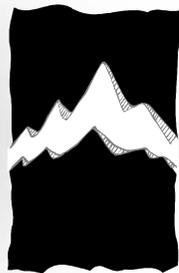


Compendium of Colorado Sexual Violence Prevention Education Programs

Fall 2005



Colorado Department
of Public Health
and Environment



Colorado
Sexual
Assault
Prevention

A program of the Colorado Department
of Public Health and Environment

Colorado Department of Public Health and Environment
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www.cdphe.state.co.us/ppl/injuryprevention/sexualassault.asp

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Integrating Sexual Violence Prevention in Educational Settings

Now, more than ever, teaching time is at a premium. School boards and legislatures require teachers to adhere to strict academic standards, and prepare students for frequent testing. It often feels as though there isn't room for another issue, no matter how important. And, even if the time can be found in the day, it is difficult to imagine where the planning time can be found to prepare another lesson.

Safe, civil learning environments

Nonetheless, creating a safe, civil learning climate is a legislative mandate for Colorado schools. Students who feel safe are better able to concentrate and get more from their education. The goal of safe school planning is to create and maintain a positive and welcoming school climate, free of alcohol, tobacco, drugs, violence, intimidation and fear – an environment in which teachers can teach and students can learn.

How does sexual assault prevention education create safe schools?

The attitudes and skills that prevent sexual assault are the same skills that will create an environment that allows students to focus on learning. Typically, violence prevention programs address the development of positive skills, including setting boundaries, empathy, conflict resolution, anger management, assertiveness, etc. Each of these areas of focus is integral to preventing sexual assault. For example, understanding the importance of good boundaries and learning to set clear limits empowers students and helps them assert their needs without being targets of violence. People who assertively communicate what they want and don't want are less likely to be victimized. Teaching youth how to channel anger in appropriate ways may lessen the chance that they will take it out in a violent manner later.

Must we include sexual violence content in violence prevention programs?

Violence prevention programs must address sexual violence because sexual violence affects students. The group most vulnerable to sexual assault is adolescent females. A study by the U.S. Department of Justice indicated that about half of the victims of reported sexual assaults in 1992 were females under the age of 18. Of these, more than a third were under 12. Someone they knew assaulted most of these girls; strangers attacked only 12 percent. While females under the age of 18 only make up 25 percent of the total female population in the United States, they constitute 51 percent of sexual assault victims.¹

Many school hallways are full of sexual teasing, bra snapping, body slamming and groping. These behaviors are pervasive in middle school and high school across the state yet are not often understood for what they are – sexual harassment. The attitudes and behaviors that lead to sexual harassment are the same ones that perpetuate other types of sexual violence. Eliminating sexual harassment allows students to focus on learning rather than defending themselves. A safe, civil learning environment is one that is free from all forms of violence including sexual violence and harassment.

¹ American Academy of Pediatrics, Committee on Adolescence. "Sexual Assault and the Adolescent." *Pediatrics*. 1994; 94(5): 761-765.

Integrating sexual violence prevention into the curriculum

Increasingly, schools are integrating violence prevention skills into academic standards-based curricula. The term “integrated curricula” means weaving content about violence prevention into normal academic lessons. For example, conflict management skills are taught in social studies lessons on the Middle East conflict. Or, empathy development is incorporated into a discussion of characters’ motivations in an assigned reading in an English class. Through integrated curricula, creating and maintaining a safe, civil learning climate becomes part of every student's academic school day, without increasing staff time or reducing standards-based classroom instruction. Students using an integrated curriculum learn academic content along with social skills, which leads to a more positive school climate.²

The Colorado Department of Public Health and Environment will publish and make available in the spring of 2006 a sexual violence prevention curriculum to be integrated in to English and language arts courses for ninth and tenth graders. The curriculum is in the form of CSAP (Colorado Student Assessment Program) practice tests and is aligned with model content standards for reading and writing. To obtain a copy of the curricula contact the Sexual Violence Prevention Education Coordinator at the Colorado Department of Public Health and Environment at 303-692-2469. Other examples of integrated curricula are available on the Colorado Department of Education's Web site under the, “Standards in Action” section at www.cde.state.co.us.

Using stand-alone sexual violence prevention curricula

Another method of addressing violence prevention in the classroom is to set aside several blocks of time to focus directly on the subject. Many schools are already inserting specific curricula about violence prevention into the school day. Sometimes, health teachers teach these programs. Other times, teachers in social studies, health or other subjects invite representatives from local community service agencies to speak to their classes on the topics of sexual assault, interpersonal violence, etc.

Having outside experts come in and teach the topic has both advantages and drawbacks. Community professionals generally have much more information on sexual harassment and sexual assault and are very familiar with the subject matter. On the other hand, these professionals are not typically trained educators and may not be as aware of the developmental needs of students or issues specific to the class.

Using peer educators

Using specially trained peer educators in high school is another effective way to impart knowledge about interpersonal violence and begin to change the social norm of a school to one with low tolerance for sexual harassment and assault. In these programs, a group of students is given intensive training on interpersonal violence prevention. That group then conducts presentations and workshops for other students during the school year under the supervision of knowledgeable adults.

² Research on integrated curriculum by Johnson, Johnson and Stevahn in 1997

Using standards-based sexual assault prevention education

Standards are statements of what students should know and be able to do related to specific academic areas, with each standard broken down into key ideas. In 1995, the Colorado Board of Education adopted model content standards in reading/writing, mathematics, science, history and geography. Teachers can use sexual assault prevention education to meet the required academic standards. The Colorado Department of Public Health and Environment's integrated curricula for sexual violence prevention is based on model content standards in reading and writing as well as CSAP standards for high school students. To obtain a copy of the curricula contact the Sexual Violence Prevention Education Coordinator at the Colorado Department of Public Health and Environment at 303-692-2469.

Maximizing the Impact of Sexual Violence Prevention Efforts

A wide range of approaches to sexual assault prevention education exists; there is no “one way” to execute a successful program. However, research has shown that the most effective sexual assault primary prevention programs usually have several elements in common. These include:

- teaching proactive communication skills;
- building victim empathy;
- practicing bystander intervention; and
- increasing positive behaviors rather than decreasing negative behaviors.

To date, academic researcher Paul Schewe of the University of Illinois at Chicago has conducted the most exhaustive review of guidelines for developing rape prevention and risk reduction interventions. His research, and that of others, supports the following suggestions for which prevention methods are believed to work best.

(Adapted from Paul Schewe, Ed., *Rape Prevention and Risk Reduction Interventions*, Washington, DC: American Psychological Association, 2002, Chapter 5.)

Most Effective	Best Used with Caution	Possibly Counterproductive
<ul style="list-style-type: none"> • relevant localized statistics and figures • theoretically-grounded interventions • likeable presenter(s), similar to audience • single-gender audiences • culturally specific presentations, sensitive to diversity of audience • several presentation methods (interactive theatre, video, discussion, lecture) • multiple presentations over time • use of “we” language when talking about social behaviors • appeal to youths’ counter-establishment posture • victim empathy component, including one male victim example • bystander intervention approach • assertive communication training • aim to increase positive behaviors rather than decrease negative behaviors 	<ul style="list-style-type: none"> • risk reduction training in mixed gender audiences • use of national (vs. local) statistics and figures • mixed gender audiences • self-defense skills training (best in single-gender audiences) 	<ul style="list-style-type: none"> • primarily informational, “rape awareness” approach • confrontational style • debating rape myths with audience • approaches that blame men or, inadvertently, blame victims

Sexual assault prevention education has been shown to be most effective in single gender audiences. When males and females are addressed separately, it is easier to teach risk reduction strategies without inadvertently supplying rapists with manipulation tactics or blaming victims for rape. Also, research shows that men and boys tend to empathize more with victims in all-male settings, and especially when at least one male is portrayed as a sexual assault victim. When presenting to mixed-gender audiences, the presenter may want to focus less on risk reduction for females and more on positive behaviors, communication and bystander intervention.

Whenever possible, use local statistics (local campus, city, state), as research has shown that audiences rarely absorb generalized statistics or an abundance of generalized legal terms and definitions. Presentations should be tailored as much as possible to the particular audience's age, gender and race.

Presentation methods

The most effective sexual assault prevention programs employ several presentation methods. As Paul Schewe notes, "Students' memory for information will be enhanced when they hear it, see it, write it, read it, speak it and do it."

Active learning and critical thinking strategies will always reap greater rewards and help students retain information more than traditional lecture formats will. Try to get students involved, not just at the level of understanding the issues around sexual violence prevention, but also at the level of problem solving. Treat them as equal allies in prevention efforts, rather than "targets" of it, and they will respond in kind.

Experience as a knowledge base

Where possible and audience appropriate, it can be useful to give students permission to draw on their own experiences. The presenter may also want to talk about his/her own experiences to illustrate a point. If there is time, students can engage in role-plays to practice assertive communication skills, especially asking and listening for consent (for men) and drawing clear boundaries (for women). Collectively brainstorming lists (i.e., risks of nonconsensual sex; myths about rape; reasons a person may have difficulty communicating) can be an effective way of allowing students to teach each other the subject, rather than being passive listeners in a lecture format. These kinds of exercises allow students to experientially integrate the information and skills they are learning.

The more opportunities the presenter has to reach students multiple times, the more effective the sexual assault prevention messages will be.

Promoting positive behaviors

Educators should avoid focusing only on discouraging negative behaviors. Young people especially tend to "tune out" when they are lectured about what they should not do - in this case, not rape, not be in risky situations, not be silent, not get consent, and not avoid helping if they see someone in a dangerous situation. Instead, urge students to become active, vocal, caring participants in the kinds of ambiguous situations they may encounter.

Social skills development

It is important that a prevention program curriculum reflects a clear belief about the causes and risk factors for sexual harassment and assault. A review of the research has shown that general interventions, such as “rape awareness” programs, which focus on delivering information about what rape is, how often it occurs and how it affects victims, seem to be the least successful prevention models. A program must go beyond awareness in order to change students’ attitudes and behaviors about the problem.

Research has demonstrated that social skill building must be a central focus of any prevention effort (Tobler, 1992). A school filled with people with good social skills is more likely to be a safe school. The most critical social skills fall into four categories.

Awareness of self and others – includes developing empathy and identifying expectations in relationships.

Self-control – includes setting personal boundaries and anger/impulse management.

Self-determination – requires that people have decision-making skills and know how to use community supports.

Interpersonal relations – includes verbal and non-verbal communication and conflict management.

It is important to note that the way these skills are taught also matters. In order to really learn the skills and be able to use them, students must be given the opportunity to practice them in the classroom. It is recommended that they first practice them using real life situations that are not personally upsetting. It is most helpful for the students to gain understanding and proficiency with the skill before trying to apply it to situations in their personal life, which might be upsetting.

Multiple studies have shown that confrontational models for rape prevention may not only be unsuccessful; they can backfire on well-meaning presenters. Confrontation can result in greater tolerance for rape among male audience members or bored or negative reactions. These methods have not been shown to change men’s beliefs about rape.

It is also better to teach positive skills and reinforce positive behaviors than to bombard audiences with information, no matter how compelling it may seem to the presenter. Information delivery without a more specific goal has not been shown to be successful. Perpetrators do not rape because of lack of information about the crime.

Colorado Prevention Programs by Region and Target Population

Denver/Boulder Metropolitan Area

Pre-Kindergarten Programs

Blue Sky Bridge, Boulder
The Conflict Center, Denver
Front Range Center on Assault Prevention, Louisville
Rape Assistance and Awareness Program (RAAP), Denver

Elementary School Programs

Blue Sky Bridge, Boulder
The Conflict Center, Denver
Front Range Center on Assault Prevention, Louisville
Project PAVE, Denver
Rape Assistance and Awareness Program (RAAP), Denver
Safehouse Progressive Alliance for Nonviolence, Boulder

Middle School Programs

The Conflict Center, Denver
Front Range Center on Assault Prevention, Louisville
Moving to End Sexual Assault (MESA), Boulder
Project PAVE, Denver
Rape Assistance and Awareness Program (RAAP), Denver

High School Programs

The Conflict Center, Denver
Front Range Center on Assault Prevention, Louisville
Moving to End Sexual Assault (MESA), Boulder
Project PAVE, Denver
Rape Assistance and Awareness Program (RAAP), Denver

College Programs

The Conflict Center, Denver
CU Rape and Gender Education (COURAGE), University of Colorado, Boulder
Rape Assistance and Awareness Program (RAAP), Denver

Other Programs

Rape Assistance and Awareness Program (RAAP), Denver (girls/women and boys/men)

Northern Colorado (Northeast - Northwest)

Pre-Kindergarten Programs

Child Advocacy Resource and Education, Inc. (c.a.r.e.), Evans

Elementary School Programs

ADVOCATES: Victim Assistance Team, Hot Sulphur Springs
Child Advocacy Resource and Education, Inc. (c.a.r.e.), Evans
High Plains Sexual Assault Center, Sterling

Middle School Programs

Advocates – Crisis Support Services - Craig
Advocates Safehouse Project, Glenwood Springs
ADVOCATES: Victim Assistance Team, Hot Sulphur Springs
Alternatives to Violence, Loveland
Child Advocacy Resource and Education, Inc. (c.a.r.e.), Evans
Poudre School District, SART Peers Program, Ft. Collins

High School Programs

Advocates Safehouse Project, Glenwood Springs
ADVOCATES: Victim Assistance Team, Hot Sulphur Springs
Advocates – Crisis Support Services - Craig
Alternatives to Violence, Loveland
High Plains Sexual Assault Center, Sterling
Poudre School District, SART Peers Program, Ft. Collins
Sexual Assault Survivors, Inc. (SASI), Greeley

College Programs

Advocates Safehouse Project, Glenwood Springs
Assault Survivors Advocacy Program (ASAP), Greeley
Colorado State University, Fort Collins
High Plains Sexual Assault Center, Sterling

Other Programs

ADVOCATES: Victim Assistance Team, Hot Sulphur Springs (disabled)
Assault Survivors Advocacy Program (ASAP), Greeley (men)
Colorado State University, Fort Collins (men)

Southern Colorado (Southeast – Southwest)

Elementary School Programs

Archuleta County Victim Assistance Program, Pagosa Springs
Rape Intervention Team, Inc., Durango
TuCasa, Inc., Alamosa

Middle School Programs

Archuleta County Victim Assistance Program, Pagosa Springs
Rape Intervention Team, Inc., Durango
TESSA, Colorado Springs
TuCasa, Inc., Alamosa

High School Programs

Archuleta County Victim Assistance Program, Pagosa Springs

Rape Intervention Team, Inc., Durango

TESSA, Colorado Springs

TuCasa, Inc., Alamosa

College Programs

Fort Lewis College, Durango

TuCasa, Inc., Alamosa

Advocates Crisis Support Services

P.O. Box 1050
Craig, CO 81626
Phone: (970) 824-9709
Fax: (970) 824-5848

Contact: Karen Aragon, Youth Services Coordinator
karagon@amigo.net
Pat Tessmer, Executive Director

PReVENT Program

Program Focus and Audience

Areas served:

Moffat County (presentations offered in other counties)

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

60 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games
- Role-play
- Quizzes/tests

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Consent vs. coercion
- How to help a friend
- What to do/how to report
- Date rape drugs
- How to avoid high-risk situations
- Local resource

Secondary program content:

- Incidence and prevalence statistics
- Communications skills
- Empathy/recognizing feelings
- Confidentiality
- Alcohol
- Warning signs of an abusive person
- Personal/relationship rights
- Healthy relationships
- Relevant school policies

Skills taught and practiced: (Skill building constitutes 60 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management
- Empathy

School standards with which this program is academically aligned:

- Health
- Psychology

Self-evaluation methods:

- Pre- and post-test
- Satisfaction survey

Special features:

In addition to presentations, peer educators take ongoing training in all of the above areas. They also train on presentation skills and peer counseling.

Advocates: Safehouse Project

P.O. Box 2036

Glenwood Springs, CO 81602

Phone: (970) 945-2632 x101

Fax: (970) 928-9026

Web Address: www.advocatesafehouse.org

Contact(s): Julie Olson, Executive Director

Julie@advocatesafehouse.org

Carole O'Brien, Program Coordinator

carole@advocatesafehouse.org

Program Focus and Audience

Areas served:

Garfield County

Program's primary focus:

Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school (content modified for younger group)
- High school
- College (content modified for older group)

Presentation Format

Typical number of presentations with the same group:

Once or twice a year

Typical time per presentation:

45-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games
- Video
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Warning signs of abusive person
- Personal/relationship rights
- Healthy relationships
- Dynamics of relationship violence
- Mandatory reporting
- Handling disclosures
- Relevant school policies
- Confidentiality

Secondary program content:

- Myths and facts
- Related definitions
- Communications skills
- Gender roles
- Perpetrator tactics/characteristics

School standards with which this program is academically aligned:

- Health
- Psychology
- Biology

Teacher in-services:

Yes

ADVOCATES: Victim Assistance Team

P.O. Box 155

Hot Sulphur Springs, CO 80451

Phone: (970) 725-3442

Fax: (970) 725-3983

Web Address: www.gcadvocates.org

Contact: Deb Bittner, Outreach and Education Director/Co-Director

Email: advgoec@rkymtnhi.com

Prevention Through Outreach and Education

Program Focus and Audience

Areas served:

Grand County

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Child sexual abuse
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms
- Disabled and Elderly

Grade the program is designed to reach:

- Elementary school
- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

Two to three

Typical time per presentation:

45-60 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Anonymous question box
- Quizzes/tests
- Homework assignments

Primary Presenters:

- Program staff
- Law enforcement

Program Content

Primary program content:

- What to do/how to report
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Healthy relationships
- Local resources
- Confidentiality
- Bystander intervention

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Pre- and post-test
- Satisfaction survey

Alternatives to Violence

313 East 4th Street
Loveland, CO 80537
Phone: (970) 669-5150
Fax: (970) 669-5136

Web Address: www.alternativestoviolenace.org

Contact(s): Jaclyn Foose, Child and Adolescent Outreach Counselor
Jaclyn@alternativestoviolenace.org

Child and Adolescent Program

Program Focus and Audience

Areas served:

Southern Larimer County including Loveland, Berthoud

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Relationship/interpersonal violence

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Artwork
- Homework assignments

Primary Presenters:

Program staff

Program Content

Primary program content:

- Related definitions
- Communications skills
- Consent vs. coercion
- How to avoid high-risk situations
- Protection strategies
- Healthy relationships
- Warning signs of an abusive person
- Personal/relationship rights

Secondary program content:

- Empathy/recognizing feelings
- Respect/self-esteem
- Gender roles
- How to help a friend
- What to do/how to report
- The school's sexual harassment policy
- Negative consequences for perpetrating

Skills taught and practiced: (Skill building constitutes 30 minutes of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management
- Empathy

School standards with which this program is academically aligned:

- Health
- Civics/Social Studies
- Psychology

Self-evaluation methods:

- Pre- and post-test
- Written student feedback
- Satisfaction survey

Archuleta County Victim Assistance Program

P.O. Box 2913
Pagosa Springs, CO 81147
Phone: (970) 264-9075
Fax: (970) 264-2186

Contact: Carmen Hubbs, Executive Director
acvap@pagosa.net

Program Focus and Audience

Areas served:

Archuleta County

Program's primary focus:

- Child sexual abuse
- Sexual assault/date rape
- Sexual harassment
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

- Elementary school
- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

Varies

Typical time per presentation:

45 minutes

Presentation formats utilized:

- Lecture
- Large group discussion
- Small group discussion
- Activities/games
- Video
- Role-play
- Anonymous question box
- Artwork
- Quizzes/tests
- Homework assignments

Primary Presenters:

Program staff

Program Content

Primary program content:

- Myths and facts
- Communication skills
- Consent v. coercion
- Empathy/recognizing feelings
- How to help a friend
- Gender roles
- How to avoid high-risk situations
- Date rape drugs
- What to do/how to report
- Protection strategies
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Personal/relationship rights
- The school's harassment policy
- Child sexual abuse dynamics
- Secrets
- Safe/unsafe touching
- Healthy relationships
- Healthy sexuality

Secondary program content:

- Related definitions
- Respect/self-esteem
- Alcohol
- Negative consequences for perpetrating
- Men and masculinity
- Bystander intervention

Skills taught and practiced: (Skill building constitutes 30 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Empathy
- Conflict management
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Verbal/non-verbal communication

Teacher in-services:

Yes

Self-evaluation methods:

- Pre-and post-test
- Written student feedback
- Written teacher feedback
- Satisfaction survey

Assault Survivors Advocacy Program (ASAP)

Campus Box 121
Greeley, CO 80639
Phone: (970) 351-1490
Fax: (970) 351-1485
Web site: www.unco.edu/asap

Contact(s): Deana Davies, Coordinator
deana.davies@unco.edu

Come Here Often: Dating 101

Program Focus and Audience

Areas served:

University of Northern Colorado students (Weld County/Greeley)

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

College

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Communications skills
- Consent v. coercion
- Alcohol
- Personal/relationship rights
- Healthy relationships

Secondary program content:

- Respect/self-esteem
- Gender roles

- What to do/how to report
- Date rape drugs
- Bystander intervention
- Mandatory reporting
- Handling disclosures
- Local resources
- Confidentiality

Skill taught and practiced: (Skill building constitutes 15 percent of overall class time)

- Verbal/non-verbal communication
- Expectations in relationships

Self-evaluation methods:

- Written student feedback
- Satisfaction survey

Got Consent?

Program Focus and Audience

Areas served:

University of Northern Colorado students (Weld County/Greeley)

Program's primary focus:

Sexual assault/date rape

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

College

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

One hour

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Communications skills
- Consent v. coercion
- Alcohol
- Healthy relationships

Secondary program content:

- How to help a friend
- Gender roles
- What to do/how to report
- Date rape drugs
- How to avoid high-risk situations
- Protection strategies
- Bystander intervention
- Incidence and prevalence statistics
- Mandatory reporting

- Handling disclosures
- Local resources
- Confidentiality

Skill taught and practiced: (Skill building constitutes 15 percent of overall class time)

- Verbal/non-verbal communication
- Expectations in relationships

Self-evaluation methods:

- Written student feedback
- Satisfaction survey

Sexual Harassment on Campus

Program Focus and Audience

Areas served:

University of Northern Colorado students (Weld County/Greeley)

Program's primary focus:

Sexual harassment

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

College

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

One hour

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games

Primary Presenters:

Peer Educators (may include adult observers)

Program Content

Primary program content:

- Related definitions
- Communications skills
- What to do if victimized/how to report

Secondary program content:

- Incidence and prevalence statistics
- Respect/self-esteem
- Empathy/recognizing feelings
- Gender roles
- Personal/relationship rights
- The school's Sexual harassment policy
- Local resources
- Relevant school policies

Self-evaluation methods:

- Post-test
- Written student feedback

- Satisfaction survey

Blue Sky Bridge

P.O. Box 19122

Boulder, CO 80308

Phone: (303) 444-1388

Fax: (303) 444-2045

Web Address: www.blueskybridge.org

Contact: Kitty Sargent, Education Resource Coordinator

ksargent@blueskybridge.org

Patricia Chambers, Executive Director

pchambers@blueskybridge.org

Caregivers Presentation

Program Focus and Audience

Areas served:

Boulder and Broomfield Counties

Program's primary focus:

Child sexual abuse

Program's primary audience:

Daycare providers, preschool teachers, teachers, other mandatory reporters

Grade the program is designed to reach:

All

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

2 hours

Presentation formats utilized:

Lecture, discussion, small group discussion

Primary Presenters:

Program Staff

Program Content

Primary program content:

Sexual Abuse prevention, reporting laws, offender characteristics

Secondary program content:

Child abuse

School standards with which this program is academically aligned:

Safety

Self-evaluation methods:

Evaluation

Preschool Story Presentation

Program Focus and Audience

Areas served:

Boulder and Broomfield Counties

Program's primary focus:

Child sexual abuse

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Pre-Kindergarten (daycare, preschool, etc.)

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

20 minutes

Presentation formats utilized:

Story

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communications skills
- What to do/how to report
- Secrets
- Safe/unsafe touching

Skills taught and practiced: (Skill building constitutes 20 percent of overall class time.)

- Verbal/non-verbal connection
- Using community/adult support

School standards with which this prevention program is academically aligned:

- Safety

Self-evaluation methods:

- Post-test

Preschool Video Presentation

Program Focus and Audience

Areas served:

Boulder and Broomfield Counties

Program's primary focus:

Child sexual abuse

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Pre-Kindergarten (daycare, preschool, etc.)
- Elementary kindergarten and first grade

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

20 minutes

Presentation formats utilized:

Video

Primary Presenters:

Video made available to school

Program Content

Primary program content:

- Empathy/recognizing feelings
- What to do if victimized/how to report
- Secrets
- Safe/unsafe touching

Secondary program content:

- Communications skills
- Perpetrator tactics/characteristics

School standards with which this program is academically aligned:

Safety

Self-evaluation methods: Satisfaction survey

Child Advocacy Resource and Education, Inc. (c.a.r.e.)

3700 Golden Street
Evans, CO 80620
Phone: (970) 356-6751 x19
Fax: (970) 506-2726
Web address: www.careweld.org

Contact(s): Chris Sarlo-Bergmann, Community Education Coordinator
safetouch@careweld.org

Pre-Kindergarten and Elementary School Safe Touch Program

Program Focus and Audience

Areas served:

Weld County and the St. Vrain School District in Boulder County

Program's primary focus:

- Child sexual abuse
- Child abuse in general

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Pre-Kindergarten
- Elementary school

Presentation Format

Typical number of presentations with the same group:

One annually

Typical time per presentation:

45-75 minutes

Presentation formats utilized:

- Lecture
- Video
- Quizzes/test

Primary Presenters:

Program staff

Program Content

Primary program content:

- What to do/how to report
- Protection Strategies
- Perpetrator tactics/characteristics
- Personal/relationship rights
- Safe/unsafe touching

Secondary program content:

- Myths and facts
- Healthy relationships
- Communication skills
- Empathy/recognizing feelings
- How to help a friend
- Warning signs of abusive person
- Child sexual abuse dynamics
- Healthy relationships
- Healthy sexuality

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Conflict management

School standards with which this program is academically aligned:

Health

Teacher in-services:

Yes

Self-evaluation methods:

- Pre-and post-test
- Written teacher feedback

Middle School Safe Touch Program

Program Focus and Audience

Areas served:

Weld County and the St. Vrain School District in Boulder County

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Middle school

Presentation Format

Typical number of presentations with the same group:

One to two

Typical time per presentation:

45-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games
- Quizzes/tests

Primary Presenters:

Program staff

Program Content

Primary program content:

- Consent v. coercion
- Gender roles
- Related definitions
- Protection strategies
- Personal/relationship rights

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Communication skills
- Respect/self-esteem
- Empathy/recognizing feelings
- How to help a friend
- Healthy relationships
- What to do /how to report
- Negative consequences for perpetrating
- Warning signs of abusive person
- Perpetrator tactics/characteristics
- Men and masculinity
- School's sexual harassment policy
- Child sexual abuse dynamics
- Secrets
- Safe/unsafe touching
- Healthy relationships
- Healthy sexuality
- Relevant school policies

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management

School standards with which this program is academically aligned:

Health

Teacher in-services:

Yes

Self-evaluation methods:

Post-test

The Conflict Center

4140 Tejon St.

Denver, CO 80211

Phone: (303) 433-4983

Web Address: www.conflictcenter.org

Contact(s): Ray Hart, School Program Coordinator

ray.hart@conflictcenter.org

Nicole Forward, Manager of Programs

nicole.forward@conflictcenter.org

School Program

Program Focus and Audience

Areas served:

Metro Denver, Front Range and beyond; Denver, Jefferson, Douglas, Adams and Arapahoe Counties

Program's primary focus:

- Relationship/interpersonal violence
- Verbal, emotional, and physical violence

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms
- Staff, administration, and whole school populations

Grade the program is designed to reach:

- Pre-Kindergarten
- Elementary school
- Middle school
- High school
- College

Presentation Format

Typical number of presentations with the same group:

One to many

Typical time per presentation:

Class period to two hours

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Artwork
- Quizzes/tests
- Homework assignments
- Practice of skills

Primary Presenters:

- Program staff
- Volunteers

Program Content

Primary program content:

- Communications skills
- Respect/self-esteem

Secondary program content:

- Consent vs. coercion
- Respect
- How to help a friend
- Gender roles
- What to do/how to report

Skills taught and practiced: (Skill building constitutes 100 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Empathy

Self-evaluation methods:

- Pre- and post-test
Written student feedback
- Written teacher feedback
- Satisfaction survey

- Empathy/recognizing feeling

- Men and masculinity
- Bystander intervention
- Confidentiality
- Mandatory reporting

- Verbal/non-verbal communication
- Conflict management

- Track office and fight referrals, track applied skills with weekly goal setting

Fort Lewis College

19 CUB, 1000 Rim Drive

Durango, CO 81301

Phone: (970) 247-7153

Fax: (970) 247-7487

Web address: <http://www.fortlewis.edu/cub/prevention/>

Contact: Marc Goldfarb

Email: goldfarb_m@fortlewis.edu

Student Wellness Program

Program Focus and Audience

Areas served:

Fort Lewis College and Durango

Program's primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence

Program's primary audience:

Males, females, mixed-gender classrooms

Grade the program is designed to reach:

College

Presentation Format

Typical number of presentations with the same group:

One to two

Typical time per presentation:

Evening

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play
- Drama
- Quizzes/test

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Consent v. coercion
- Alcohol
- Bystander intervention

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Communications skills
- Empathy/recognizing feelings
- How to help a friend
- Gender roles

- Date rape drugs
- How to avoid high-risk situations
- Personal/relationship rights
- Healthy relationships
- Relevant school practices
- What to do if victimized/how to report

Skills taught and practiced:

- Decision-making
- Anger/impulse management
- Setting boundaries
- Empathy

Self-evaluation of prevention efforts:

Written feedback

- Healthy sexuality
- Local resources
- Confidentiality

- Verbal/non-verbal communication
- Giving/using peer support
- Expectations in relationships

Front Range Center for Assault Prevention

7878 W 80th Place, Suite 11

Arvada, CO 80005

Phone: (303) 665-3582

Fax: (303) 665-3582

Web Address: www.FrontRangeCAP.org

Contact: Victoria Strong, Executive Director

victoria_frcap@msn.com

Child Assault Prevention Program (CAP)

Program Focus and Audience

Areas served:

Denver/Boulder area, including but not limited to Adams County, Denver County, Boulder County, Jefferson County and St. Vrain School District.

Program's primary focus:

- Sexual assault
- Relationship/interpersonal violence (including sexual violence)
- Skill building
- Child sexual abuse
- Bully assault and stranger abduction

Program's primary audience:

Mixed-gender classrooms
Parents
School staff

Grade the program is designed to reach:

Pre-Kindergarten
Elementary school K-6

Presentation Format

Typical number of presentations with the same group:

One to three

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content: (*Skills with asterisks are taught to adults.)

- Communication skills
- Respect/self-esteem

- Empathy/recognizing feelings
- How to help a friend
- What to do/how to report
- Negative consequences for
perpetrating
- How to avoid high-risk situations
- Self-defense
- Protection strategies
- Child sexual abuse dynamics
- Secrets
- Safe/unsafe touching
- Healthy relationships
- Perpetrator tactics/
characteristics*
- Handling disclosures*

Secondary program content:

- Incidence and prevalence statistics*
- Myths and facts*
- Related definitions*
- Warning signs of abusive person*
- Personal/relationship rights*
- Local resources*
- Relevant school policies*
- Confidentiality
- Mandatory reporting

Skills taught and practiced: (Skill building constitutes 60 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Empathy
- Verbal/non-verbal
communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management

School standards with which this program is academically aligned:

- Health
- Civics/Social Studies
- Psychology

Teacher in-services:

Yes

Self-evaluation methods:

- Pre-and post-test
- Long-range post evaluation
(three to six weeks out)
- Written student feedback
- Written teacher feedback
- Satisfaction survey

Special Features of Program:

CAP offers a three-pronged approach to prevention, offering staff, parent and children’s workshops in every school. It also addresses three most common types of assault children face: bully assault, stranger abduction and sexual assault. The theory of the program is based on empowerment and communication. In addition, “review time” is a unique feature of CAP, offering a time immediately after the workshop for children to ask questions and/or share concerns.

TeenCAP

Program Focus and Audience

Areas served:

Denver/Boulder area, including but not limited to Adams County, Denver County, Boulder County, Jefferson County and St. Vrain School District.

Program's primary focus:

- Teen dating violence/sexual assault
- Bystander intervention
- Racism, sexism, and homophobia leading to violence
- Healthy teen relationships
- Peer assault and sexual harassment also included

Program's primary audience:

- Mixed-gender classrooms
- Teachers and/or administrators
- Parents

Grade the program is designed to reach:

- 6th, 7th and 8th
- High school

Presentation Format

Typical number of presentations with the same group:

Two to three

Typical time per presentation:

One hour per session X3

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play
- Anonymous question box
- Drama

Primary Presenters:

Professional staff

Program Content

Primary program content:

- Communication skills
- Respect/self-esteem
- Empathy/recognizing feelings
- How to help a friend
- What to do/how to report
- How to avoid high-risk situations
- Self-defense
- Warning signs of abusive person
- Child sexual abuse dynamics
- Healthy relationships/sexuality
- Local resources

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Consent vs. coercion
- Gender roles
- Men and masculinity
- Alcohol
- Bystander intervention
- School's sexual harassment policy
- Internet safety
- Negative consequences for perpetrating

Skills taught and practiced: (Skill building constitutes 75 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Empathy

- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management

School standards with which this program is academically aligned:

- Health
- Civics/Social Studies

Self-evaluation methods:

- Pre-and post-test
- Long-range post evaluation
(three to six months out)
- Written feedback from parents
and teachers
- Written student feedback

High Plains Sexual Assault Center

P.O. Box 106
Sterling, CO 80751
Phone: (970) 522-8329
Fax: (970) 522-5874

Contact(s): Karen Stanley, Executive Director
kstanley@loganco.gov

Gotta Have Respect Program

Program Focus and Audience

Areas served:

Logan, Morgan, Washington, Phillips, Sedgwick, Yuma and Kit Carson Counties.

Program's primary focus:

Sexual assault/date rape

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- High school
- College

Presentation Format

Typical number of presentations with the same group:

One (varies)

Typical time per presentation:

60 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games
- Video
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Respect/self-esteem
- Empathy/recognizing feelings
- Date rape drugs

Secondary program content:

- Communications skills
- Consent v. coercion
- How to help a friend
- Gender roles
- What to do/how to report
- Alcohol
- Negative consequences for perpetrating
- How to avoid high-risk situations
- Bystander intervention

- School's sexual harassment policy
- Local resources

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Giving/using peer support
- Verbal/non-verbal communication
- Using community/adult support

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Pre- and post-test
- Written student feedback
- Satisfaction survey

Child Assault Prevention Program (CAP)

Program Focus and Audience

Areas served:

Logan, Morgan, Washington, Phillips, Sedgwick, Yuma and Kit Carson counties

Program's primary focus:

Child Sexual Assault

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Elementary school

Presentation Format

Typical number of presentations with the same group:

One (varies)

Typical time per presentation:

60 minutes

Presentation formats utilized:

- Whole group discussion
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- How to help a friend
- Protection strategies
- Secrets
- Safe/unsafe touching

Secondary program content:

- Empathy/recognizing feelings
- Communications skills
- What to do/how to report
- Negative consequences for perpetrating violence
- Local resources

- How to avoid high-risk situations
- Self-defense strategies
- Bystander intervention
- Local resources
- Mandatory reporting
- Handling disclosures
- Relevant school policy

Skills taught and practiced: (Skill building constitutes 90 percent of overall class time.)

- Decision-making
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support

Self-evaluation methods:

- Pre- and post-test
- Written teacher feedback
- Long-range post evaluation (three to six weeks out)
- Satisfaction survey

MESA – Moving to End Sexual Assault

(formerly Boulder County Rape Crisis Team)

2885 East Aurora Avenue, Suite 10

Boulder, CO 80303

Phone: (303) 443-0400

Fax: (303) 443-0187

Web Address: www.joinmesa.org

www.peereds.org

Contact(s): Marti Hopper, Associate Director

mdh@joinmesa.com

Teresa Hernandez, Youth Educator and Organizer

(Safehouse Progressive Alliance for Nonviolence)

teresa@safehousealliance.org

Peers Building Justice Peer Education Program

Program Focus and Audience

Areas served:

Boulder Valley School District

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Relationship/interpersonal violence
- Child sexual abuse
- Healthy relationships, domestic violence awareness

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

Approx. 50 minutes to one hour

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play
- Anonymous question box
- Drama
- Quizzes/tests

Primary Presenters:

- Program staff (for healthy relationship and domestic violence awareness)

- Peer educators (for sexual harassment, dating abuse and sexual abuse presentations)

Program Content

Primary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Consent vs. coercion
- How to help a friend
- Gender roles
- Healthy relationships
- Bystander intervention
- Local resources
- Confidentiality
- Mandatory reporting
- Handling disclosures

Secondary program content:

- What to do/how to report
- Alcohol
- Date rape drugs
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- The school sexual harassment policy
- Personal/relationship rights
- Safe/unsafe touching
- How to avoid high-risk situations
- Men and masculinity
- Negative consequences for perpetrating
- Protection strategies
- Related school policies

Skills taught and practiced: (Skill building constitutes 10 percent of overall class time.)

- Setting boundaries
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Bystander intervention in sexual harassment

School standards with which this program is academically aligned:

Health (This program has also been adapted for English/Literature classes that were covering themes of dating and domestic violence.)

Self-evaluation methods:

- Pre- and post-test
- Written student feedback
- Written teacher feedback

Special features:

This program has been a collaborative effort between Safehouse Progressive Alliance for Nonviolence (formerly known as Boulder County Safehouse) and MESA since 1995. As the collaboration evolves, we are discovering innovative ways to build age-appropriate student understanding of the interconnections between sexual assault, sexual harassment and dating/violence. We continue to challenge public misconceptions about the isolation of these violent crimes. Additionally, our program places interpersonal violence in the context of an oppressive and violent society and so, in challenging the immediate problem, we are also challenging the big picture. This is a youth-driven program – changes and program development are done with the direct input of youth. We are directly involved with the health education curriculum revision process of the Boulder Valley School District, and parts of Weld County.

Sexual Violence Prevention Education Program

Program Focus and Audience

Areas served:

St. Vrain Valley School District

Program's primary focus:

- Sexual harassment
- Relationship/interpersonal violence
- Healthy relationships, domestic violence awareness

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school
- College

Presentation Format

Typical number of presentations with the same group:

Two

Typical time per presentation:

Approx. 50 minutes to one hour

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Anonymous question box
- Drama
- Quizzes/tests

Primary Presenters:

- Program staff (for healthy relationship and domestic violence awareness)
- Male volunteer educators

Program Content

Primary program content:

- Myths and facts
- Related definitions
- Communication skills
- Consent vs. coercion
- How to help a friend
- Gender roles
- What to do/how to report
- Alcohol
- Date rape drugs
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Bystander intervention

Secondary program content:

- The school's sexual harassment policy
- Safe/unsafe touching
- Healthy relationships
- Local resources
- Confidentiality
- Mandatory reporting
- Handling disclosures

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

- Verbal/non-verbal communication
- Giving/using peer support
- Bystander intervention in harassment and bullying

School standards with which this program is academically aligned:

Health (This program has also been adapted for English/Literature classes that were covering themes of dating and domestic violence.)

Self-evaluation methods:

- Pre- and post-test
- Written student feedback
- Written teacher feedback

“Until Someone Wakes Up” (Play)

Program Focus and Audience

Areas served:

Boulder County, St. Vrain School District, Broomfield

Program’s primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence

Program’s primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

Approx. 50-75 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Drama
- Smaller group discussion

Primary Presenters:

The play cast and crew are comprised of high school student peer educators, CU students and adult community members. Peer educators conduct pre-play presentations with adult mentors, and post-play discussions are facilitated by peer educators, cast members and adult mentors from both MESA and Safehouse Progressive Alliance for Nonviolence (formerly known as Boulder County Safehouse).

Program Content

Primary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Consent vs. coercion
- How to help a friend

- Gender roles
- Alcohol
- Perpetrator tactics/characteristics

- Men and masculinity
- Bystander intervention
- Local resources

Secondary program content:

- Negative consequences for perpetrating
- Date rape drugs
- What to do/how to report
- How to avoid high-risk situations
- Handling disclosures
- Warning signs of an abusive person
- Healthy relationships
- Confidentiality
- Mandatory reporting

School standards with which this program is academically aligned:

Health (The play meets health curriculum standards for the Boulder Valley School District.)

Self-evaluation methods:

- Post-test
- Written student feedback
- Written teacher feedback

Special features:

The Peers Building Justice Peer Education program works to prevent sexual assault, dating abuse and sexual harassment among adolescents through peer education training and presentations. For the past several years, Peer Educators have developed creative ways, beyond the presentations they give in classrooms, to raise awareness regarding interpersonal violence issues in youth. To continue that effort, the youth and staff of this program developed this new and innovative way of providing peer education to high school students, through the use of a play called “Until Someone Wakes Up.” Comprised of a cast and crew of teens, and supported by peer education, this powerful theater performance addresses the topics of sexual violence and gender role socialization through a series of vignettes. Some of the scenes are humorous, while others are more challenging and intense. Each “performance package” of the play includes pre-play classroom education by peer educators, parent education, play performances, audience guides, skilled audience support, post-play facilitated discussions and teen resource cards. The Interpersonal Violence Prevention Peer Education Program has been a collaborative effort between Safehouse Progressive Alliance for Nonviolence (formerly known as Boulder County Safehouse) and MESA since 1995.

**The Men's Project
Office of Women's Programs and Studies
Colorado State University**

112 Student Services
Fort Collins, CO 80523-8200
Phone: 970-491-6384
Fax: 970-491-4922
Web Address: www.wps.colostate.edu

Contact: Ryan Barone, Men's Project Coordinator
Email: barone@lamar.colostate.edu

The Men's Project

Program Focus and Audience

Areas served: Colorado State University

Program's primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males

Grade the program is designed to reach:

- College

Presentation Format

Typical number of presentations with the same group: varies

Typical time per presentation: varies

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Quizzes/tests

Primary Presenters:

- Program staff

Program Content

Primary program content:

Gender socialization

Masculinities

Men's role in ending violence against women

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

By-stander intervention

School standards with which this program is academically aligned:

Self-evaluation methods:

- Pre- and post-test
- Focus Groups
- Satisfaction survey

Poudre School District

2407 LaPoudre Avenue

Fort Collins, CO 80521

Phone: (970) 490-3240

Fax: (970) 490-3247

Contact: Melissa Schaefer, Project Coordinator

Email: meschaef@psdschools.org

SART Peers Program

Program Focus and Audience

Areas served:

Poudre School District schools: Eight junior high schools and five high schools

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Bystander Responsibilities

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

1.5 to two hours

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Drama

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Myths and facts
- How to avoid high-risk situations
- Bystander intervention

Secondary program content:

- Incidence and prevalence statistics
- Consent v. coercion
- Gender roles
- Alcohol
- Perpetrator tactics/characteristics

- Other: Difference between sexual assault and sexual harassment, difference between harassment and flirting, sexual harassment of boys, how to deal with sexual harassment

Skills taught and practiced: (Skill building constitutes 15 percent of overall class time.)

Bystander intervention strategies

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Pre-and post-test for students
- Written student feedback
- Written teacher feedback
- Peer training satisfaction survey
- Peer knowledge and behavior pre- and post-questionnaire
- Pre-and post-data over three-year period

Project PAVE

2051 York Street

Denver, CO 80205

Phone: (303) 322-2382

Fax: (303) 322-0032

Web site: www.projectpave.org

Contact(s): Amy Stambuk, Program Director

astambuk@projectpave.org

Elementary School Violence Prevention Education Program

Program Focus and Audience

Areas served:

Denver, Jefferson, Adams and Arapahoe Counties

Program's primary focus:

Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Elementary school

Presentation Format

Typical number of presentations with the same group:

Five

Typical time per presentation:

30-45 minutes

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play
- Artwork
- Quizzes/tests
- Homework assignment

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communications skills
- Respect/self-esteem
- Empathy/recognizing feelings
- Bystander intervention

Secondary program content:

- Myths and facts
- Related definitions
- How to help a friend
- Gender roles
- What to do/how to report
- Negative consequences for perpetrating
- Protection strategies

- Warning signs of an abusive person
- Handling disclosures
- Personal/relationship rights
- Child sexual abuse dynamics
- Secrets
- Safe/unsafe touching
- Healthy relationships
- Local resources
- Mandatory reporting

Skills taught and practiced: (Skill building constitutes 40 percent of overall class time.)

- Anger/impulse management
- Setting boundaries
- Empathy
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Conflict management

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Written teacher feedback
- Satisfaction survey

Special Features:

Two fundamental lessons are required. Schools can select other lessons from a menu. Each teacher receives an extension packet with supplemental lessons and activities. In-school psycho-educational groups are also available through our counseling program.

Middle School Violence Prevention Education Program

Program Focus and Audience

Areas served:

Denver, Jefferson, Adams and Arapahoe Counties

Program's primary focus:

Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Middle school

Presentation Format

Typical number of presentations with the same group:

Five to ten

Typical time per presentation:

45-55 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games

- Role-play
- Primary Presenters:**
Program staff

- Quizzes/homework

Program Content

Primary program content:

- Related definitions
- Communications skills
- Respect/self-esteem
- Protection strategies
- Bystander intervention
- Local resources

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- How to help a friend
- Gender roles
- What to do/how to report
- Negative consequences for perpetrating violence
- Warning signs of an abusive person
- Personal/relationship rights
- Child sexual abuse dynamics
- Secrets
- Safe/unsafe touching
- Healthy relationships
- Local resources
- Mandatory reporting
- Handling disclosures
- Empathy/recognizing feelings

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Decision-making
- Anger/impulse management
- Setting boundaries
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Conflict management
- Critically viewing media violence

School standards with which this prevention program is academically aligned:

- Health
- Literature/Writing
- History
- Civics/Social Studies
- Psychology

Self-evaluation methods:

- Pre- and post-test
- Written student feedback
- Written teacher feedback
- Satisfaction survey

Special Features:

Part 1 (5 lessons) focuses on awareness building and Part 2 (5 additional lessons) focuses on skill development and practice. Schools can choose just Part 1 or Part 2, but not just Part 2. Each teacher receives an extension packet with supplemental lessons and activities. In-school psycho-educational groups are available through our counseling program.

High School Violence Prevention Education Program

Program Focus and Audience

Areas served:

Denver, Jefferson, Adams and Arapahoe Counties

Program's primary focus:

- Relationship/interpersonal violence (including sexual violence)
- Dating violence prevention

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

45-50 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Quizzes/tests
- Homework assignment

Primary Presenters:

Program staff

Program Content

Primary program content:

- Related definitions
- Communications skills
- Respect/self-esteem
- How to help a friend
- What to do/how to report
- Warning signs of an abusive person
- Bystander intervention
- Personal/relationship rights
- Healthy relationships
- Local resources

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Empathy/recognizing feelings
- Gender roles
- What to do/how to report
- Negative consequences for perpetrating violence
- Protection strategies
- Perpetrator tactics/characteristics

Skills taught and practiced: (Skill building constitutes 20 percent of overall class time.)

- Verbal/non-verbal communication
- Expectations in relationships
- Conflict management
- Giving/using peer support

School standards with which this program is academically aligned:

- Health
- Psychology

Self-evaluation methods:

- Pre- and post-test
- Written teacher feedback
- Satisfaction survey

Special Features:

In-school psycho-educational groups are available through our counseling program.

Rape Assistance and Awareness Program (RAAP)

P.O. Box 18951 Denver, CO 80218

Phone: (303) 329-9922, ext. 324

Fax: (303) 329-9964

Web Address: www.raap.org

Contact: Ryan Lusk, Community Education Coordinator

Email: rlusk@raap.org

Harassment Ends by Respecting Others (HERO)

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

- Sexual harassment

Program's primary audience:

Middle School

Grade the program is designed to reach:

- Middle school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Sexual Harassment
- Gender roles
- Men and masculinity
- Bystander intervention

Secondary program content:

- Myths and facts
- Communication skills
- Respect/self-esteem
- Empathy/recognizing feelings
- What to do if victimized/how to report
- Personal/relationship rights
- Healthy relationships/sexuality
- Local resource

Skills taught and practiced: (Skills building constitutes 50 percent of overall class time.)

- Verbal/non-verbal communication

- Bystander intervention

School standards with which this program is academically aligned:

- Health
- Civics/Social Studies
- Psychology

Self-evaluation methods:

Pre-and post-test

Men and Boys Program

Program Focus and Audience

Areas served:

Denver metropolitan and surrounding areas

Program's primary focus:

- Sexual assault/date rape
- Bystander intervention techniques, gender roles and violence prevention

Program's primary audience:

Males

Grade the program is designed to reach:

- Middle school
- High school
- College

Presentation Format

Typical number of presentations with the same group:

Two (varies)

Typical time per presentation:

One to four hours

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Gender roles
- Men and masculinity
- Bystander intervention
- Healthy relationships/sexuality

Secondary program content:

- Myths and facts
- Related definitions
- Communication skills
- Consent vs. coercion
- How to help a friend
- Alcohol

Skills taught and practiced: (Skill building constitutes 30 percent of overall class time.)

- Verbal/non-verbal communication
- Expectations in relationships
- Bystander intervention strategies

School standards with which this program is academically aligned:

- Health
- Sociology
- Psychology

Teacher in-services:

Yes

Self-evaluation methods:

- Pre-and post-test
- Written student feedback

Personal Safety Skills for Girls

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

Sexual assault/date rape

Program's primary audience:

Females, ages 9 to 13

Grade the program is designed to reach:

- Elementary school
- Middle school

Presentation Format

Typical number of presentations with the same group:

Four

Typical time per presentation:

60 minutes

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communication skills
- How to avoid high-risk situations
- Self defense
- Protection strategies

Secondary program content:

- Myths and facts
- Respect/self-esteem
- Empathy/recognizing feelings
- Gender roles
- What to do if victimized/how to report
- Perpetrator tactics/characteristics
- Personal/relationship rights
- Healthy relationships
- Local resources

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Setting boundaries
- Verbal/non-verbal communication
- Self-defense skills/techniques

Self-evaluation methods:

- Pre-and post-test
- Written student feedback

Personal Safety Skills for Women

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

Sexual assault/date rape

Program's primary audience:

Females, ages 13 – adult

Grade the program is designed to reach:

- High school
- College and older

Presentation Format

Typical number of presentations with the same group:

Twelve

Typical time per presentation:

60 minutes (twelve-hour program is sometimes done in two six-hour days, twelve one-hour presentations, or four three-hour presentations)

Presentation formats utilized:

- Lecture
- Whole group discussion
- Activities/games
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communication skills
- How to avoid high-risk situations
- Self defense
- Protection strategies

Secondary program content:

- Myths and facts
- Respect/self-esteem
- Empathy/recognizing feelings
- Gender roles
- What to do if victimized/how to report
- Perpetrator tactics/characteristics
- Personal/relationship rights
- Healthy relationships/sexuality
- Local resources

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Verbal/non-verbal communication
- Self-defense skills/techniques

Self-evaluation methods:

- Pre-and post-test
- Written student feedback

Safety for Children

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

Child sexual abuse

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Pre-K – First Grade
- 2nd & 3rd Grade
- 4th & 5th Grade

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

Varies by age from 30 to 60 minutes

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play
- Drama
- Music

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communications skills
- What to do/how to report
- Perpetrator tactics/characteristics
- Personal/body rights
- Recognizing feelings
- Safe/unsafe touching
- Healthy sexuality

Secondary program content:

- Respect/self-esteem
- Empathy/recognizing feelings
- Protection strategies
- Child sexual abuse dynamics
- Secrets

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Setting boundaries
- Verbal/non-verbal communication
- Using community/adult support

Self-evaluation methods:

Pre-and post-test

Safety for Children: Together Keeping Children Safe

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

Child sexual abuse

Program's primary audience:

- Males
- Females
- Mixed-gender adult groups

Grade the program is designed to reach:

Parents and teachers of preschool and elementary school students

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

90 minutes

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Incidence and prevalence statistics
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Child sexual abuse dynamics

Secondary program content:

- Myths and facts
- Related definitions
- Communications skills
- What to do if victimized/how to report
- Internet safety
- Local resources
- Mandatory reporting
- Handling disclosures
- Relevant school policies

Self-evaluation methods:

- Pre-and post-test

- Written student feedback

Sexual Assault Free Environment (SAFE) - Men

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment

Program's primary audience:

Males

Grade the program is designed to reach:

- High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- | | |
|----------------------------|--------------------|
| ▪ Lecture | ▪ Activities/games |
| ▪ Whole group discussion | ▪ Role-play |
| ▪ Smaller group discussion | |

Primary Presenters:

Program staff

Program Content

Primary program content:

- | | |
|------------------------|--------------------------|
| ▪ Consent vs. coercion | ▪ Men and masculinity |
| ▪ Gender roles | ▪ Bystander intervention |

Secondary program content:

- | | |
|--|-----------------------------------|
| ▪ Myths and facts | ▪ Alcohol |
| ▪ Communication skills | ▪ Personal/relationship rights |
| ▪ Respect/self-esteem | ▪ Healthy relationships/sexuality |
| ▪ Empathy/recognizing feelings | ▪ Local resource |
| ▪ What to do if victimized/how to report | |

Skills taught and practiced: (Skills building constitutes 50 percent of overall class time.)

- Verbal/non-verbal communication
- Bystander intervention

School standards with which this program is academically aligned:

- Health
- Civics/Social Studies

- Psychology

Sexual Assault Free Environment (SAFE) - Women

Program Focus and Audience

Areas served:

Denver metropolitan area

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment

Program's primary audience:

Females

Grade the program is designed to reach:

- High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

60-90 minutes

Presentation formats utilized:

- | | |
|----------------------------|-------------|
| ▪ Whole group discussion | ▪ Video |
| ▪ Smaller group discussion | ▪ Role-play |
| ▪ Activities/games | |

Primary Presenters:

Program staff

Program Content

Primary program content:

- | | |
|--|---------------------------------------|
| ▪ What to do if victimized/how to report | ▪ Perpetrator tactics/characteristics |
| ▪ Warning signs of an abusive person | ▪ Bystander intervention |

Secondary program content:

- | | |
|--------------------------------|-----------------------------------|
| ▪ Myths and facts | ▪ Date rape drugs |
| ▪ Communications skills | ▪ Protection strategies |
| ▪ Respect/self-esteem | Personal/relationship rights |
| ▪ Empathy/recognizing feelings | ▪ Healthy relationships/sexuality |
| ▪ Alcohol | ▪ Local resources |

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- | | |
|-----------------------------------|--------------------------|
| ▪ Setting boundaries | ▪ Bystander intervention |
| ▪ Verbal/non-verbal communication | |

School standards with which this program is academically aligned:

- | | |
|----------|-------------------------|
| ▪ Health | ▪ Civics/Social Studies |
|----------|-------------------------|

- Psychology

Self-evaluation methods:

- Pre-and post-test
- Written student feedback

Safehouse Progressive Alliance for Nonviolence

(formerly Boulder County Safehouse)

835 North Street

Boulder, CO 80304

Phone: (303) 449-8623

Fax: (303) 449-0169

Web Address: www.safehousealliance.org

Contact(s): Rehana Belser, Elementary School Education Specialist

rehana@safehousealliance.org

Lisa Olcese, Training and Community Education Director

lisao@safehousealliance.org

Program Focus and Audience

Areas served:

Boulder County

Program's primary focus:

- Relationship/interpersonal violence
- Child sexual abuse
- Anger management, conflict resolution, bullying prevention

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Elementary school

Presentation Format

Typical number of presentations with the same group:

Four to eight

Typical time per presentation:

45 minutes

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play
- Artwork
- Homework assignments

Primary Presenters:

Program staff

Program Content

Primary program content:

- Communications skills
- Empathy/recognizing feelings
- Healthy relationships

Secondary program content:

- Related definitions
- Respect/self-esteem
- Gender roles
- What to do/how to report
- Negative consequences for
perpetrating
- Self-defense
- Bystander intervention
- Personal/relationship rights
- Secrets
- Safe/unsafe touching

Skills taught and practiced: (Skill building constitutes 50 percent of overall class time.)

- Anger/impulse management
- Setting boundaries
- Verbal/non-verbal
communication
- Giving/using peer support
- Conflict management
- Empathy
- Using community/adult support

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Pre- and post-test
- Long-range post evaluation (three to six weeks out)
- Written student feedback
- Written teacher feedback

San Miguel Resource Center

P.O. Box 3243
Telluride, CO 81435
Phone: (970) 728-5842
Fax: (970) 728-4894

Contact: Angela Traurig, Education Specialist
angelasmrc@yahoo.com

Prevention Education Program

Program Focus and Audience

Areas served:

San Miguel County and the west end of Montrose County, including Telluride, Norwood, Nucla and Naturita

Program's primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

- Middle
- High school

Presentation Format

Typical number of presentations with the same group:

Three

Typical time per presentation:

50 minutes

Presentation formats utilized:

- Lecture
- Large group discussion
- Small group discussion
- Activities/games
- Video
- Role-play
- Drama

Primary Presenters:

Program staff

Program Content

Primary program content:

- Incidence and prevalence statistics
- Gender roles
- Alcohol
- Bystander intervention
- Healthy relationships

Secondary program content:

- Myths and facts
- Related definitions
- Consent v. coercion
- Empathy/recognizing feelings
- How to help a friend
- What to do/how to report
- Date rape drugs
- How to avoid high-risk situations
- Warning signs of an abusive person
- Personal/relationship rights
- Healthy sexuality
- Local resources
- Confidentiality
- Handling disclosures

Skills taught and practiced: (Skill building constitutes 30 percent of overall class time.)

- Decision-making
- Setting boundaries
- Giving/using peer support
- Verbal/non-verbal communication
- Using community/adult support

School standards with which this program is academically aligned:

This program was not established to academically align with any specific school standards, but can be adjusted to meet specific needs.

Self-evaluation methods:

- Written student feedback
- Satisfaction survey

Sexual Assault Services Organization (SASO)

P.O. Box 2723

Durango, CO 81302

Phone: (970) 259-3074

Web address: www.durangosaso.org

Contact(s): Dawn Haney, Prevention Coordinator

dawn@durangosaso.org

Elementary School Education Prevention Program

Program Focus and Audience

Areas served:

LaPlata County

Program's primary focus:

Child sexual abuse

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

Elementary school

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

One hour

Presentation formats utilized:

- Whole group discussion
- Role-play

Primary Presenters:

Program Staff

Program Content

Primary program content:

- Communications skills
- Empathy/recognizing feelings
- Protection strategies

Secondary program content:

- Respect/self-esteem
- How to help a friend
- Self defense
- Secrets

Skills taught and practiced: (Skill building constitutes 90 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Giving/using peer support
- Verbal/non-verbal communication
- Using community/adult support

School standards with which this program is academically aligned:

Health

Teacher in-services:

Yes

Self-evaluation methods:

- Long-range post evaluation (three to six weeks out)
- Written teacher feedback
- Satisfaction survey

Secondary Education Prevention Program

Program Focus and Audience

Areas served:

LaPlata County

Program's primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

One

Typical time per presentation:

90 minutes

Presentation formats utilized:

- Whole group discussion
- Anonymous question box
- Activities/games

Primary Presenters:

Program Staff

Program Content

Primary program content:

- Communications skills
- How to help a friend
- Respect/self-esteem
- Bystander intervention

Secondary program content:

- Consent vs. coercion
- Warning signs of an abusive person
- Empathy/recognizing feelings
- Perpetrator tactics/characteristics
- What to do/how to report
- Personal relationship rights
- Negative consequences for perpetration
- Safe/unsafe touching
- Healthy relationships

- Local resources

Skills taught and practiced: (Skill building constitutes 75 percent of overall class time.)

- Decision-making
- Setting boundaries
- Empathy
- Verbal/non-verbal communication
- Using community/adult support
- Giving/using peer support
- Expectations in relationships
- Conflict management

School standards with which this program is academically aligned:

Health

Teacher in-services:

Yes

Self-evaluation methods:

- Written student feedback
- Written teacher feedback

Sexual Assault Survivors, Inc. (SASI)

P.O. Box 336847

Greeley, CO 80633

Phone: (970) 330-3890

Fax: (970) 339-1890

Web Address: www.survivorinfo.org

Contact: Natalie Turner, Prevention Education Coordinator
education@survivorinfo.org

Sexual Assault Prevention Through Peer Education

Program Focus and Audience

Areas served:

Weld County and its communities

Program's primary focus:

- Sexual assault/non-stranger sexual assault
- Sexual harassment
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

Mixed-gender classrooms

Grade the program is designed to reach:

High school

Presentation Format

Typical number of presentations with the same group:

Two

Typical time per presentation:

80 minutes

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Activities/games
- Videos (media analysis)
- Lecture

Primary Presenters:

Peer educators (may include adult observers)

Program Content

Primary program content:

- Gender socialization
- Bystander intervention

Secondary program content:

- Sexual assault myths and facts
- Empathy/recognizing feelings
- How to help a friend
- Gender roles and stereotypes
- Drug-facilitated sexual assault
- Healthy relationships
- Colorado law

Skills taught and practiced: (Skill building constitutes 30 percent of overall class time.)

- Decision-making
- Deconstruction of media messages
- Verbal/non-verbal communication
- Bystander intervention skills

School standards with which this program is academically aligned:

Health

Self-evaluation methods:

- Pre- and post-test
- Satisfaction survey

Sexual Assault Victim Advocate Center (SAVA Center)

315 West Oak St, STE 514
Fort Collins, CO 80521
Phone: (970) 472-4204
Fax: (970) 472-4203
Web Address: www.savacenter.org

Contact: Alanna Sherstad, Interim Director
alanna@savacenter.org

Youth Violence Prevention Project “Until Someone Wakes Up”

Program Focus and Audience

Areas served:

Larimer County and other Colorado locations upon request

Program’s primary focus:

- Relationship/interpersonal violence (including sexual violence)
- Gender Role Socialization
- Sexual assault/date rape

Program’s primary audience:

- Males
- Females
- Mixed-gender classrooms
- Professionals and parents

Grade the program is designed to reach:

- High school
- College

Presentation Format

Typical number of presentations with the same group:

Two to three

Typical time per presentation:

One and a half hour long performance and 40 minutes of follow-up discussion

Presentation formats utilized:

- Whole group discussion
- Smaller group discussion
- Drama
- Quizzes/test

Primary Presenters:

- Peer/staff combination
- Mental health professionals
- Trained sexual assault victim advocates as classroom facilitators

Program Content

Primary program content:

- Empathy/recognizing feelings
- How to help a friend
- Gender roles

- What to do if victimized/how to report
- Protection strategies
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Men and masculinity
- Personal/relationship rights
- Local resources
- Confidentiality
- Mandatory reporting

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Communications skills
- Consent vs. coercion
- Respect/self-esteem
- Negative consequences
- Date rape drugs
- How to avoid high-risk situations
- Bystander intervention
- The school's sexual harassment policy
- Child sexual abuse dynamics
- Secrets
- Healthy relationships
- Healthy sexuality

School standards with which this program is academically aligned:

- Health
- CSU Women's Health Alliance

Self-evaluation methods:

- Pre- and post-test
- Written teacher and student feedback
- Satisfaction survey

Special Features:

The project is a comprehensive educational package comprised of several key components. We inform, entertain and challenge audience members to examine their own belief systems surrounding sexual assault and relationship violence. Two versions of the play, "Until Someone Wakes Up", are the focal point of the project. Our forty-minute daytime production performed for the student body, is a modified version of the original one hour and fifteen minute script shown in the evening to parents and students. Each performance is followed by classroom discussions led by teams of trained facilitators.

TESSA

320 S. El Paso St.
Colorado Springs, CO 80903
Phone: (719) 633-1462
Fax: (719) 632-2342

Contact(s): Cari Davis, Executive Director
cdavis@tessacs.org

Sexual Assault Peer Education Program

Program Focus and Audience

Areas served:

El Paso County

Program's primary focus:

- Sexual assault
- Sexual harassment

Program's primary audience:

- Males
- Females

Grade the program is designed to reach:

- Middle school
- High school

Presentation Format

Typical number of presentations with the same group:

Multiple sessions with peer educators (either over one semester or the entire school year). Peer educators then may deliver one-time or multi-session training to their school mates, do a performance, develop a poster campaign, or any other means to share the sexual assault prevention information and skills.

Typical time per presentation:

50 minutes

Presentation formats utilized:

- | | |
|--------------------------|--------------------|
| ▪ Lecture | ▪ Activities/games |
| ▪ Whole group discussion | ▪ Role-play |
| ▪ Small group discussion | ▪ Skits |
| ▪ Posters | |

Primary Presenters:

Varies: Peer Educators (may include adult observers)

Program Content

Primary program content:

Bystander Intervention

Secondary program content:

- Definition of sexual assault/sexual harassment
- Communication skills
- Local resources

Skills taught and practiced: (Skill building constitutes 25 percent of overall class time.)

- Assessment of risky situations
- Critical thinking re: how to address the situation
- Analysis: What supports taking action/intervening? What challenges or is a barrier to action/intervening?

School standards with which this program is academically aligned:
Health

Self-evaluation methods:

- Pre- and post-test based on scenario and critical thinking questions

Tu Casa, Inc.
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Sexual Violence Education Program

Program Focus and Audience

Areas served:

Alamosa, Conejos, Costilla, Mineral, Rio Grande and Saguache counties

Program's primary focus:

- Sexual assault/date rape
- Sexual harassment
- Child sexual abuse
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms
- Adults – school staff/faculty and community organizations

Grade the program is designed to reach:

- Elementary school
- Middle school
- High school
- College

Presentation Format

Typical number of presentations with the same group:

Varies

Typical time per presentation:

One hour

Presentation formats utilized:

- Lecture
- Whole group discussion
- Smaller group discussion
- Activities/games
- Video
- Role-play

Primary Presenters:

Program staff

Program Content

Primary program content:

- Myths and facts
- Consent v. coercion
- Warning signs of an abusive person
- Perpetrator tactics/characteristics
- Mandatory reporting
- Handling disclosures

Secondary program content:

- Communication skills
- How to help a friend
- Gender roles
- Protection strategies
- Bystander intervention

Skills taught and practiced:

- Giving/using peer support
- Using community/adult support
- Secrets
- Safe/unsafe touching
- Healthy relationships

University of Colorado at Boulder, Wardenburg Health Center

119 UCB

Boulder, CO 80309-0119

Phone: (303) 735-0474

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Contact(s): Teresa Wroe, Program Coordinator

teresa.wroe@colorado.edu

CU Rape and Gender Education (COURAGE)

Program Focus and Audience

Areas served:

University of Colorado at Boulder

Program's primary focus:

- Sexual assault/date rape
- Relationship/interpersonal violence (including sexual violence)

Program's primary audience:

- Males
- Females
- Mixed-gender classrooms

Grade the program is designed to reach:

College

Presentation Format

Typical number of presentations with the same group:

One to three

Typical time per presentation:

45-60 minutes

Presentation formats utilized:

- Lecture
- Large group discussion
- Small group discussion

Primary Presenters:

Peer/staff combination

Program Content

Primary program content:

- Consent v. coercion
- Bystander intervention
- Gender roles
- Local resources
- How to help a friend

Secondary program content:

- Incidence and prevalence statistics
- Myths and facts
- Related definitions
- Date rape drugs
- What to do if victimized/how to report
- Alcohol

- Warning signs of an abusive person

- Men and masculinity
- Healthy relationships

Self-evaluation methods:

- Written student feedback
- Satisfaction survey

Sexual Violence Prevention Education Resources

Pre-Teens and Teenagers

1. **Dating: Peer Education for Reducing Sexual Harassment and Violence Among Secondary Students**, Toby B. Simon and Bethany Golden, Holmes Beach, FL: Learning Publications, Inc., 1996. Curricula, 117 pages, \$19.95. Distributed by: Health Connection (800-548-8700) and Learning Publications, Inc. (800-222-1525).

The process for using the Peer Advocacy in Intimate Relationships (PAIR) Program to reduce sexual harassment and violence among high school students is explained. The importance of peer educators is stressed along with instructions and activities to recruit and train peers. Various aspects of teen dating are then explored through a series of 10 activities, exercises, and programs appropriate for peer leaders to develop with high school students.

2. **Helping Teens Stop Violence**, Allan Creighton and Paul Kivel, Hunter House Publishers. Paperback, 168 pages, ISBN 0-89793-116-S. Call to order at (800) 266-5592 .

Contains practical workshop materials and exercises, explores the roots of violence and its effects on young people, discusses issues of race, gender, and age, and provides curricula for classroom settings and support groups.

3. **Disability, Sexuality, and Abuse: An Annotated Bibliography**, Dick Sobsey, Don Wells, Diane Pyper, and Beth Reimer-Heck, Baltimore, MD: Paul Brookes Publishing Company, 1997. Manual, 208 pages, \$26.00. Distributed by: Paul Brookes Publishing Company (800-638-3775).

Over 1,100 references are included in this bibliography for people who work with children and teens who have disabilities. Topics include sexual abuse, assault, and exploitation. Research studies, position papers, program descriptions, clinical reports and media accounts are referenced.

4. **Expect Respect: A Sexual Harassment Module for Youth**, Irene Beck and Charlotte Crawford, Downers Grove, IL: American Association of University Women Initiative for Educational Equity, 1995. Multimedia kit: curricula, booklet, computer disk, \$60.00. Distributed by: American Association of University Women Initiative for Educational Equity (202-785-7700).

With this kit, high school teachers are provided with a variety of tools to initiate an interactive sexual harassment prevention program. The kit contains outlines, teaching scripts, activities, discussion topics, reproducible handouts, and surveys that involve students while they learn about respect, proper

behavior, and communication skills. Also included is *Let Me Tell You*, a booklet of 100 real stories about sexual harassment and gender bias, and IBM and Macintosh computer diskettes for creating customized student brochures.

- 5. Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in School (Grades 6 through 12)**, Nan D. Stein and Lisa Sjostrom, Washington, DC: National Education Association, 1994. Curricula, 106 pages, \$19.95. Distributed by: Wellesley College Center for Research on Women (617-283-2510).

Classroom lessons on sexual harassment prevention that can be incorporated into social studies, English, psychology, or health classes are presented for middle school and high school levels. Includes case studies, quizzes, definitions, legal information, articles from teen magazines and teaching notes. An award winning video, *Flirting or Hurting: Sexual Harassment in Schools*, can be used with the curriculum.

- 6. Sex Without Consent, Volume 1: A Peer Education Training Manual for Secondary School**, Toby B. Simon and Cathy A. Harris, Holmes Beach, FL: Learning Publications, Inc., 1993. Manual, \$21.95. Distributed by: Learning Publications, Inc., (800-222-1525).

Background on acquaintance rape among high school students is presented along with recommended policies. The policies focus on developing peer intervention programs for treatment of victims and offenders.

- 7. Sexual harassment: Pick and Choose Activities for Grades 7-12**, Betty M. Hubbard, Santa Cruz, CA: ETR Associates, 1996. Curricula, 136 pages, \$35.00. Distributed by: ETR Associates (800-321-4407).

Over 35 classroom activities cover the subject of sexual harassment. Seven cover definitions, 12 promote identification, 10 explore causes, and 7 practice skills learned. Each activity lists time and materials needed, background information and step-by-step procedures. Reproducible student activity sheets are included.

- 8. Teen Dating Violence Prevention Curriculum and Workbook for Native American Girls**, Native American Women's Health Education Resource Center, 2002. Workbook, \$10. Facilitator's Guide, \$12. Native American Community Board (605-487-7072). Order online at www.nativeshop.org.

The curriculum is designed to address both dating violence and date rape. The workbook contains information and exercises that deal with self-esteem, warning signs, communication, setting and enforcing boundaries, gender stereotypes, healthy relationships, self-care, and healing. The accompanying

facilitator's guide provides discussion topics and approaches to help facilitate insightful and useful discussions.

- 9. Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences**, Nan Stein, and Dominic Cappello, Wellsley Center for Research on Women. Teaching Guide, \$25. Online catalog of resources at www.wcwonline.org or call 781-283-2510.

Going beyond discussions of negative interpersonal interactions, the Teaching Guide makes use of selections from literature and history to include lessons on the themes of friendship, mutuality, affection, courage and loyalty— some of the qualities we hope will replace violence and coercion in interpersonal relationships.

- 10. May I Kiss You: A Candid Look at Dating, Communication, Respect, and Sexual Awareness**, Michael J. Domitrz, Awareness Publications, 2003. Book, \$15.95. Online at www.awarenesspublications.com or call 1-800-389-9650.

Those of us working in the area of sexual violence, if we're honest, will probably admit that "consent" is a bear to deal with. Mike Domitrz, who has been speaking for over a decade about dating, communication, respect, and sexual assault awareness, offers us a way out of our struggles to teach sexual communication with his book, "May I Kiss You?" If youth ask, "What is consent?" the tendency might be to provide them with some prescriptive answers. But Domitrz recognizes the importance and value of ownership, so rather than simply telling, he moves us, and the young people we work with, into a questioning space.

- 11. The Teen Relationship Workbook: for Professionals Helping Teens to Develop Healthy Relationships and Prevent Domestic Violence**, Kerry Moles, Wellness Reproductions and Publishing, LLC., 2001. Online at www.wellness-resources.com or call 1-800-669-9208.

This workbook contains 68 reproducible worksheets about evaluating relationships, understanding abuse, social influences, building healthy relationships and making good decisions. Includes chapters on sexual violence.

Young Adults

- 12. The MVP Playbook and MVP Trainer's Guide**, Boston, MA: Northeastern University Center for the Study of Sport in Society, 1994. Curricula, 19 pages, call for pricing information. Distributed by: Northeastern

University Center for the Study of Sport in Society (617-373-4025) and Speakers Exchange (718-422-1030).

The *Mentors in Violence Prevention (MVP) Project* conducts training-of-trainers programs to promote awareness of sexual violence and harassment among young men and to encourage active participation in its reduction. The curriculum contains a series of scenarios that encourage responsible decision-making. The program uses peer leaders who lead sessions with high school students, college students, youth within community-based programs, and athletes. MVP materials are available through participation in training sessions. Order Playbooks online at www.jacksonkatz.com.

- 13. Sex Without Consent, Volume 2: A Peer Education Training Manual for Colleges and Universities**, by Toby B. Simon and Cathy A. Harris, Holmes Beach, FL: Learning Publication, Inc., 1993. Manual, \$21.95. Distributed by: Learning Publications, Inc., (800-222-1525).

This manual provides information to educators and trainers on how to effectively reach people to raise awareness about sexual violence and to educate college men and women about this epidemic. It outlines every step of the process, from recruiting students to actual workshops.

- 14. Rape 101: Sexual Assault Prevention for College Athletes**, Andrea Parrot, Nina Cummings, and Timothy Marchell, Holmes Beach, FL: Learning Publications, Inc., 1996. Curricula, \$21.95. Distributed by: Learning Publications, Inc. (800-222-1525).

A model program used with a college football team is described. Included are background articles to support program activity.

- 15. Preventing Alcohol Related Problems on Campus: Acquaintance Rape, A Guide for Program Coordinators**, Peter Finn, Newton, MA: Education Development Center Higher Education Center for Alcohol and Other Drug Prevention, 1996. Manual, 83 pages, call for pricing. Distributed by: Education Development Center for Alcohol and Other Drug Prevention (800-676-1730) and ERIC (document # ED400734) (800-443-ERIC).

This guide is for college and university program coordinators and planning committees. It explains how to establish, expand, or improve programs on prevention of acquaintance rape. Information is given for presidents, vice presidents, and deans on the relationship between acquaintance rape and alcohol, reasons for top administrators to become involved, and initial steps to take for establishing prevention programs. Prevention activities are described including peer educator programs and evaluation content and methods. The appendix lists resources.

- 16. Men and Rape: Theory, Research, and Prevention Programs in Higher Education**, Alan Berkowitz, San Francisco, CA: Jossey-Bass Publishers, 1994. Book, 91 pages, \$20.

This book offers a philosophy for effective rape prevention work, reviews relevant research and theory, evaluates resource materials, provides guidelines for clinical interventions, and introduces a model acquaintance rape prevention program for men.

- 17. Sexual Assault In Context: Teaching College Men About Gender**, Chris Kilmartin, Holmes Beach, FL: Learning Publications Inc., 2001. Book, 127 pages, \$20.

This book is intended as an aid to people who are interested in initiating or improving men's campus programming by integrating masculine gender information into their discussion and exercises.

- 18. The Men's Program: How to Successfully Lower Men's Likelihood of Raping**, John Foubert, Homes Beach, FL: Learning Publications Inc., 1998. Program Manual, 138 pages, \$21.95. Distributed by Learning Publications, Inc. (800-222-1525). Order online at www.learningpublications.com.

The manual is a how-to guide for implementing *The Men's Program*, an all male, sexual assault peer-education program. The manual begins with a complete description of what *The Men's Program* is and why it is effective. Subsequent chapters give step-by-step instruction for designing a program, recruiting and training students and conducting prevention education.

- 19. Men's Work and Men's Workbooks 1, 2 and 3**, Paul Kivel, Center City, MN: Hazelden. For price and ordering information, call 1-651-213-4000 or order online at www.hazelden.org.

These workbooks provide men with some tools for eliminating inequality and violence in their lives and in society at large.

- 20. The Relationship Workbook**, Kerry Moles, Wellness Reproductions and Publishing, LLC., 2001. Online at www.wellness-resources.com or call 1-800-669-9208.

Includes 72 reproducible worksheets about evaluating relationships, understanding abuse, exploring values, building healthy relationships, and making good decisions. Includes chapters on sexual violence.

Other

- 21. Preventing Violence in Relationships: Interventions Across the Life Span**, Paul A. Schewe, Washington, DC, American Psychological Association, 2002. Book, \$39.95. Call 800-374-2721 or order online at www.apa.org/books/.

The goal of this book is to act as a guide for researchers, program directors, educators, clinicians, and social workers that are concerned about preventing violence in relationships at all developmental stages. The types of violence covered in the book include verbal, physical, and sexual abuse between acquaintances, dating partners, and married couples, as well as child sexual abuse and elder abuse within families. The book explores the relationship skills and attitudes that males and females need to develop at each developmental stage, from preschool to parenting.

- 22. Respect Curriculum**, East Hartford, CT: Connecticut Sexual Assault Crisis Services, Inc., 1993. Curricula, binder, 5 parts and conclusion, \$30.00. Distributed by: Connecticut Sexual Assault Crisis Services, Inc. (800-282-9881).

Created for use by sexual assault counselors addressing managers and supervisors, the *Respect Curriculum* is a three-hour training program about workplace sexual harassment. It provides a definition of the problem, an explanation of the implications of harassment in the workplace, and recommendation for creating guidelines. The curriculum contains articles, handouts, case studies, references, and resources.

- 23. The Undetected Rapist**, by David Lisak. Video, running time: 6 minutes, 18 seconds, \$15. National Judicial Education Program (212-925-6635). Order online at www.nowldef.org/html/njep/curric.shtml.

This video is a reenactment of an actual interview with a college student conducted by Dr. Lisak as part of his research on undetected rapists. The interviewee's remarks illustrate key characteristics of serial, acquaintance rapists and the tactics they use to carry out an assault. Video is a great training tool to spark discussion.