

## *Spectrum of Prevention*

After introducing yourself to your fellow group members, take **five minutes** to read and identify your group's scenario (there are two to choose from on the attached sheet). You will be working from this scenario for the next 2.5 hours.

Our group's scenario is:

### ***PART ONE—Brainstorming and Strategy Development***

**PURPOSE:** Apply the *Spectrum of Prevention* to develop comprehensive domestic violence prevention strategies in your communities.

**TIME:** You have 25 minutes to complete part one of the following activity as a group.

#### **GETTING STARTED:**

- Identify:
  - A facilitator who will keep time and make sure the group moving through the activity.
  - A recorder who will write up the group's *Spectrum* strategies on the *Spectrum* chart.

**STEP 1:** From the scenario your group just chose, identify your group's goal. (It is the last sentence of your scenario). Keep it in mind as you go through this activity.

**STEP 2:** To achieve the goal in the selected scenario, each person in the group should take **three minutes** to jot down a couple of things in your *Spectrum of Prevention* chart that can be done in the selected scenario to prevent domestic violence. We encourage you to start by thinking about activities at *Spectrum* levels 5 and 6, though you can jump around as you brainstorm. For example, policies can be aimed at the school district, city or county level to promote gender equity and respect. Be sure that your strategies are primary prevention—designed to stop domestic violence *before* it is perpetrated. From here, the facilitator will take **five minutes** to ask each person for their thoughts, and the recorder will note these on a piece of paper.

**STEP 3:** Once you have finished writing down your group's initial thoughts, as a group you will have **ten minutes** to work together to develop strategies at each level of the *Spectrum of Prevention* that will contribute to achieving your goal. Write them on your *Spectrum* chart. We encourage you to start by thinking about activities at *Spectrum* levels 5 and 6, though you can jump around as you brainstorm. Be sure that your strategies are primary prevention—designed to stop domestic violence *before* it is perpetrated. As you go through this activity, try to take note of specific groups or partnerships you think will play a role in advancing your proposed strategies. Write them down in the coalitions and networks level of the *Spectrum* chart.

**STEP 4:** After you spend some time brainstorming, spend **five minutes** looking for linkages between strategies at different *Spectrum* levels. As a group, ask yourselves if the strategies at each level of the *Spectrum* will reinforce each other and begin to create synergy toward achieving your goal? Highlight those activities that you think will be the most powerful and achieve the most synergy.

## ***PART TWO—Role Play***

**TIME:** You have 20 minutes to complete part two of this activity as a group.

**SCENARIO:** At this point, your group should have at least one primary prevention strategy identified at each level of the *Spectrum of Prevention*. Now that you have developed your strategies, your group is excited to start on implementation. However, you cannot go forward with such a comprehensive plan until it is passed by the city council. This makes you nervous because the city council has historically been supportive of intervention services and doesn't seem to invest in primary prevention. You will make a presentation to the city council's advisory committee in fifteen minutes. Preparation is in order!

### **GETTING STARTED:**

- Take **five minutes** to identify:
  - Six people in your group of ten to be skeptical advisory board members
  - Four people in your group of ten to be advocates for primary prevention
    - Note: If there are less than ten people in your group, make sure that there are at least three prevention advocates

**STEP 1:** In your respective groups, take **fifteen minutes** to prepare for the upcoming city council meeting.

- **Advisory Board Members:** As skeptics of primary prevention, think about the reasons that you might not support it. Get ready to ask questions of the primary prevention advocates. Make them convince you that primary prevention is an effective tool!
  - Each advisory board member should pick a role to play and jot down some notes about what this member might say during the meeting.
    - A Board of Health member that doesn't like to "rock the boat"
    - A business leader that is interested in the "bottom line"
    - A community member that is concerned about the many people who lack access to treatment services
    - A health educator that feels primary prevention can eventually be achieved by educating the public through fairs
    - A city council member that is concerned about the budget and sees prevention as a wasteful way to spend money
    - A community-based agency representative that is supportive of focusing on primary prevention but doesn't see how he/she can be involved
- **Advocates:** Each advocate should pick one of the topics below and develop a two minute argument for it. Advocates should feel free to discuss these topics with other prevention advocates.
  - Explain why primary prevention is important
  - Describe the challenges that women and girls face and norms that contribute to violence against women
  - Explain why direct services and education are not enough to prevent violence against women
  - Go through your strategies in the Spectrum of Prevention and describe the synergy of the spectrum strategies as a whole and how, when used in combination they are more effective than being used alone

**STEP 2:** Be prepared to act out this scenario as a group. Larry Cohen may pick your group to role play this activity to the larger group.

***Spectrum of Prevention Chart***  
 Part One of Activity

Spectrum Level	Strategies
<p><b>6. Influencing Policy and Legislation</b></p> <p>Enacting laws and policies that support healthy community norms and a society free from child abuse.</p>	
<p><b>5. Changing Organizational Practices</b></p> <p>Adopting regulations and shaping norms within organizations to prevent child abuse and improve safety.</p>	
<p><b>4. Fostering Coalitions and Networks</b></p> <p>Bringing together groups and individuals for broader goals and greater impact.</p>	
<p><b>3. Educating Providers</b></p> <p>Informing providers who will transmit skills and knowledge to others and model positive norms.</p>	
<p><b>2. Promoting Community Education</b></p> <p>Reaching groups of people with information and resources to prevent child abuse and promote safety.</p>	
<p><b>1. Strengthening Individual Knowledge &amp; Skills</b></p> <p>Enhancing an individual's capability of preventing child abuse and promoting safety.</p>	

## **PART ONE SCENARIOS (Pick One Please)**

**Scenario 1 (School):** You are a resident of Willy Wonka Community. The local radio station has launched a contest to search for the sexiest women in the community. To promote the contest, the radio station has launched an advertisement campaign that objectifies and degrades women. You've noticed that this advertisement is impacting the attitudes and norms of the children in the community. While driving the students to and from school, the bus driver listens to the local radio station exposing the children to the radio ad that asks women to send in photos of themselves in bathing suits and/or lingerie and requests that ugly or overweight women should not submit anything. Simultaneously, they have billboards around the community, with pictures of women in bathing suits and bold words that say: "show us your puppies!" You've noticed that the children at the elementary school have been chasing girls around and asking them to "show them their puppies." At the local high school, girls are constantly being harassed and cat called. Your table represents parents of the local Parent Teacher Association; you've decided to develop a comprehensive strategy that will prevent negative views and behavior against women and promote equity and respect regardless of gender.

**Scenario 2 (Business):** Several store owners in the Evergreen Business Community recently starting posting alcohol ads up in front of their stores since they are given incentives from liquor companies for promoting their products. Many of the ads—which are often placed below check out counters at the eye-level of children—use women as sex symbols, reinforce notions of masculinity, and suggest that only by drinking alcohol can people have a good time. As a result of the new ads, alcohol consumption, crime, and negative behavior towards women have all been on the rise. You've noticed that groups of teenagers tend to hang around the stores and try to get people to buy them liquor. Also, there have been more cases of cat calling, public fights, and harassment as a result of public intoxication. A lot of the women in the community no longer feel safe walking and shopping in the area because of this increase in violent behavior and public intoxication. Your table represents the community advisory board to the Evergreen Business Community; you've decided to develop a comprehensive strategy that will prevent community violence and promote respect.