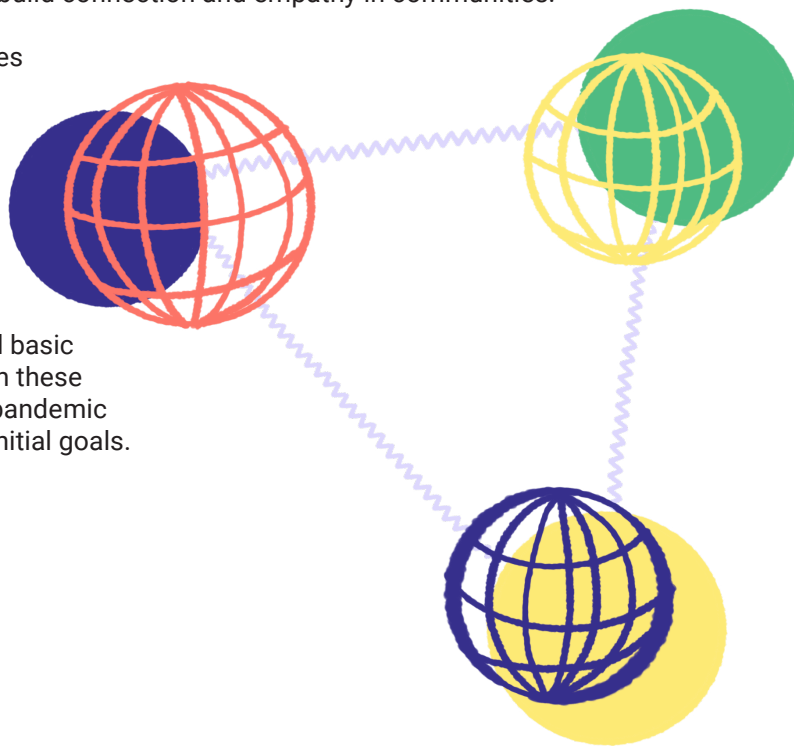
Action-Oriented

"Cultivate and support the progressions of community-based initiatives based on readiness"
("Texas SAPCS-Federal," 2020, p. 5).

This particular core component can be challenging during a pandemic, especially if you are limited to online interactions and organizing. However, many programs are already finding ways to engage partners and their communities virtually. For example, Advocacy Center for Crime Victims and Children in Waco interviewed community partners via Facebook Live for their "Why it Matters Wednesdays" series. They asked their partners to talk about why prevention of sexual violence, other forms of violence, and inequity are important. They then posted these videos and received many views and comments. You can also ask partners to repost and comment on one another's online content related to your chosen approach.

Centered in Community Ownership and Leadership

"Foster shared decision making to strengthen leadership and sustainability. Highlight, enhance, respect, and celebrate progress" ("Texas SAPCS-Federal," 2020, p. 5).

This can be challenging to implement during a pandemic and in online spaces. Prevention workers can focus on the other core components to build relationships and mutual support with program participants and partner organizations. Ask for frequent feedback on content and messaging. Involve community members and partners in the development phase of online initiatives and messaging, being sure to include people who reflect the diverse identities of your population of focus. Rotate and share various duties in your partnerships and your programming. Celebrate successes and the people who contributed to that success.

TIPS AND STRATEGIES FOR IMPLEMENTATION

Tips and strategies for online implementation during a pandemic included below will cover recruitment, framing your work, and implementation. In addition, you'll find considerations regarding resources that may be needed for online implementation.

Recruiting Partners and Program Participants

Recruiting partners and participants for online programming starts with knowing your community. Before you can promote your program and your message, you need to do your research. Find out the pressing issues in your community, how people are being impacted by and responding to the pandemic, and how community members are continuing to meet and connect. After that, it is all about building and strengthening connections and relationships.

➔ **Tips for virtual recruitment:**

◎ Engage with your current partners or followers as much as you work to engage with new ones. Be aware of your partners' activities to both support them and avoid asking for their help or involvement during a busy time (i.e., right before a fundraising event).

◎ Check in. Attend, interact with, or publicize online events or social media posts of potential partners. Connect current community events or social media trends to your own work.

◎ Ask your partners to engage with your online events or social media posts. Ask them to repost and promote your related work or the activities you do together.

◎ Develop messages based on common goals in order to share and focus on them collectively.

◎ Be intentional about recruiting people who are representative of the diversity of your community.

Framing Your Work

During this past year, programs around the state have adjusted programming and adhered to social distancing guidelines. Whether you are beginning to develop a new online presence, looking to improve your existing online presence, seeking out new, or strengthening existing partnerships, it is important to determine how to frame your content. Keep the following tips in mind as you frame your online programming and content and cultivate community partnerships.

➔ **Stay strengths-based and vision focused.**
Lead with and focus on what you're working for - the vision you're trying to make a reality - rather than all of the bad stuff you're fighting against. This is both more effective and more responsible. When you focus on messaging (especially through social media) that is deficit-focused or focused on the risk factors for sexual violence (i.e., all the bad stuff), you run the risk of triggering people as well as inadvertently contributing to the labeling of certain communities as problematic.

➔ **Focus on protective factors**

Focus on messages that connect to the protective factors for sexual violence laid out in the ***Texas SAPCS_Federal Programming Summary*** (page 3) and below for your program recruitment or for developing social norms change messaging.

Protective Factors
- Connection to a caring adult
- Emotional health and connectedness
- Empathy and concern for how one's actions affect others
- Community support and connectedness

This is even more important now for communities, organizations, and community members during a pandemic. How can you promote community members connecting and looking out for one another online? How can you reach out to your partners just to check in and create some online spaces where partners can share needs and seek support?

➔ **Leave "sexual violence" out of it**

Remember, your focus is on your chosen approach and not specifically on sexual violence, or even awareness about sexual violence prevention. Incorporate this into your messaging and recruitment of community members. Try asking yourself this question as you think about how to frame your early conversations: "How can I explain what I'm trying to do here (hint, your selected approach) to a community member without ever saying the words 'sexual violence'?"

➔ **Identify what your community responds to**

Think and ask about what your community's needs and values are so that your program can better align with what is going to appeal to them. Take time to get to know what is important to your community as well as what their barriers are so that you can frame your approach as support and solutions. This can include paying attention to the social media content your community partners create and interact with (e.g., family oriented, career focused, basic needs, etc.). If your community values family, then frame a project's outcome as bringing family closer or something the family can do together. Identify common goals within your programming, your community, and other agencies/organizations.

➔ **Use strategic language**

Reflect on how you've approached conversations in the past. Frame what you are doing as serving the community and youth, and explain how it benefits them and meets their needs. Make sure you are meeting your audience by being accessible and relatable. Use language that is easy to understand and have very clear objectives. Explain how the concept of what you are doing ties into their life. "You" and "we" language is helpful for people to feel accountable and empowered. Make sure the messaging considers, acknowledges, and is inclusive of intersectionalities.

Virtual Implementation: Tips from the Field

We reached out to prevention workers at RPE-funded programs and asked them what tips they would like to share with their colleagues. Here are some of their responses.

Griffith Egan

Do what works best for your community! Not by the book.

Now more than ever it is important to understand the community in which you serve. That means going to where people meet and meeting people to understand where they are going. Determine where your community (population of focus) is meeting online and be present.

Sean Woods

You have to throw a lot at the wall and see what sticks. Give yourself the time and grace to fail.

As you begin to gain traction on your online community, you will need to brainstorm your next activity/post. In order to cultivate an environment of creativity you must give space for failure. Not every idea will be the next big thing and that is ok.

Daniela Garcia

Be consistent with community members even if they aren't consistent with you.

When it comes to establishing your presence online, consistency is key. Every day your circle of followers is inundated with constant posts and content from other pages. Choose your routine wisely and stick to it. Whether you have 20 or 2,000 followers, prolonged consistency of online activity will cement yourself in your followers' timelines and daily routine, thus creating more opportunity for connection.

Aleigh Ascherl

Collaborate with people outside of your agency to help your community see that it's not just you promoting a prevention message.

Community-level prevention work is most effective and sustainable when the community takes ownership of the prevention messaging. As more and more community members and organizations promote the same or similar messaging, it becomes a community norm, and can't be so easily dismissed as the beliefs of just one organization. Additionally, different organizations reach and hold social capital with different groups of people. The more organizations that are promoting the same message, the greater the overall community reach.

Erika Reyna-Brodhag

Don't give up on social media. It takes time.

As Daniela shared above, consistency is key in any online work. This is true for social media work as well. Time must be set aside to develop content, post, view other relevant and related content (and comment and repost it), reply to people who respond to your content, and maintain a consistent presence (likely with at least weekly posts). It also takes time to build a following. Your return on the time you put into it may seem low at first, but with consistency and adaptability, you can connect to more and more people over time.

Virtual Implementation: Implementing Chosen Approaches

Every RPE-funded program selected one or more of the approaches from the ***Texas SAPCS-Federal Programming Document***. Below you will find some tips, potential activities, and examples of activities being implemented or planned in Texas related to each of the three approaches that are appropriate for community-level programming. When looking over the guidance and examples below, remember that messages should be crafted that will resonate with your own community and that community members, including youth, will ideally be involved in developing and sharing messages.

Bystander Approaches

"These approaches engage individuals to change social norms and provide leadership around preventing SV. These types of approaches engage people, often youth, with the purpose of promoting social norms that protect against violence. They are also used to motivate people to promote protective norms through providing peer leadership around preventing SV" (*"Texas SAPCS-Federal,"* 2020, p. 2).

At the core of bystander intervention is the idea of shifting community norms, and getting community members and organizations engaged. Bystander intervention activities need not address the risk factors for sexual violence, particularly at a community-level. Rather, the focus can be on promoting the idea that we look out for one another in this community, and we act in ways that promote protective factors of connection and empathy.

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POTENTIAL STRATEGIES

→ **Supporting neighbors and building connections**
One of the factors that impact the decision on whether or not to intervene to prevent violence is often whether or not people know, care about, and see their own well-being connected to the well-being of their fellow community members and neighbors. Efforts during the pandemic to build connections in communities, and the idea that neighbors look out for each other, can be the building blocks for future work to mobilize people to promote the norms that protect against violence in their communities. Some easy examples include: a Teddy Bear Hunt (see more **here**), painting rocks with supportive and uplifting messages and leaving them on neighbor's doorstep, or highlighting organizations and businesses that are connecting and caring for their community.

→ **Promoting empathy and non-violence**
Messages promoting empathy for groups of community members who have been the victims of violence and condoning non-violence are timely right now. These messages directly challenge the sexual violence risk factor of general aggressiveness and acceptance of violence, as well as promote the protective factors of empathy and concern for how one's actions impact others, and community support and connectedness. These messages might be a part of an ongoing social media campaign that encourages community members and organizations to post short videos or messages about why non-violence is important to them or share examples of people whose empathy and non-violent interactions with neighbors inspires them.

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🎙️ **Example from the field**

The Dallas Area Rape Crisis Center hosted a series of Facebook Live episodes titled "Prevention Fridays" and put the recordings on their agency Facebook page. Several of these episodes focused on bystander intervention, including **Connecting in a Disconnected Era** and **Can Empathy Prevent Sexual Violence**.

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Mobilizing Men and Boys as Allies

"These approaches provide an opportunity to encourage men and boys to be allies in preventing sexual and relationship violence by demonstrating their role in preventing violence. Such approaches work by fostering healthy, positive norms about masculinity, gender, and violence among individuals with potential for these social norms to spread through their social networks" ("Texas SAPCS-Federal," 2020, p. 2).

This approach on the community-level involves promoting positive examples of and norms about masculinity and non-violence. When engaging in this approach, it is important to highlight diverse examples of masculinity.

POTENTIAL STRATEGIES

➜   **Engage and highlight influencers in your community**
Think about male-identified leaders in your community and how much a message coming from them could promote the involvement of boys and men and lead to ally development. (Note: remember to reach out to both traditional and non-traditional leaders and to people who represent a diversity of expressions of masculinity.) Highlight ways in which these men engage in ally behaviors with women, promote non-violence, and build community connection by recording interviews with them and putting them up on your website or Facebook page.

➜   **Online allyship**
Ask men and boys in your community to share your social media messages by reposting them on their own social media accounts and by creating their own messages. Comment on and promote those messages they share on their own platforms on your accounts. In addition, you can host online training, or share resources for how men and boys can address problematic and promote protective messages they see in the social media accounts of their friends and neighbors.

➜   **Host online events**
Camaraderie alone may be an incentive for men and boys to become involved in something. You can host online events and promote them with men and boys in your communities. You might host a panel or film screening with a discussion. You can promote events on days like Father's Day with facilitated discussions about "what it means to be a good father."

🎤 **Example from the field**

The Advocacy Center for Crime Victims and Children produced pre-recorded videos for a series titled "Why It Matters Wednesdays" and posted the videos on their Facebook and Instagram accounts. While the Waco program selected multiple approaches, and not every message in this series aligns with this particular approach, some of these interviews of community members and field experts did address mobilizing men and boys as allies. You can **click here** to watch one such episode.

Strengthening Leadership and Opportunities for Girls

"This approach uses programs that build confidence, knowledge, and leadership skills in young women. Such programming ideally involves girls as leaders in planning, development, and implementation. Effective programs also support family involvement and provide opportunities for girls to connect with their cultural and community identities" ("Texas SAPCS-Federal," 2020, p. 2).

POTENTIAL STRATEGIES

➜ **Activities that engage girls in exploring and expressing their own power and strength**
Engage young women in exploring their own power and strength. This might include activities such as: telling a story about a powerful girl/woman; encouraging young women to do a research paper on someone in their life they look up to; or asking young women to commit to journaling every day about the ways in which they are strong and/or brave. You can then invite the young women to share some of what they learned via social media, and encourage them to post messages of support and encouragement on one another's social media accounts.

➜ **Highlight representative examples of women's leadership**
Representation matters. Part of strengthening leadership and opportunities for girls involves showing girls diverse examples of women leaders, women in diverse roles, and building community support for women leadership. You might ask community members to share stories on their social media accounts of women they look up to as leaders. You might highlight women who played important roles in the history of your town. Additionally, highlighting women who are providing for their communities during the pandemic promotes both this approach and the protective factor of community connection. Please note that it is important to include women in non-traditional as well as traditional leadership roles as well as to highlight women with diverse identities.

➜ **Mentorship**
Consider engaging women's organizations (e.g., Women's Chamber of Commerce, Junior League, Women's Service Sorority at a local college) to develop a mentorship program with young women. During COVID-19, these mentors can check in with their mentees online or via phone/text. In addition to providing general support, mentors can discuss future goals and help young women build connections within the community to different opportunities.

➜ **Promote and develop young women's leadership within your organization**
Organizations can provide opportunities for young women on staff to use and develop their leadership skills. Putting young women in leadership roles in partnership efforts and, at times, as the public face of the organization promotes the norm that women are leaders. This also shows younger women that there are opportunities in many roles and professions in their own community. Additionally, investing time in teaching young women leaders the skills needed to step into leadership roles within rape crisis centers and dual agencies sets them and the organization up for success in the future. These practices can be shared with partner organizations, thereby creating social norms change in your community.

🎙️ **Example from the field**

Prevention staff from Resource & Crisis Center of Galveston County organized a one-day virtual conference focused on empowering girls and women in the community. Three local women in different leadership roles and from a diverse set of professional backgrounds spoke, and girls in grades six through twelve were invited via flyers and social media (Facebook and Instagram Live). The winners of three different "door" prizes were able to choose a mentorship with a local female professional in a field in which they are interested.

Virtual Implementation: Using Social Media

Programs identifying and planning potential community-level prevention efforts to address their selected approach(es) should consider using social media as a part of their social norms change and community mobilization efforts. Social media platforms are a key way that our communities connect and interact with one another. Prevention workers who either grow or develop a social media presence during COVID-19 will continue to reap the benefits of this activity long into the future.

This section contains tips for developing and using social media for community-level work as well as to enhance any curriculum-based work you may be implementing currently. Additionally, the *Planning for Social Media Implementation* chart (Appendix B) can help you identify assets you have in place and additional needs you may have for effective social media efforts. For additional support and more in-depth planning, please reach out to TAASA's Prevention Team at **prevention@taasa.org**.

Preparation

Social media strategy and activities should be intentional and thought out in advance. Below are some key steps as you prepare to develop online prevention content

➜ **Research trends**
See what community members (including young people) and orgs are posting, viewing, liking, following, etc. Pay attention to social media trends. Incorporate this information into your plan.

➜ **Make a plan**
Have specific goals in mind, be clear on the population you are trying to reach, consider measures for success (e.g., increase in followers or increase in comments), and have a plan in place to evaluate your social media efforts based on those measures. Write this plan out so that you can refer back to it, as this will help you keep your posts on target.

➜ **Focus messaging**
Select one or two key main ideas to focus on rather than trying to address everything. Alternatively, you might focus on one main idea for a set period of time, and then move on to a new idea. For example, you might focus on highlighting examples of young women leaders for a month or two, and then move on highlighting the ways the community is coming together to support and nurture young women's leadership for another couple of months. Remember to focus on promoting protective factors and your approach(es) as opposed to sexual violence itself.

➜ **Be consistent**
Plan the time to post frequently and consistently enough to maintain attention. For example, the Advocacy Center for Crime Victims and Children in Waco shared posts on Wednesdays in the spring of 2020 under the heading of "Why It Matters Wednesdays," while the Dallas Area Rape Crisis center created a series of prevention-focused Facebook live events (and recordings) titled "Prevention Fridays." One prevention worker from the Grayson County Crisis Center developed a social media calendar to maintain consistency. To access a template you can use to create your own social media calendar, as well as to see a sample of Rhonda's completed calendar for one month, **click here**.

➜ **Talk to your leadership**
Talk to your leadership about your plans. Ask which content will need to be approved, by whom, and how long that process will take. Determine if it is possible to have a separate social media account for your prevention work, or if you're expected to post on the agency's existing platforms. There are several advantages to having a separate account for prevention work, including being able to focus on prevention messaging and separating prevention content from awareness content about sexual violence, which often has a different response from the community.
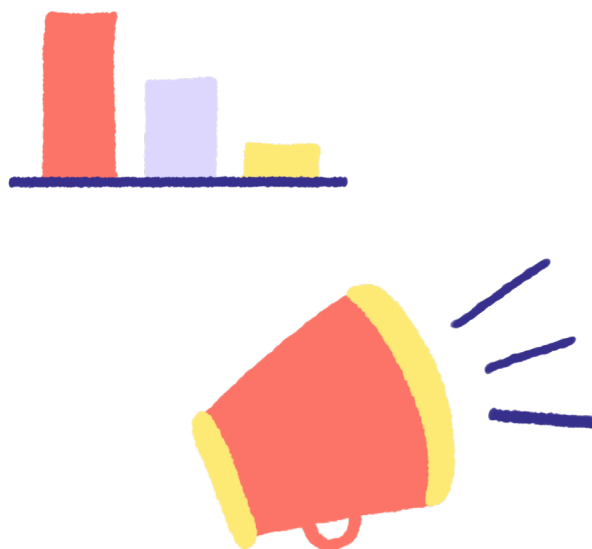
Content

Content shared via social media should be creative, deliberate, and focused on promoting protective factors and your approach. Below are some tips for content development.

➔ **Create attention-grabbing content**
Having a compelling post or "click bait" to immediately draw someone to your page is important. Posting relevant content that follows the structure or focus of social media trends, or that addresses current events, can also bring more people to your platforms. You can pair popular music with posts, share memes, create a relevant caption, or incorporate humor to reel in your population of focus. You may even come up with a saying or catchy slogan that you can turn into a hashtag. One preventioneer in Waco shared that posts that included videos seemed to garner more interaction.

➔ **Call for people to take action**
Posts that compel people viewing it to engage by tagging friends, sharing the post/reposting, voting in a poll, creating posts with a common theme and hashtag, or commenting can help amplify your message, impact social norms, and also provide a way for you to measure impact.

➔ **Engage youth and community members in developing content**
You might encourage program participants and partners to post content on their own social media accounts related to your approach or involve them in the creation of content that you post on your own accounts.

➔ **Use social media as a complementary tool to curriculum implementation**
If you are able to implement your curriculum in full, you might consider using social media to enhance learning with your curriculum participants (such as a closed Facebook page for people attending curriculum sessions). For example, you might set up check-in times on social media platforms that participants are already using to build trust and connection, or you might set up a group chat where participants can continue to share reflections between sessions.

Engage

One of the keys of being successful with your own social media is to actively engage with your social media. The work of bringing people to your efforts, maintaining a connection with them, and then mobilizing them to take action requires ongoing engagement that does not end with you posting something to your social media account. Consider the following tips when developing a social media strategy.

➔ **Consume social media**
You can follow participants' and partner organizations' social media accounts and interact with their posts. Promote their work, particularly that work that complements your approach, on your own social media platforms by highlighting their work or reposting their content on your accounts. Pay attention to who the people in your population of focus follow and repost, and consider reposting some of that content on your platforms. Post content you develop on one social media platform on all of your social media platforms.

➔ **Recognize people**
You might have a "follower of the month" post to honor someone who engages with your social media content consistently or champions your messages. You can also recognize program participants and community members who are living out the norms you are promoting. You might select a question someone asks in response to a post on your account and turn that question and your response into a new post thanking the person for asking the question. You can even ask other followers or members to respond to the question.

➔ **Review and reply**
Review the comments and responses to your social media posts and respond. Interact with those people who interact with your social media.

Resource Considerations for Online Implementation

Making the shift to online implementation requires a shift in how funding is used. Organizations may need less money for travel and certain supplies needed for in-person program implementation, such as flip chart markers and paper. Instead, they may need to focus funding to purchase access to virtual meeting platforms (e.g., Zoom) or for equipment used to develop quality online content (e.g., a camera for video production). As prevention workers transition their focus both away from mostly education or curriculum-based work and towards social media and social norms campaign development, training needs may shift and expand. Finally, as prevention workers seek to engage community members, including youth, in co-developing and co-implementing activities and content, programs may want to explore their ability to pay those community members who serve as advisors. Prevention workers interested in exploring paying community advisors should contact TAASA's Prevention Team at **prevention@taasa.org** to discuss the possibilities.

In addition to shifts in budget, organizations may need to consider shifting how they allocate resources such as staff time. Facilitators who were once implementing programming in person, and who sometimes had the support of people outside of the organization (e.g., counselors or teachers) to handle meeting logistics or to support participants struggling with the content may now need additional staff support. Additional staff may be needed to manage the technical aspects of a community meeting, to respond to virtual comments during a meeting or activity, or to watch participants in a Facebook live event to identify those that may need support.

CURRICULUM-INFORMED COMMUNITY-LEVEL WORK

Prevention workers, after using the capacity assessment in section 2 of this guidebook, may find that implementing their chosen curriculum both through a virtual platform and synchronously is not feasible due to COVID-19. Instead, prevention workers may opt to set their curricula aside for now and focus on community-level efforts. As part of this work, they may consider using pieces of (or sessions, modules, or messages from) their selected prevention curriculum to inform their community-level work. There are several ways that curricula content can be incorporated into community-level activities, such as:

- extracting key messages in a selected curriculum for social media;
- carrying out sessions from the curriculum through pre-recorded asynchronous sessions; and
- implementing a single session from a curriculum via an online platform.

Asynchronous sessions have some of the following benefits: 1) participants can complete sessions and activities on their own time at their own pace; 2) allows the content to reach more people; 3) created content can be utilized several times; 4) allows organizations to get their prevention messaging into their community when full curriculum implementation is challenging; and 5) informs the community, and current and potential partners, about some of the messaging included in the curriculum, thereby increasing readiness to support curriculum implementation or community-level work in the future.

🗣 Examples from the Field

The **Advocacy Center for Crime Victims and Children** in Waco took activities from their curriculum and created a google folder with the activities. Each Friday, they added a new activity and encouraged the families of youth in their chosen community to engage in the activities as a family. They also created coloring sheets incorporating messages from their curriculum and asked families to color them at home and display them in their windows for their neighbors to see.

Prevention staff at the **Dallas Area Rape Crisis Center** recorded a Facebook live session discussing the four D's of bystander intervention. This session included content and scenarios from the Bringing in the Bystander curriculum they selected as a part of their programming. The video is available on the agency Facebook page, along with a series of other Prevention Friday videos that cover a range of prevention topics.

Prevention staff at the **Purple Door** in Corpus Christi hosted a podcast called "Miss Media" that focused on media messages that promote social norms that support sexual violence. They covered different topics, including representations of women in media (view one podcast discussing women as villains here) every Friday for several months and posted them on the agency's podcast channel.

Considerations for Asynchronous Programming

➜ **Focus on your approach**

Keep in mind that your goal is to implement your approach. Focus on incorporating messages, activities, or sessions from your curriculum that line up most closely to your chosen approach and the protective factors for sexual violence. For example, rather than focusing messages on healthy relationships or using healthy relationships activities (even if that is a part of your curriculum), you might pull from messages around young women supporting one another's value and leadership if your approach is strengthening leadership and opportunities for girls.

➜ **Focus messages**

Rather than trying to implement the entire curriculum, or use every key message from your curriculum in your social norms change efforts, focus on one or two key messages from your curriculum and focus all of your online messaging or asynchronous sessions on different aspects of those one or two key messages.

➜ **Remember to be trauma-informed**

As you identify messages to promote, or activities or sessions to implement asynchronously, think critically about the content you are selecting. With online implementation, social media platforms, and asynchronous viewing, it is much harder or impossible to gauge participants' needs, or to know anything about the environment people will be in when they interact with your content. Be sure to include trigger warnings when appropriate and share resources people can access. Additionally, focusing on protective factors and approaches, as well as focusing on solutions and positive norms instead of problems and negative norms, can reduce the risk of content being triggering for community members.

➜ **Asynchronous is community-level**

Think of, and report, asynchronous or other curriculum-informed activities like those mentioned above as community-level programming - specifically, in most cases, social norms change activities.
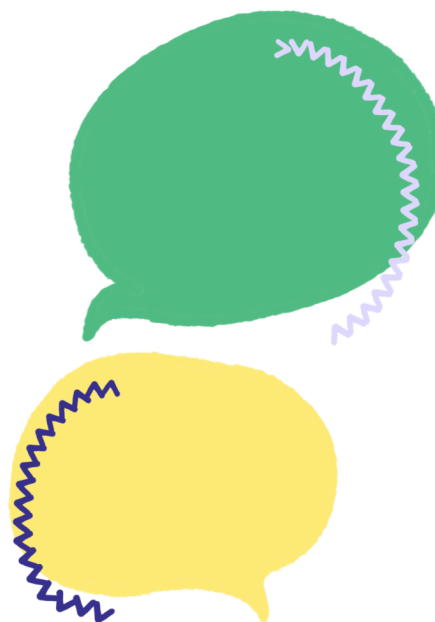
THINKING BEYOND ONLINE IMPLEMENTATION

Below are some things to consider and potential activities that can help you address an inequity in online access with your population of focus, and to avoid over-reliance on online programming.

Look for Resources

In response to the pandemic, some companies and some schools have been working to provide online access for free or at a lower cost during the pandemic. Reach out to local internet providers and see what relief they are providing. Find out what the schools are doing to increase internet access, if anything. Share what you find with your community.

Placing Materials

The important thing is to be visible to your population of focus and figure out where they can be reached. Some ideas to consider might be reaching out to high-traffic areas to come up with a way to spread your message. Prevention workers can create handouts, flyers, or other materials that can be placed in public places like libraries, food banks, public resources centers, medical offices, or other social service agencies that are still seeing clients in person. Two RPE-funded sexual assault programs (Resource and Crisis Center of Galveston County and Advocacy Center for Crime Victims and Children) have either planned or implemented the following activity: creating table topics or conversational cards that families can use at home and making copies available at the local food bank and other social service agencies. Prevention workers can connect with local artists and marketplaces and find ways to collaborate on both developing materials that will be eye-catching and then making those materials available for community members.

SECTION 4

ADAPTING PREVENTION CURRICULA FOR ONLINE IMPLEMENTATION
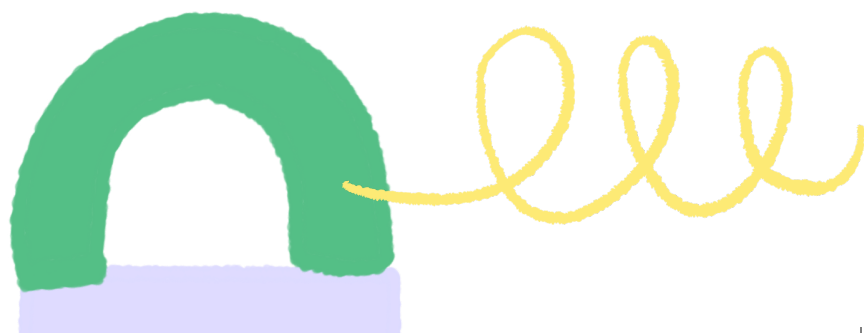
If you have made it this far, your organization was able to answer yes to all or most of the questions in *Section 2: Capacity Assessment for Virtual Curriculum Implementation* of this guidebook. This section will provide guidance on adapting prevention curricula intended for in-person implementation for online implementation, as well as tools to enhance online classrooms and learning.

As a reminder, in order for curriculum-implementation to be considered educational sessions, all sessions must be facilitated synchronously via a virtual platform or in person. Curriculums must be delivered in their entirety and implemented with fidelity, and all adaptations must be developed using processes for developing green light adaptations from *Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches*.

GREENLIGHT CURRICULUM ADAPTATIONS

Any adaptations to approved curricula made by RPE-funded programs (including removing sessions, adding content, or changes made for online implementation) should go through a process to ensure that adaptations hold true to the essential elements of any given curriculum. Even if programs are not receiving RPE-funding, we advise that they go through a similar process to increase likelihood of curriculum implementation having the expected outcomes. The process for developing green light adaptation is laid out in the CDC document *Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches.* Prevention staff looking at implementing their selected prevention curricula online should focus specifically on the sections about understanding essential elements of programs (pages 11-12), estimating the essential elements of programs (pages 13-15), and delivery and adaptation (pages 21-24). The document also includes an appendix with worksheets prevention workers may find helpful. Finally, Appendix C of this guidebook is a worksheet template we designed based on the worksheets and information included in *Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches* that can walk you through the process of estimating essential elements and developing green light adaptations to those elements. The appendix also contains examples of completed worksheets for adaptations to activities or sessions from the Be Strong: From the Inside Out (Appendix D), MVP (Appendix E), and Live Respect (Appendix F) curricula.

SELECTING A VIRTUAL PLATFORM

Successful transition to online implementation primarily relies on the practitioner's commitment to being flexible and participant-focused to find the best means to deliver their programs. Selecting a platform for virtual implementation will set the pace for the group as different tools, functions, and accessibility options will be offered through different platforms.

There are various platforms available for virtual learning with various functions, capacities, and costs. Review the list below to identify best options for your agency. Please keep in mind that this is not an exhaustive list, but rather a starting point for looking into different options.

> ☑ *Engagement Tip: Investigate what platforms students are already accustomed to using in their school or distance learning setting. Choose a medium they are already familiar with to increase access and engagement.*

Platform	Virtual Assistance	Functions	Capacity	Cost
Zoom website	**Zoom how-to**	Video chat, phone dial in, chat box, screen share	100 participants, 1-hour session (free version) Free version only allows 30 minutes sessions at a time.	Free Version Premium versions available
Google Classroom	**Google Classroom how-to**	Only for assignments and updates, does not do video calls	User must create account	Free with account
Google Meet website	**Google Meet how-to**	Video chat, chat box, screenshare, live captioning, virtual whiteboard	100 participants max User must create account	Free with Google account
Nearpod website	**Nearpod how-to**	Interactive lessons, virtual reality simulations, quizzes, assessment polls, upload PowerPoint and media Live participation Asynchronous modules Facilitate in person	100 Participants max	Free with account

SETTING UP DIGITAL MATERIALS

Facilitators should anticipate dedicating sufficient time to the preparation of materials to make virtual programming successful. Creating your own handouts and visual aids/presentations will likely require more preparation time than in-person implementation.

Creating digital versions of the curriculum materials will be helpful as participants can follow along with visual aids and digital handouts can be sent out ahead of time. Designing and utilizing digital materials will require the facilitator to carefully copy the content as it is presented in the program onto a digital file like Microsoft Word, Publisher, PowerPoint, or any other platform. Facilitators may also access free or premium editing software online (e.g., Canva.com) to create digital graphics, slideshows, etc.

*Note: To implement the curriculum with fidelity, facilitators should not alter or modify the content of handouts without going through the process of developing green light adaptations laid out in **Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches**. Prevention workers can also use the worksheet from Appendix C to help develop these adaptations. This process is not needed if copying content exactly as-is to make a digital version presentable on a video call session.*

Handouts and Visual Aids

The chart below presents some options for creating digital handouts, slideshows, or any other visual aids. It is not an exhaustive list, but a starting point to familiarize you with some options available.

Creating Digital Handouts	Creating Slideshows/Visual Aids
Microsoft Publisher Microsoft Word **Canva** Converting to **PDF** for google slides	Microsoft PowerPoint **Prezi** **Visme** **Google Slides**

⊚ *Visual Aid Tip: Using visual aids can help to keep sessions fun and engaging. However, facilitators should balance their time between using these aids and interacting directly with the group. This will help to increase participation as well as prevent participants from zoning out.*

SECTION 4: ADAPTING PREVENTION CURRICULA FOR ONLINE IMPLEMENTATION

Interactive Tools

Facilitators should consider using additional materials that will complement the handouts and visual aids as well as provide support for interactive sessions. Providing additional materials that will help participants stay engaged greatly improves the online learning environment and supports successful delivery of program content.

The chart below is not an exhaustive list but rather provides a starting point for brainstorming.

For Facilitators	For Participants	For Group Work
Trainer's Agenda Create an outline for each virtual session. Include a check-in, review of previous session, activity overview, and closing check-in. **Digital Folders** Create a digital folder that participants can access with all the necessary materials on an accessible platform such as Google Drive, etc. Your digital folder will contain handouts, agenda, and activity assignments.	**Activity Kits** Prepare print materials and activity workbooks in a kit that can be mailed or delivered to participants who prefer to have the print materials. Facilitators may also create digital folders that participants can access to download their materials instead of getting the materials mailed/delivered. *Activity kits can include program materials and additional supplies like a journal, writing utensils, etc.* **Digital Journal** Create a digital blank journal for students to submit responses, to journal about their experience, etc.	**Breakout Sessions** Create separate video chat rooms to serve as breakout sessions for group discussions and assignments. Participants can join these chatrooms to meet with smaller groups. Have an assigned team lead or another educator present for each room. **Discussion Board** Utilize discussion forum platforms like Google Classroom to upload assignments and discussion prompts where participants can post responses. **Live Documents** Share a Google Doc or something similar to allow multiple people to edit in live time. This can be helpful for group projects and assignments.

Making the Most of Breakout Sessions[2]

➔ **Participant feedback**
Consider doing a pre-session survey to gather feedback about what participants would like to see in their breakout sessions. Make surveys anonymous with the ability for participants to provide information or comments via open-ended questions.

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[2] Some tips are adapted from **Teaching: How to Make Breakout Rooms Work Better**.

➜ **Group roles**

To maximize the impact of having "breakout session discussions," consider discussing and identifying different roles group members can take. For instance, groups should have an identified leader, scribe, and presenter.

Leader: a person who would be leading the group and keeping it on track.
*Scribe***:** a person in the group who takes notes about what is discussed.
Presenter: a person in the group who can report back to the larger group about what the small group discussed.

Consider assigning popular character names to the roles to make it fun. For example, "Dory" from **Finding Nemo** could be the name of the leadership role. Creating these roles as a group can help participants buy-in while also giving them control over their group space.

These roles could remain constant or change from session to session. Group roles can be determined through a volunteer basis or selected by a series of criteria that makes it fun, such as who's birthday month comes first/last, who was the last person to make a phone call, or who has the shortest hair.

➜ **Using interactive tools to build community**

Building community and trust among the group can help participants feel more comfortable and safer around their peers. This will be particularly important for sessions that will be carried out through virtual platforms. Facilitators can build community by engaging in additional relationship-building activities at the beginning of group sessions, i.e., icebreakers. Facilitators may consider extending the amount of time they dedicate to orientation, to support participants getting to know each other and establishing trust.

Facilitators can help to build community by inviting participants into the planning process for group sessions. Collecting feedback about what they do and don't enjoy will help facilitators focus on teaching methods that will better engage participants. Facilitators may consider letting participants volunteer to lead icebreakers at the beginning of sessions to foster a sense of belonging and investment.

➜ **Switching it up**

Consider having the breakout groups change participants on a regular basis, that way students get the opportunity to know one another and engage with all the participants in the group.

Consider giving each breakout group distinct assignments, discussion topics, or tasks. That way, the breakout groups can share different things with the larger group. This will encourage participants to lend attention to each breakout group's summary of the discussion, assignment, or task.

Consider creating games out of breakout session participation, incentivizing participants to stay engaged while also enjoying the activity. One way facilitators can do this is by creating moments for friendly competition between groups.

➜ Staying available

Facilitators may consider "popping in" and checking if participants have any questions or comments for the facilitator. "Popping in" should be used as a support tool for group participants and clearly discussed before small groups convene. Consider asking group participants if this is something they would like or if they prefer to meet with their small groups alone. The goal is for participants to feel supported and not like they're being "checked up on." Consider checking in with the participants to gauge how they feel about the amount of time allotted for breakout sessions. Is it too little? Too much?

Facilitators can remain conscious of how much time and space they are taking up and make sure they are not utilizing their ability to pop in and out of sessions as a way to interrupt participants.

➜ Clear directives

Facilitators can support breakout sessions by making sure the directions are clear. One way this can be accomplished is by putting instructions in writing or on a slide, and making sure directions are easy for participants to refer back to.

Consider giving the small groups goals so they know what they are aiming to achieve during their time with each other. Facilitators can help keep small groups on track to reach their goals by providing a slide during the breakout session that includes reminders of goals and instructions.

➜ Remain trauma-informed

If participants are having a hard time or decide they're not comfortable engaging with specific subject matter, allow them to opt out of participating in the breakout sessions, no questions asked.

Make sure instructions on how to opt out are clear and understood by all participants. Opting out can take various forms: leaving small group work, raising a virtual hand to signal they need a staff person to check in with, turning off camera, muting conversation, etc. Having support staff in the virtual space will help create a safety net for participants who need someone to check in with.
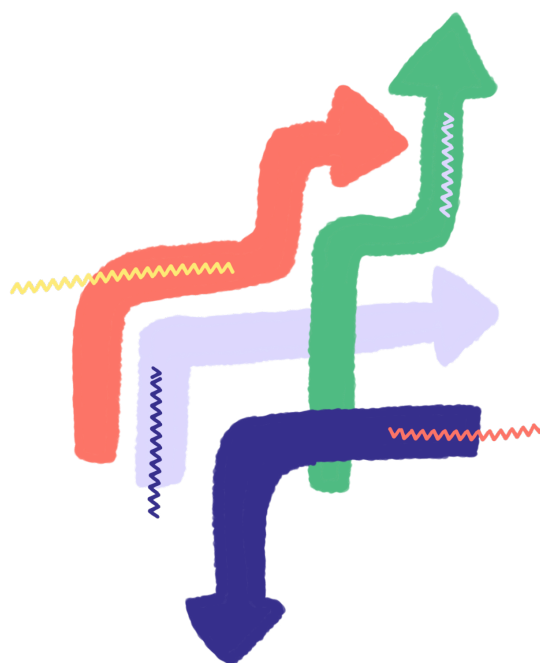
PREPARING AND MANAGING THE VIRTUAL CLASSROOM

The following recommendations describe various steps that facilitators can take to prepare the virtual learning classroom.

- Log in to your platform and arrive to your virtual classroom early

- Give yourself enough time to orient yourself and have materials loaded and ready to go

- Send out handouts ahead of time or have the digital version ready to share

- Load your slideshow presentation or have your visual aid on standby

- Have an engagement prompt ready so that participants may start chatting early

- Prepare your virtual breakout session rooms if appropriate

- Designate team leaders or educators to facilitate and monitor breakout sessions

The following recommendations can help you address the unique challenges of managing a virtual classroom.

- Identify different staff roles to assist with successful transitions, management, check-ins

- Clearly communicate your expectations as a facilitator on a virtual platform

- Encourage group involvement in development of group agreements during first session

- Ensure sessions follow a routine so that participants know what to expect (e.g., introduction/check-in, announcements, review of previous session, current session, group discussion/activity, check-out)

- Ensure that group agreements and confidentiality information are posted during the sessions, or create and distribute a handout with group agreements in case they cannot be displayed

- Keep sessions 30 - 60 minutes in length, and include breaks

- Split sessions into two parts if needed so that participants are not burnt out in one class

- Incorporate collective **mindfulness activities** into sessions. These can be used to start and end sessions or re-center the group

- Prioritize making sessions interactive to encourage participant engagement

- Consider doing breakout sessions for group discussions (think, pair, share). This works best when group participants are comfortable with one another. Breakout sessions need to be balanced with full group discussions

SECTION 4: ADAPTING PREVENTION CURRICULA FOR ONLINE IMPLEMENTATION

BEGINNING YOUR FIRST SESSION

Preparing for your first session will be a good first step to ensure the session goes as smoothly as possible. There are several things facilitators can do to prepare themselves prior to the first session:

- ◎ To help orient the participants to virtual learning, consider hosting 1-2 orientation sessions before starting curriculum
- ◎ Use the first session as an introduction session to build rapport and discuss expectations
- ◎ Reference the *Building Your Digital Toolbelt* (Appendix A) document in this guidebook to see ideas for engagement tools

"Icebreaker Activities" for First Session

Facilitators may consider building in icebreakers to group sessions on a consistent basis. This will help establish rapport, build community and trust, and bring a sense of fun to group sessions. Below are several icebreaker activities to help get you started.

Show and Tell

Would you rather?
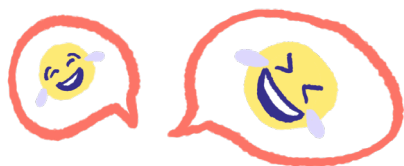
Joke Telling

Pictionary

Quick Trivia

Talent Showcase

COLLECTING FEEDBACK

Requesting feedback from participants provides important data and information that can help improve program content and delivery. Gathering ongoing feedback from participants about their experience in the group can help facilitators better understand how programming is being received and how they can adjust to better meet the needs of their participants.

Examples of questions to ask:

- ◉ Which activities and discussions are most engaging for you?
- ◉ What elements best support your learning style?
- ◉ Do you have any suggestions for improvements to the delivery of the program?
- ◉ What are some parts you liked/disliked about the program?
- ◉ What can the facilitator do to help the space feel more comfortable for you?
- ◉ What was your biggest take away from your time in the program?
- ◉ What was your favorite part of being in this group?
- ◉ Are there parts of the curriculum that made you change your mind about something?

Platforms for collecting feedback
Google Forms
Survey Monkey
Zoom Polls (during video session)
Poll Everywhere

CONCLUSION

COVID-19 has had a profound impact on prevention work across Texas, and the entire country. Despite all of the obstacles in place, prevention workers have found ways to implement impactful programming that is realistic and responsive to the needs of their communities, and that is building the foundation for future prevention programming. This creativity has shown through as prevention workers have shifted implementation of prevention activities to virtual platforms, while also finding ways to get program messaging and materials out to community members who have limited or no online access. We hope the suggestions and examples shared in this guidebook will help as you continue making adaptations to prevention programming for online implementation.

We encourage you to share your examples of success, and what you've learned through your less successful ventures, with us at TAASA and with your fellow preventioneers. Remember, the Prevention Team at TAASA is always just a phone call, text, or email away, and we're happy to answer questions and help you walk through a planning process for online implementation. You can reach us at **prevention@taasa.org**.

Finally, thank you for all you do to end sexual violence in Texas! What you do is amazing, and it matters to the communities you work in.

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APPENDIX A: BUILDING YOUR DIGITAL TOOLBELT

Engaging participants through virtual spaces can be challenging. Creating a virtual classroom that is welcoming, fun, and entertaining may help facilitators with delivery of curriculum sessions.

The following tools are intended to help facilitators transition their curriculum to engaging online classrooms with interactive activities.

Platform	Virtual Assistance	Function	Capacity	Cost
Anchor **website**	**Anchor how-to**	Creation of podcasts	User must create an account	Free
Animoto **website**	**Animoto how-to**	Video creation platform that produces videos from photos	Users must create an account	Free
AnswerGarden **website**	**Answer Garden how-to**	Real time feedback tool. Online brainstorming and classroom feedback	500+ participants at once, no account required	Free
Canva **website**	**Canva how-to**	Graphic design platform that can be utilized by facilitators or participants to create posters, flyers, cards, and other graphic materials	Users must create an account	Free- base level plan
Coggle **Website**	**Coggle how-to**	Mind mapping and flow chart platform. Helps users to visualize thinking	Users must create an account	Free- base level plan

Platform	Virtual Assistance	Function	Capacity	Cost
Facebook Watch **website**	**Facebook Live how-to**	For hosting programming online that can be archived for future viewing	Users must have a facebook account	Free
Flipgrid **website**	**Flipgrid how-to**	Video discussion experience platform, social learning tool	Users must create an account	Free
Gimkit **website**	**Gimkit how-to**	Engaging games, quizzes, challenges. App created by a highschool student	Users must create an account	$4.99/month
GoogleForms **website**	**GoogleForms how-to**	Real-time collaboration platform	Users must create an account	Free
Google Jamboard **website**	**Google Jamboard how-to**	Use while on Google Meets to use virtual whiteboard	User must pair with Google Meet session	Free with Google account
Kahoot **website**	**Kahoot how-to**	Real time quiz-based platform	Users must create an account	Free-base level plan
Quizizz **website**	**Quizizz how-to**	Interactive quizzes, polls, and instant reports for facilitators	Up to 100 participants per game	Free- base level plan with limited games

Platform	Virtual Assistance	Function	Capacity	Cost
Storyjumper **website**	**Storyjumper how-to**	Story writing platform. Allows users to create and collaborate on digital storybooks	Users must create an account	Free-digital books
Survey Monkey **website**	**Survey Monkey how-to**	Online polls and quizzes platform	Users must create an account	Free-base level plan
Visme **website**	**Visme how-to**	Presentations, infographics, and data collection	User must create an account	Free
Whiteboard.fi **website**	**Whiteboard.Fi how-to**	Virtual whiteboard	User must create new classroom session every time (2hr duration max)	Free
Youtube **website**	**Youtube how-to**	Streaming live events, or use to create videos for subscribers	User must have a specific number of followers to live stream. Creating videos is free	Free

APPENDIX B: PREPARING FOR SOCIAL MEDIA IMPLEMENTATION

By completing the chart below, prevention workers can identify the strengths within their partners, organization, and staff already in place to help with implementation of prevention activities via social media, as well as additional capacity or resources they may need to success-fully do so.

	Assets: resources (staff time, existing infrastructure, funding, etc.) and capacity (staff skills, leadership support, etc.) in place	**Needs:** additional resources and capacity needed to successfully implement
Community Virtual Readiness:		
Is the organization already established in the community?		
Does the organization have a pre-established social media presence in the community?		
Does your population of focus have access to and utilize social media?		
Does social media your community and/or population of focus uses include messaging similar to yours that may indicate some readiness to have these conversations?		

APPENDIX B: PREPARING FOR SOCIAL MEDIA IMPLEMENTATION

Agency/Team Readiness:	**Assets:** resources (staff time, existing infrastructure, funding, etc.) and capacity (staff skills, leadership support, etc.) in place	**Needs:** additional resources and capacity needed to successfully implement
Does agency leadership support using social media for prevention messaging around selected approach(es) and protective factors?		
Do the internal processes for posting social media allow for the frequency and consistency of posting necessary for effective use?		
Is the agency equipped with the proper virtual tools, or do they have resources to be able to attain them (if relevant)?		
Does the organization have an established structure for online communications? (i.e. specific platforms, designated staff)		
Do staff involved have access to training related to implementing social media strategies?		

	Assets: resources (staff time, existing infrastructure, funding, etc.) and capacity (staff skills, leadership support, etc.) in place	**Needs:** additional resources and capacity needed to successfully implement
Does the organization have a planned communication funnel to address online community inquiries or concerns? (i.e. social media reports, online cancel culture, graphic materials online)		
Does the organization have set virtual community agreements in the community-level virtual initiatives?		

Youth Engagement in Social Media:

What are the organization's policies around youth volunteering or contributing to agency work in general, and specific to social media?		
Does the organization view youth as partners, and are there power-sharing strategies in place to protect against adultism and tokenism?		

	Assets: resources (staff time, existing infrastructure, funding, etc.) and capacity (staff skills, leadership support, etc.) in place	**Needs:** additional resources and capacity needed to successfully implement
Is there organizational will to invite youth to contribute to social media creation without additional hurdles?		
Do the agency's social media policies address unique concerns with youth participation?		

APPENDIX C: GREENLIGHT ADAPTATIONS WORKSHEET[1]

Curriculum Name:

Activity or Session Name or Number:

Summary of Original Session or Activity:

Summary of Adaptation:

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1 Chart adapted from Using Essential Elements to Select Adapt and Evaluate Violence Prevention Approaches.

Questions for Practitioners about Original Activity/ Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/ Session	Green Light If …	Justification
WHAT				
1. What messages will be communicated?				
2. What knowledge will be increased?				
3.What skills will be developed?				

	Questions for Practitioners about Original Activity/ Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/ Session	Green Light If ...	Justification
HOW	1. What are the recommended teaching methods?				
	2. How many sessions should be delivered, for how long, and over what period of time?				
	3. What setting and environment will best support learning?				

Questions for Practitioners about Original Activity/Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/Session	Green Light If ...	Justification
WHO				
1. What skills and experiences will help facilitators deliver essential content clearly?				
2. What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the approach?				

APPENDIX D: SAMPLE GREENLIGHT ADAPTATION WORKSHEET

(Be Strong: From the Inside Out curriculum)

Curriculum Name: Be Strong: From the Inside Out

Activity or Session Name or Number: Individual Module-Mind Section, I Am... Activity (pages 25-26)

Summary of Original Session or Activity:

1. **Check in:** Seat the participants in a circle and engage them in a collective 5-minute deep breathing exercise. This will prepare them for the activity.

2. **Activity 1:** Distribute "I Am..." handout, encourage participants to write the first things that come to their mind while following 3 main rules: do not cross out, correct, or change anything. This writing should be done for 3 full minutes.

3. **Activity 2:** "Echo-listening" - have participants take turns sharing what they wrote in response to the "I Am..." prompts. Then, give each participant up to 4 minutes to respond to and echo back what was shared.

4. **Wrap up:** (can be discussed or journaled) prompt: How did it feel to hear your words echoed back? Why is it important to listen to how we speak and how we perceive ourselves as women? How does knowing what you "are" affect your body and health?

Summary of Proposed Adaptation to Activity/Session:

For this session, the facilitator will rely on original content provided in the curriculum. The adaptations for this session will revolve around the method of delivery. Facilitators should use a virtual platform that is familiar to both themselves and their group participants. To prepare for Activity 1, facilitators will provide participants with access to the worksheet via a digital copy or tangible copy, if one can be delivered to the participants. The worksheet should also be displayed via the virtual platform while it is being used for the discussion/activity. If participants only have access to the worksheet via a digital copy or through its presentation on the screen, allow them the flexibility to complete the activity by typing out or journaling the responses to the worksheet questions. If you have selected a platform that supports breakout sessions/rooms, utilize that feature for Activity 2. During Activity 2, facilitators can place participants in breakout rooms to participate in sharing out and echoing back what was shared. The smaller groups give participants opportunities to focus their attention on one another, while also relieving the pressure of sharing out to a larger group and through a virtual platform.

WHAT			
Questions for Practitioners about Original Activity/Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/Session**	**Green Light If …**	**Justification**
1. What messages will be communicated?	1. Messages around personal power and sense of purpose.	No adaptation to essential messages, knowledge increased, or skills developed. Only adaptations are for online implementation, and those are highlighted below in the **HOW** section.	Facilitator delivers key messages and manages online conversations well, and participants stay involved in completing worksheets and engaging in small group discussions.	Essential elements remain intact. No adaptations were made to key messages, knowledge to be increased remained the same, and skills were developed.
2. What knowledge will be increased?	2. Improving interpersonal competence and reflective listening.			
3.What skills will be developed?	3. Learning how to define themselves, active listening, critical self-reflection, and verbal affirmation.			

Note: In the above table, the header row "WHAT", "Questions for Practitioners about Original Activity/Session", "Estimated Essential Elements of Original Activity/Session", "Adaptation(s) to Activity/Session", "Green Light If …", and "Justification" are column headers; the row structure is:

Questions for Practitioners about Original Activity/Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/Session	Green Light If …	Justification
1. What messages will be communicated?	1. Messages around personal power and sense of purpose.	No adaptation to essential messages, knowledge increased, or skills developed. Only adaptations are for online implementation, and those are highlighted below in the **HOW** section.	Facilitator delivers key messages and manages online conversations well, and participants stay involved in completing worksheets and engaging in small group discussions.	Essential elements remain intact. No adaptations were made to key messages, knowledge to be increased remained the same, and skills were developed.
2. What knowledge will be increased?	2. Improving interpersonal competence and reflective listening.			
3.What skills will be developed?	3. Learning how to define themselves, active listening, critical self-reflection, and verbal affirmation.			

	HOW			
Questions for Practitioners about Original Activity/Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/Session**	**Green Light If …**	**Justification**
1. What are the recommended teaching methods?	1. Interactive-participative teaching method. Participants are encouraged to be active participants and interact with facilitators and peers. Participating in completing the "I Am…" activity provides participants the opportunity to engage in guided self-reflection. Peer to peer interaction and dialogue is utilized, as well as large group discussion.	1. Teaching methods should remain the same whether sessions are carried out in person or through a virtual synchronous platform. Facilitators provide access to digital copy of worksheet/activity, mail a hard copy, or share a slide with the "I Am …" prompts and have participants write responses in their journals or on their computers. Facilitator uses breakout sessions to maintain peer to peer interactions and dialogue.	Facilitators practice on their selected platform to ensure seamless function, establish continuous methods to check in with group participants about their comfort level with the virtual platforms, and encourage continued participant engagement in all activities. Participants are encouraged, but not required, to have their camera on.	Activity 1: Giving participants the opportunity to write their responses to the "I Am…" prompts on their computer allows for a trauma informed approach for participants who may not feel comfortable having the worksheet in their home. Allowing participants to partake in the activity by using their computer ensures that they still have the opportunity to engage in self-reflection and to practice defining themselves - essential elements of the original activity.
2. How many sessions should be delivered, for how long, and over what period of time?	2. Individual session length: approximately 30 minutes but is flexible based on your group needs.	2. Individual session length may be 10 or 15 minutes longer due to online implementation.	If possible, a second facilitator can pay attention to participation, and to things like: participant posture, reactions, chat box discussions, etc.	Activity 2: Building a sense of community and trust among a large group may be challenging through virtual platforms, allowing participants to do larger group activities within smaller break out rooms may provide an extra level of comfort while giving them the opportunity to skill build with their peers. By giving participants another avenue to practice active listening and verbal affirmations, the essential elements of the session are still being reached.
3. What setting and environment will best support learning?	3. Sessions should be facilitated in person. The environment should be one in which participants feel safe to engage in this conversation.	3. Virtual platforms should be selected based on accessibility and ease of use by participants, and should maintain a trauma-informed mindset when moving to virtual platforms. Facilitators may use features such as a chatbox to engage participants in active conversations with the group and each other, for instance making a chatbox available.		

WHO				
Questions for Practitioners about Original Activity/ Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/ Session**	**Green Light If …**	**Justification**
1. What skills and experiences will help facilitators deliver essential content clearly?

2. What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the approach? | 1. Facilitators should be anecdotal and allow participants to be anecdotal as well. Facilitators should understand when to pull back and let the group interact.

2. Building relationships with the group will help the sensitive topics be easier to navigate in conversation.

Remaining participant -focused and allowing for conversations to flow naturally where group participants show interest. Facilitators may consider giving the appropriate time and space for participants to fully engage and process the activities. | 1. In addition to skill sets originally mentioned in essential elements, previous experience of facilitating in online group settings will be beneficial to facilitators of Be Strong.

2. No changes to essential elements. | Facilitators have the necessary characteristics outlined by the curriculum and/or seek out training if they don't. | There are no adjustments being made to who will facilitate the curriculum, therefore, essential elements remain intact. |

APPENDIX E: GREENLIGHT ADAPTATIONS SAMPLE WORKSHEET

(Mentors in Violence Prevention, or MVP, curriculum)

Curriculum: Mentors in Violence Prevention (MVP)

Activity or Session Name or Number: Opening Empathy Activity, Facilitator's Guide for High School Girls, High School Boys, and Male College Athletes (page 4)

Summary of Original Activity/Session: The opening exercise currently in MVP asks participants to close their eyes and imagine a woman they care about is being assaulted by a man, and there is another man who sees what is going on but chooses to do nothing. Participants are then asked to share how the scenario made them feel, how they feel about the person who saw the assault and did nothing, and if they believe the person who saw the assault should have done something to intervene.

Summary of Proposed Adaptation to Activity/Session: The trainer will use the following scenario: "You and your friend are on your way to meet up. You are on a busy street that is known for having issues with potholes. You see your friend on their bicycle crossing the road, when all the sudden they fall off their bike. There is someone standing close by that sees what happens but does nothing and keeps walking." Then, the trainer will use the Empathy Map (think, feel, say, and do) to introduce and discuss the concept of "bystander intervention" in this and other situations. To adapt for online use, the facilitator will use a whiteboard app to record responses from students and engage in online, large group dialogue about their responses to the same scenario with prompts about how they felt about their friend, how they felt about the bystander, and how they would feel if the bystander had stopped to help their friend.

WHAT				
Questions for Practitioners about Original Activity/ Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/ Session**	**Green Light If …**	**Justification**
1. What messages will be communicated?	1. There is an important role to play for people who see violence. It is important to build empathy with people experiencing violence, and it can be helpful to imagine if someone you love was being targeted for that violence.	1. Change role play from original scenario to scenario about witnessing a friend crash on their bike. Also, addition of a question asking participants to imagine the scenario if the bystander had intervened/ helped.	Situation in the scenario should be relevant to attendees, without being potentially triggering. The facilitator should work to insure all participants contribute to creation of Empathy Maps, and be careful to engage all participants in conversation, without forcing anyone to share who isn't comfortable sharing.	The original scenario had the potential of triggering or re-traumatizing participants, and the new scenario more closely follows the guidance of the Substance Abuse and Mental Health Services Administration's trauma-informed approach and lessens the chances of a re-traumatization. The new scenario uses the same roles in the original scenario, but the context of the story is much less likely to be re-traumatizing. The new activity doesn't change the message, knowledge learned, or skills built. The addition of the Empathy Map enhances skill building by providing an individualized tool participants can use to build empathy.
2. What knowledge will be increased?	2. The important role of people who witness any social issue or violence in addressing the issue. Importance of building empathy with people experiencing violence or oppressive actions. Some of the barriers that exist to people intervening.	2. Similar knowledge increase related to the role of a bystander, and about bystander intervention as an act of leadership.		
3.What skills will be developed?	3. Empathy building skills.	3. Same as original activity, but adding the Empathy Map gives specific skills around empathy building.		

HOW

Questions for Practitioners about Original Activity/Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/Session	Green Light If …	Justification
1. What are the recommended teaching methods?	1. Read through the scenario, then facilitate large group discussion.	1. Share the scenario online (and send an electronic version to participants if possible). Have participants read through the scenario. Participants have brief time to brainstorm on their own, then an online group discussion is facilitated.	Facilitator(s) should practice use of whiteboard to ensure seamless use so that participants can see recorded responses from other participants. Facilitator(s) should also check with participants about accessibility and internet service, and ability to have a quiet and private or semi-private space. Ideally, a second facilitator can pay attention to participation, and to participant posture, reactions, etc. in order to check in. Also, participants should be encouraged (though not forced) to be on camera if possible, and the facilitator should work to include all participants in conversation.	The scenario was changed to make it more trauma-informed. This is even more important in an online space. In a face-to-face activity, the sexual assault program has a better opportunity to assess and respond to a participant that may be triggered by the content. If young people are participating virtually, there is no way to ensure that their environment is safe, or if there are people available to support potential traumatic responses to the activity. Use of a whiteboard application and online meeting platform allows participants to engage in group conversations and see and hear one another's thoughts, thereby maintaining essential elements of original activity in an online space.
2. How many sessions should be delivered, for how long, and over what period of time?	2. Activity is a small part of one, 90-minute session.	2. Timing can stay the same, or may increase by up to 15 minutes. Can be used in an online format. Instead of using sticky notes and a wall, the facilitator can use a whiteboard application to type participant responses and record them where all participants can see them.		
3. What setting and environment will best support learning?	3. Designed for an in-person meeting in a safe space where participants can openly dialogue without interruption.	3. Scenario was changed to address the reality that participants will be participating remotely and may not be able to control the environment. Ideal environment for facilitator and participants is private, quiet, and will allow for open dialogue.		

WHO	Questions for Practitioners about Original Activity/ Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/ Session	Green Light If ...	Justification
	1. What skills and experiences will help facilitators deliver essential content clearly?	1. Facilitator should be able to facilitate difficult discussions, manage disagreements, and have a firm foundation in both sexual violence prevention and bystander intervention approaches.	1. No changes to these essential elements.	If facilitators do not have the characteristics listed for essential elements, encourage additional participant dialogue and critical thinking, highlighting and summarizing key points that the group comes up with.	These adaptations to ideal facilitator characteristics address the reality that not all prevention workers at programs are close in age to participants, or have social capital with participants. Facilitators in this situation may have to do some additional work to ensure that key messages come from the group, and that they build rapport with participants to help build buy-in into activity, and overall program goals.
	2. What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the approach?	2. Ideally, there are a minimum of 2 facilitators who are close in age to the participants and who have social capital with the participants.	2. If this is not the case, rely heavily on highlighting participant responses to give key points credibility. Restate and highlight statements made by participants, and identify who shared it, highlighting that this is the line of thinking of the group, and not just the facilitator. Ask open-ended questions to get participants to share more and push their own thinking. Additionally, spend additional time building rapport with participants.		

APPENDIX F: GREENLIGHT ADAPTATIONS SAMPLE WORKSHEET

(Live Respect curriculum)

Curriculum name: Live Respect

Activity or Session Name or Number: Lesson 9: Healthy Manhood, Healthy Relationships Session, Man File Activity (pages 35 & 37)

Summary of Original Activity/Session: In the "Man File" activity, participants are encouraged to brainstorm characteristics of healthy masculinity and healthy relationships. Participants then use a file folder (one side is labeled healthy manhood and the other is labeled healthy relationships) to record a personal set of guidelines to use and change over time and they develop their own healthy manhood and healthy relationships. The facilitator then engages the participants in conversations about what they think will be the most challenging about using the man files.

Summary of Proposed Adaptation to Activity/Session: In the adapted version of the "Man File" activity, facilitators will use an online whiteboard to capture the lists of healthy manhood and healthy relationships characteristics. Discussions will be facilitated via a virtual platform (such as Zoom). Facilitators will create digital copies of the "Man File" cut outs and encourage participants to create and submit their own lists to the facilitators. Facilitators will then create either hard copies or digital versions of each participant's "Man File" and send them back to each participant.

WHAT				
Questions for Practitioners about Original Activity/ Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/ Session**	**Green Light If …**	**Justification**
1. What messages will be communicated?	1. Key messages include that participants can strive for healthy manhood and healthy relationships characteristics, and that it is their role to resist and challenge stereotypes about manhood, though they are not alone in these efforts.	No adaptation to essential messages, knowledge increased, or skills developed. Only adaptations are for online implementation, and those are highlighted below in the How section.	Facilitators are able to moderate a robust conversation about healthy manhood and healthy relationships characteristics via virtual platform.	Essential elements remain intact. No adaptations were made to key messages, knowledge to be increased remained the same, and the same skills were developed.
2. What knowledge will be increased?	2. Participants will be able to identify characteristics of healthy manhood and relationships. They will also identify people in their own life that can support their efforts to live up to these characteristics, and who can hold them accountable.			
3. What skills will be developed?	3. Participants will learn critical self-reflection skills, non-violent intervention and problem-solving skills, and critical thinking about gender socialization and healthy manhood. They will develop a tool to help support their efforts to break free from gendered expectations.			

HOW	Questions for Practitioners about Original Activity/ Session	Estimated Essential Elements of Original Activity/Session	Adaptation(s) to Activity/ Session	Green Light If ...	Justification
	1. What are the recommended teaching methods?	1. Key teaching methods involve facilitated group brainstorming and discussion, hands on tool development, facilitated goal setting, and group critical thinking	1. Facilitators should utilize the same teaching methods adapted to online use. Hands-on tool development will be modified as described below.	Facilitators cultivate a safe space and use group agreements (established in a previous session) to encourage authentic conversations and participation in an online space. Participants are encouraged to identify someone they can talk to about their commitment to live out the characteristics they identify in their "Man File" during the pandemic. Facilitators are sure to distribute personalized "Man Files" to participants in a timely manner. Facilitators become familiar with the virtual tools of choice and practice engagement strategies to encourage participants' participation throughout the session.	Adaptations for online implementation and for dissemination of individualized "Man Files" for each participant ensure the same key messages, information, and skills are shared from the original activity. The individualized "Man Files" ensure that participants engage in critical thinking and group brainstorming, identify characteristics of healthy manhood and relationships they feel personally resonate with them, and walk away with a tangible tool they can use to strive for those characteristics.
	2. How many sessions should be delivered, for how long, and over what period of time?	2. Activity is primary activity in what is designed to be a 45-minute session. Other activities include "What Do You Think?" assessment quiz and "Breaking Out of the Man Box" handout.	2. This activity, along with other activities in this session, may require an extra 10 or 15 minutes to facilitate on a virtual platform. In addition, facilitators will need to factor in time after session to complete individual "Man Files" and distribute to each participant. Distribution of "Man Files" should happen within a week of completion of this activity.		
	3. What setting and environment will best support learning?	3. This session is designed for in-person implementation with an all-boy participant group.	3. Key adaptations revolve around online implementation and include: use of a virtual platform to host the session and facilitate large group discussions; use of a whiteboard function to capture group brainstorm; creation of a digital "Man File" for participants to complete and submit to facilitators; development and distribution of electronic or hard copies of individualize "Man Files" to each participant after they submit digital copy to facilitators.		

WHO				
Questions for Practitioners about Original Activity/ Session	**Estimated Essential Elements of Original Activity/Session**	**Adaptation(s) to Activity/Session**	**Green Light If …**	**Justification**
1. What skills and experiences will help facilitators deliver essential content clearly?	1. Facilitators should have experience working with youth, group facilitation skills, knowledge of the way social norms and power structures play a role in defining what it means to be a boy, and have a firm foundation in domestic abuse, dating violence, sexual assault and harassment, and gender-based violence.	No changes to essential elements, other than the addition of facilitators needing skill and practice or experience with using the virtual platform that will be used for implementation.	If facilitators do not have the characteristics listed for essential elements, allow time to practice or learn skills to facilitate challenging conversations in virtual spaces, and developing virtual spaces where dialogue is open and honest.	No adjustments are being made to who will facilitate the curriculum, therefore, essential elements remain intact.
2. What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the approach?	2. Facilitators should be able to facilitate honest and open discussion, address problematic statements and beliefs in a firm but respectful way, and share their own struggles, thoughts and successes related to gender socialization. Facilitators are also ideally in the role of coach, teacher, or mentor to participants.			