

EXAMPLE - ESTIMATING ESSENTIAL ELEMENTS OF PREVENTION STRATEGIES

Social Norms Change: Programs

Practitioners can use this worksheet to consider the extent to which an approach fits a given context and actions that may increase fit.

Common essential elements		Why is it essential?	Example: Bystander approach	Example: Men and boys as allies
WHAT	Key messages and build knowledge	Typically, social norms strategies include activities that communicate key messages to increase knowledge and understanding of violence prevention and an individual's role in influencing norms.	Create messages that increase awareness and empathy about sexual violence and inspire bystanders to model positive bystander behaviors.	Create positive messages designed to increase recognition of abusive behaviors, understanding of gender-equitable norms and attitudes, positive bystander attitudes, consequences of violence, and its impact on victims and communities.
	Build skills	Design program activities to teach skills that help prevent violence and promote positive behaviors. Building skills allows participants to practice and perfect the skills necessary to change their behavior.	Cultivate skills to identify situations where bystander intervention may be appropriate. Work through the decision process to perform bystander behaviors, including the costs and benefits of the intervention.	Teach and model appropriate skills to speak up when witnessing disrespectful, harmful behaviors.
	Connect individual behaviors to group expectations and norms	Norms are group-level beliefs and expectations about how members of the group should behave. Changing social norms that accept or allow indifference to violence is necessary to prevent sexual violence. Changing social norms may involve correcting misperceptions regarding group norms.	Understand how community members can prevent sexual and relationship violence and stalking and reduce its negative consequences. Share past bystander experiences to inspire a sense of community responsibility. Use local and campus statistics on sexual violence to clarify the current situation and how it reflects or does not reflect desired social norms	Coaches and role models address perceived norms, such as rough-play and demeaning language, which may seem normal in sports or at school. Still, behaviors of name-calling, bullying, harassment, or hazing of any kind are unacceptable.
	Desired Action	Activities articulate desired action steps that elicit specific behaviors among community members. These are necessary to present the desired action and drive behavior change.	Campus and local community members employ bystander behaviors, such as calling out a friend when sexist jokes are made. Train campus and local community members as facilitators in how to dialogue and model positive social norms that prevent sexual violence and promote bystander behaviors.	Male athletes, coaches, and community members are asked to pledge to treating women and girls with honor and respect, speaking out, modeling healthy masculinity, and changing social and peer group norms related to relationships, violence, and sexuality for youth.

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Common essential elements		Why is it essential?	Example: Bystander approach	Example: Men and boys as allies
HOW	Guiding principles, approaches, or implementation methods	Effective social norms prevention strategies often include guiding principles or approaches that individuals and groups agree to. Methods such as workshops, discussion groups, and online or in-person community engagement activities are essential for cultivating and modeling norms.	<p>Training and description of desired action steps emphasize a process to assess situations and consider personal safety. Activities should go beyond changing individual knowledge, skills, and behaviors to include how campus administration, “Greek Life,” and student organizations cultivate positive social norms related to sexual violence and bystander behaviors.</p> <p>Trainings engage campus community members as stakeholders in issues of sexual violence with a mix of information and interactive discussion. Events model desired behaviors and norms, such as calling out gender stereotypes and building empathy for sexual assault survivors.</p> <p>Facilitators attend a five-day training to become certified to provide community trainings. The campus or community trainings include opportunities to practice skills.</p>	<p>Coaches are role models and commit to building relationships with athletes based on trust and mutual respect. These strategies work to build healthy norms around masculinity, gender, and violence and are designed to spread the message through peer groups.</p> <p>Key messages are delivered through a structured curriculum or lesson plan but always include personal stories and real-life examples, facilitated dialogue around key messages, and modeling appropriate behavior.</p> <p>The curriculum is a 12-week program that consists of 15-minute lessons designed to be integrated into routine practice or game schedules.</p>
	Following sequence and timing	Activities often build on each other, and strategies may recommend delivery over a specified time and completing a minimum number of activities. Activities leverage key events in the community to ensure messages and desired action steps resonate with audience.	Trainings and practicing skills to intervene come before any plan of action so participants can safely and successfully practice positive bystander behaviors.	<p>Coaches or facilitators generally present the lessons in order unless a situation arises that requires a shift in lesson topic.</p> <p>When a teachable moment presents itself, address it immediately, and take the opportunity to reinforce and model positive language and behavior.</p>
WHO	Leaders who have ability to sway opinions and/or organize community members	Specific types of people, organizations, and partnerships may be central to the strategy’s success. People who the intended audience views as role models or trusts can have a larger influence.	Campus administrators and faculty, student leaders, and organizations are key to sustaining social norms that prevent sexual violence and promote bystander behaviors.	Utilize adult male coaches who can serve as strong male role models for healthy, positive definitions of masculinity. The coach creates a safe environment where athletes can talk openly without judgment or fear.
	Partners who can lend credibility or expertise		All campus community members are essential participants in the bystander strategy and collectively create the campus norms; however, early adopters are selected based on their ability to spread the message and promote behavior change.	
	Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities			

Prevention strategy name:

Names of stakeholders completing worksheet:

Guiding questions		Estimated essential elements
WHAT	What key messages are shared? What knowledge or behavior will be changed? What are the desired action steps?	
	In what ways does the strategy connect individual behaviors to group expectations and norms?	
HOW	What are the guiding principles, approaches, or implementation methods?	
	How does the strategy require appropriate timing and sequence in implementation?	
WHO	Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?	

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Common essential elements		Why is it essential?	Example: Public Engagement and Education (Increase Awareness)	Example: Public Engagement and Education (Support Parents and Positive Parenting)
WHAT	Social marketing messages	Social marketing uses traditional marketing theory, skills, and practice to achieve social change, promote general health, raise awareness, and elicit changes in behavior in an audience (a specific population). The messages may influence perceptions about cost benefit or "price" of adopting those behaviors or practices.	Disseminate messages designed to increase recognition among college students that non-consensual sex is sexual assault.	Coaches are role models and commit to building relationships with athletes based on trust and mutual respect. These strategies work to build healthy norms around masculinity, gender, and violence and are designed to spread the message through peer groups.
	Desired Action	Social marketing messages can include description of action steps designed to elicit specific behaviors. These are usually the "products" of marketing tactics intended to offer a solution for an identified problem.	Initiate a call to intervene in situations where consent has not or cannot be given and share it on social media.	Decrease tolerance or indifference to violence against children.
HOW	Implementation approach and communication channels	The social marketing tactic of "place" involves a way to reach the intended audience. Social marketing strategies offer multiple engagement levels and are often most effective when combined with other efforts such as community events and small group discussions to influence behaviors. Selecting the right communication channel as a "place" is important in reaching the intended audience. This includes considering where they usually get information, where they consider most credible, and where they are most often engaged. The frequency of engagement or exposure is important in changing behavior.	Combining online engagement events (Twitter chat, Google Hangout, online panel, etc.) with in-person campus events using campaign videos (roundtables, rallies, pledge drives, etc.). One event is held each month of school year	Range of communication channels utilized (e.g., mass or social media) with multiple levels and channels of engagement.
	Audience values	Social marketing strategies should employ or be implemented to align with the ideals, values, and culture of the intended audiences and partners.	Messages and marketing materials are empowering, inviting, action-oriented, and do not shame others. The materials also reflect the audience's characteristics.	Use assessment of the actual and perceived norms amongst different audiences to establish a common understanding of existing positive norms and identify opportunities that need to be addressed.

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	Graphics and logos	Recognizable graphics and logos can help to create brand awareness. Images, videos, and sample posts and tweets can easily be shared on social media. This plays on the tactic of "promotion," which consists of integrating different methods to create demand and publicity.	Develop public service announcement videos on consent and bystander intervention. "Sexual violence ends with us" tagline, logo, and hashtags, and sample tweets.	Develop name for campaign that increases likelihood of recognizability and recall which can be reinforced through a logo, taglines, hashtags, and sample tweets.
WHO	<p>Leaders who have ability to sway opinions or have the authority to enforce policies and practices</p> <p>Partners who can lend credibility or expertise</p> <p>Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities</p>	<p>Team up with other credible or influential organizations or individuals in the community to really increase the reach, credibility, and visibility of your desired action steps on social and health issues.</p> <p>Social marketing materials should be developed based on the audience's market research and should be tested with the target audience.</p>	<p>Public service announcements featuring celebrities that are well known and respected among college-aged students.</p> <p>Local peer influencers to promote campaign messages and desired action steps.</p>	<p>Key stakeholders are engaged collaborators in implementing the campaign.</p> <p>Community-based efforts (e.g., town hall meetings, neighborhood message testing, and screening of campaigns) are used to reinforce messages</p>



Prevention strategy name:

Names of stakeholders completing worksheet:

Guiding questions		Estimated essential elements
WHAT	What are the key marketing messages? For which audiences are the messages intended?	
	What actions or behaviors are messages designed to influence? What are the desired action steps?	
HOW	What communication channels and implementation methods are critical to success? With what frequency are messages disseminated?	
	What audience values or recognizable graphics are critical in raising visibility and credibility?	
WHO	Who are the influential leaders, partners, or community members needed to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?	