

# OVERCOMING BARRIERS TO SEXUAL VIOLENCE PREVENTION for organizations

1

Draft or update MOUs.

MOUs can reflect contractual understanding of curriculum content, masking requirements, role of partners during the lessons, etc.

These slips can include an explanation of curriculum content, lesson objectives, and any pertinent information that might build transparency and trust with caring adults.

Draft or update participation exemption slips.

2

3

Establish regular team check-ins.

Use this space to address barriers in programming, boundary setting with partners, and proactive steps to minimize harm to front line staff in programming spaces.

When staff understand legislation that may impact their work, they can proactively prepare to navigate how this shows up in school and community settings.

Provide regular legislative updates.

4

5

Review grant requirements and communicate with funders.

Be transparent about ongoing pushback or limitations in fulfillment due to legislative climate to identify potential solutions or programming alternatives.

Explore how to intentionally shift funds and build capacity for community level efforts that may offer more flexibility.

Discuss strategies for community level programming.

6

7

Develop strategies to provide pre-programming communication.

Allocate funds to create videos, pamphlets, or "open house" events that answer frequently asked questions about the curriculum prior to programming.

Develop consistent organizational care programming, robust benefits, and equitable wages to practically support frontline staff navigating adverse environments.

Expand practical support measures for staff.

8

# OVERCOMING BARRIERS TO SEXUAL VIOLENCE PREVENTION for preventionists

1

Role play dispelling myths and mis-information.

Practice having tough conversations in a safe environment with trusted colleagues.

Primary prevention work is anti-oppression work. Explore how to connect the dots and use relatable language to explain its importance in building a violence-free world.

Practice linking primary prevention to empathy and equity.

2

3

Build a safety plan and self-care routine.

Build these alone or with a trusted colleague to prepare for increased hostility and surveillance in educational settings.

Adaptations can minimize concern about teaching "divisive" topics while still maintaining an anti-oppressive lens; e.g., exploring power in dating relationships can include power related to race instead of "privilege"

Adapt curricula language and activities.

4

5

Review state data and education plans.

Review your state's education recommendations or strategic plan and tenets of social emotional learning as tools to ground tough conversations in facts.

Reflect on your own values and how they impact prevention work. Actively interrogate these values to minimize pushing your beliefs on learners.

Continuously explore your own values and beliefs.

6

7

Facilitate pre-program curriculum conversations.

Offer opportunities to engage your community in conversations about the curriculum as a strategy to build authentic relationships, rapport, and transparency.

Set group agreements at the beginning of all programming that include language about parents and caring adults being the primary educator, not preventionists.

Ground all programming in group agreements.

8