

A stylized tree graphic with a thick trunk and many branches, each bearing several oval-shaped leaves. The tree is rendered in a light green color against a solid green background. The trunk and branches extend from the bottom left towards the top right, with the canopy filling the upper half of the frame.

Youth Voices In Prevention

**A Toolkit for Implementing a Youth-led Sexual
Violence Prevention Initiative**

Prepared by Youth VIP Project Partners

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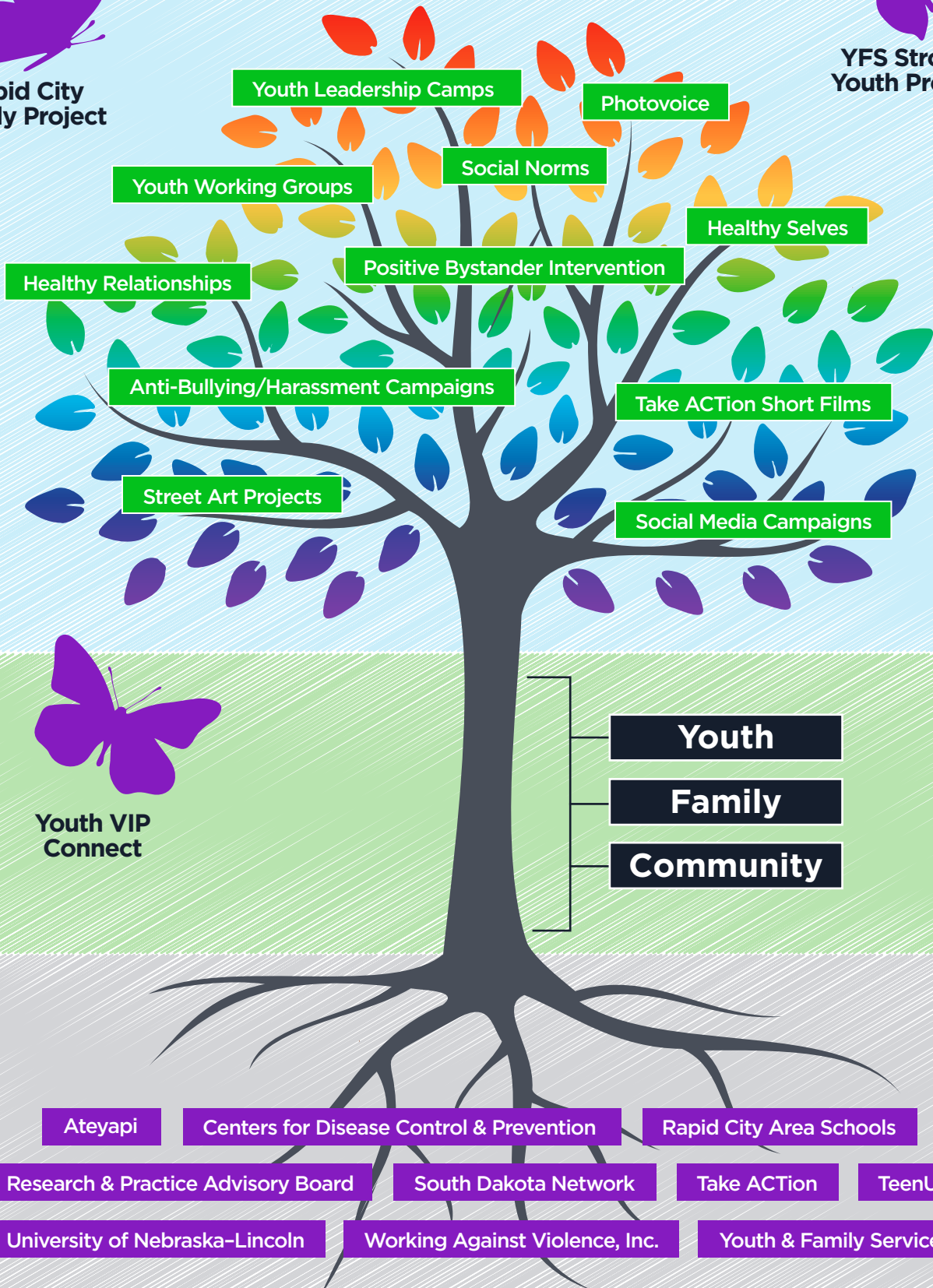


Youth VIP

Working to create a safer Rapid City

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Dedication

This toolkit is dedicated to Youth VIP participant Ocean Sun Eberlein (2001 – 2020). Ocean inspired youth participants and adult mentors to ground sexual violence prevention in mindfulness and connections to community and culture. Ocean continues to inspire our work and commitment to youth-led sexual violence prevention.

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Introduction to Youth VIP

Executive Summary

The mission of Youth Voices in Prevention (Youth VIP) is to eliminate sexual and other related forms of violence (e.g., sexual harassment, dating violence, bullying) by empowering youth to create change in their community. Youth VIP works alongside young people in developing positive life skills that prevent sexual and related violence. The program inspires participants to use those newly developed skills confidently and effectively within their networks. Specifically, youth learn to talk with peers about sexual violence prevention in ways that promote widespread community change. Youth VIP includes the following core components:

- **Youth, community members, parents/guardians, school administrators, cultural group leaders, and youth-serving organizations help establish Youth VIP** by identifying community organizations that provide youth services, approaches and content that are consistent with cultural norms and family values, and suggest opportunities for collaboration and funding.
- **Community-based organizations commit to collaborate on the establishment, maintenance, and sustainability of Youth VIP.** We recommend that one community-based organization agrees to host Youth VIP and dedicates a staff member's time to coordinate Youth VIP activities. Other community-based organizations contribute to Youth VIP by serving on the Programming Committee and as mentors who support a youth-led approach, delivering prevention knowledge and skills to youth, generating community buy-in, co-sponsoring Youth VIP events, sharing in-kind resources, fundraising, and planning for sustainability.
- **Youth acquire prevention knowledge and skills through hands on instruction and guidance from adult mentors during formalized activities such as leadership day and overnight camps, and prevention event planning meetings.** Youth learn evidence-based content and determine how and what they want to share with peers outside of Youth VIP. Youth VIP also provides youth leaders with opportunities to develop strong relationships with peers and adult mentors.



- **Adult mentors provide support and guidance throughout Youth VIP.** They cultivate individual and organizational partnerships for the program, serve as role models for prevention, teach knowledge and skills to prevent sexual and other related forms of violence, and empower youth to share what they learn with peers.
- **Youth plan and present prevention activities to their peers** by hosting events in the community where they can talk with peers about sexual violence prevention. This **youth-led approach** allows youth to identify issues they find important and relevant. Youth choose how to share sexual violence prevention messages and skills with their peers.
- **Youth and community members must “see themselves” in Youth VIP.** They must be active participants in developing and implementing Youth VIP. It is also imperative that Youth VIP reflect the community’s cultures, values, and everyday experiences.
- **Youth VIP applies best practices and evidence-based strategies to develop youth leadership, and prevent sexual and other related forms of violence.** These include bystander intervention, social emotional skills, social norms, and diffusion skills. Youth learn how to help in sexual violence and other related forms of violence situations. Youth practice how to manage their emotions and interact with others in healthy and respectful ways. Youth identify social attitudes and beliefs that make sexual and other related forms of violence acceptable and unacceptable in their community. Lastly, youth engage in behaviors that support safe and healthy relationships.

- **Youth employ a variety of diffusion skills to share what they learn with peers.** These skills include creating and sharing social media posts that highlight how to recognize sexual violence and intervene when they see it; hosting formal events where youth leaders share scenarios for bystander intervention and challenge their peers to identify ways that they would feel comfortable intervening; leading mindfulness activities such as journaling and collaging to build youths' confidence and sense of self; and creating prevention talking points at events to help recruit their own friends to Youth VIP activities and events.
- **Youth VIP staff and Programming Committee members document Youth VIP activities,** including Youth VIP training, camp, and event participation, as well as the number of times youth post Youth VIP related social media. Youth leaders and participants provide feedback on their perceptions of and experiences with Youth VIP. The feedback is used to enhance existing program components and build new Youth VIP activities.
- **Youth VIP's program sustainability is an ongoing process** that begins with establishing Youth VIP and continues for the project's duration. It is imperative to include youth and community members in planning for Youth VIP and in identifying the community's needs related to sexual violence prevention. This will promote their buy-in and ownership of Youth VIP. In addition, local organizations contribute to sustainability by co-sponsoring Youth VIP events and identifying local funding sources and donations.

How to Use this Toolkit

This toolkit provides communities with a roadmap to implement Youth VIP. This includes tools to establish Youth VIP's organizational structure, recruit youth leaders and program participants, support youth-led activities, teach sexual and other related forms of violence prevention knowledge and skills, promote peer-to-peer knowledge sharing, and to adapt Youth VIP to specific needs of the community and its youth

The Youth VIP Toolkit is divided into four sections. These include:

1) Introduction to Youth VIP, 2) Youth VIP Foundation and Structure, 3) Youth VIP Sexual Violence Prevention Content, Prevention Activities, and Dissemination Methods, and 4) Youth VIP Cost, Evaluation, and Sustainability. Each section includes Youth VIP core components, background information including how and why we developed each component, lessons learned during our development and implementation of Youth VIP, and suggestions for implementation. Sample materials are included throughout the toolkit and resources to support adaptation are in the appendices.

Overview of Youth VIP

Youth VIP uses best practices and evidence-based strategies in youth leadership development and sexual violence prevention by combining tools from the Centers for Disease Control and Prevention¹, the National Sexual Violence Resource Center², the Cleveland Rape Crisis Center, the Washington Coalition of Sexual Assault Programs, Youth Service America, the Freechild Institute, and the National Youth Leadership Council. Additionally, Youth VIP draws upon what we know works best in prevention³ including consistent messaging, developmentally appropriate content and strategies, well-trained and supported staff and youth leaders, and multi-session programs. Youth VIP is also designed to include cultural components reflective of the communities that adopt it. For example, Youth VIP was developed in Rapid City, South Dakota, where there is a large presence of Native Americans, specifically Lakota People. Despite historical mistreatment of Native Americans, these individuals demonstrate tremendous resilience. One source of resilience is a connection to culture. Thus, all Youth VIP activities integrate Lakota culture, values, traditions, and language.

The program targets middle and high school age youth identified as influential leaders by their peers. Through various activities such as leadership day and overnight camps and after school activities, adult mentors train youth leaders in sexual violence prevention best practices and encourage youth to share what they learn with other youth in the community. Youth learn diffusion skills, which means that youth are trained in effective ways to communicate prevention messages and skills with other youth in their community. This diffusion of violence knowledge and skills creates widespread community changes.

As part of the research⁶ project to evaluate the impact of Youth VIP over time in Rapid City, middle and high school students completed surveys in schools where youth were asked to nominate up to seven of their best friends who went to their school. Students were also asked to list up to three adults in their lives who they trust. Using a technique called social network analysis, youth and adults were selected so that most, if not all, of the youth in the district would have either direct or indirect “connections” with the selected youth and adult leaders. The idea is that these youth are trained in the best practices in prevention science and then share the skills they learn with their peers. Research suggests⁴ that best friends are more influential on youth’s behaviors than those perceived as popular, who they look up to, etc. When youth leaders share what they have learned at Youth VIP, they extend to their peers knowledge and skills to prevent and respond to sexual and related forms of violence.

Logic Model

The primary outcomes (PO) of Youth VIP are reductions in sexual violence victimization and perpetration. However, given overlapping risk and protective factors with sexual violence and other related forms of violence, Youth VIP may also reduce other forms of violence. These secondary outcomes (SO) include reductions in dating violence, bullying, and sexual harassment.

Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
Time	Overnight camps	Number of youth participants in various in-person activities	Increased readiness to help	Increased bystander intervention skills	Reduction in sexual violence (PO)
Grand funding	Working groups				
Community partners and staff	Action events	Number of adults engaged in various in-person activities	Increased sense of mattering	Increased social emotion learning skills	Reduction in dating violence (SO)
Facilities and supplies	Social media presence		Increased future orientation		
IRB approvals	Research and evaluation	Number of youth and adults engaged on social media	Increased perceptions of positive social norms	Increased understandings of social norms	Reduction in bullying (SO)
			Increased connection to positive adult role models	Increased diffusion skills	
				Increased appreciation of and/or connection to Lakota culture	





CORE COMPONENTS

COMMUNITY COLLABORATION

Community members and organizations collaborate to establish and maintain Youth VIP.

YOUTH-LED APPROACH

Youth lead by identifying issues they find relevant to their lives, plan, and present sexual violence prevention activities and skills to their peers.

ADULT MENTORS

Adult mentors provide youth with support and guidance throughout Youth VIP.

PREVENTION KNOWLEDGE AND SKILLS

Youth acquire prevention knowledge and skills through formal activities such as leadership day and overnight camps and prevention event planning meetings.

COMMUNITY'S CULTURE AND VALUES

Youth VIP programming and activities reflect the community's cultures, values, and everyday experiences.

BYSTANDER INTERVENTION, SOCIAL EMOTIONAL SKILLS, AND SOCIAL NORMS

Youth VIP applies best practices and evidence-based strategies, including bystander intervention, social emotional skills, and social norms to develop youth leadership, and prevent sexual and other related forms of violence.

DIFFUSION SKILLS

Youth share prevention knowledge and skills through a variety of diffusion skills, including posting on social media, creating prevention talking points, and leading mindfulness activities that build youths' confidence and sense of self.

FEEDBACK

Youth provide feedback on Youth VIP activities; this information is then used to enhance existing program components and build new Youth VIP activities.

SUSTAINABILITY

Youth VIP's program sustainability is an ongoing process that begins with establishing Youth VIP and continues for the project's duration.

Youth Led Approach



CORE COMPONENT: Youth-led Approach and Adult Mentors

Youth lead by identifying issues they find relevant to their lives, plan, and present sexual violence prevention activities and skills to their peers. Adult mentors provide youth with support and guidance throughout Youth VIP.

Youth are key decision-makers in planning and presenting prevention activities to their peers through various methods after being initially trained in best practices (e.g., bystander intervention) in sexual violence prevention (which is critical so that youth have a framework within which to operate). These methods are both formal (e.g., hosting a community event) and informal (e.g., engaging in casual conversations with peers to help diffuse prevention messages and skills even in the absence of more formal programming).



Adult mentors provide support and guidance throughout Youth VIP. For example, adult mentors have in-person meetings and regularly check in with youth via text and social media (our youths' preferred methods of communication). Partnerships between youth, adults, and community organizations are critical to Youth VIP, as they provide an important opportunity for youth to

influence their communities for social change. For example, in Rapid City, Youth VIP youth worked with a local art gallery to create a mural about suicide and its connection to sexual violence. Youth painted the mural in an alley adjacent to the local art gallery. They made a canvas of the mural to display at community events. Adult mentors also worked with youth to develop prevention content for overnight camps as well as one-to-two-hour after-school meetings during which time youth delivered prevention programming.

Youth VIP Foundation and Structure

Youth, community members, caregivers, school administrators, cultural group leaders, and youth-serving organizations help establish Youth VIP by providing feedback on community strengths and areas of need related to sexual and other related forms of violence. They help identify community organizations that provide prevention, ensure approaches and content are consistent with cultural norms and families' values, and suggest opportunities for collaboration and funding. Additionally, community-based organizations commit to collaborate on establishing, maintaining, and sustaining Youth VIP. We recommend that one community-based organization agrees to host Youth VIP and dedicate a portion of a staff member's time to coordinate Youth VIP activities. Other community-based organizations actively contribute to Youth VIP's organizational structure by serving on a Programming Committee and serving as mentors that support a youth-led approach, delivering prevention knowledge and skills to youth, generating community buy-in, co-sponsoring Youth VIP events, sharing in-kind resources, fundraising, and planning for sustainability.

Evolution of Youth VIP

Who is Youth VIP and how was it initially funded?

Youth VIP was formed in the summer of 2017 as a collaboration between youth, parents/guardians, practitioners, educators, community organizations, researchers, and funders. The Centers for Disease Control and Prevention awarded a cooperative agreement to the University of Nebraska-Lincoln in partnership with South Dakota Rape Prevention Education agencies, the South Dakota Network Against Family Violence and Sexual Assault, Take ACTION, Teen UP, Working Against Violence Inc., Youth and Families Services, the University of New Hampshire, and Rutgers University.

CORE PARTNERS

The following organizations provided support for one or more of their staff members to participate in the planning and implementation of Youth VIP. These community partners were adult mentors and served on the Youth VIP Programming Committee.

Teen Up is Rapid City, South Dakota's youth-led community youth engagement initiative where young people serve in a variety of volunteer, advisory and leadership roles. Teens share their voice and advocate for change as they build a stronger community together

Take ACTION is a community youth engagement project between Teen-Up and Working Against Violence Inc. that was created by two Rapid City Area School students who wanted to bring attention to issues faced by youth in our community through youth created skits. Take ACTION has grown into a youth prevention initiative where youth utilize a variety of artistic expression to engage our community to bring forth positive change.

The South Dakota Network Against Family Violence and Sexual Assault (Network) provides training and technical assistance to member agencies throughout South Dakota on domestic violence, sexual assault, dating violence, and stalking. The Network is dedicated to empowering those victimized by domestic or sexual violence.

Working Against Violence Inc. (WAVI) provides comprehensive secure and supportive services for survivors of domestic violence and sexual assault and prevention education to the community in the Rapid City, SD region.

Youth and Family Services (YFS) Stronger Family Program provides healthy relationships education curriculum for youth delivered in a group setting in high schools and alternative education settings; life skills coaching; case management/coaching with adults and families; Adverse Childhood Experiences assessment; screening for intimate partner violence; and referrals to supportive services, including counseling and trauma assessment and treatment.



As part of Youth VIP, youth worked with a community youth engagement project Take ACTION. This project brings attention to issues faced by youth in the Rapid City community through youth created skits. Youth VIP youth helped to create short films on sexual and other related forms of violence including sexting, dating violence, sexual assault, and consent.

COLLABORATING PARTNERS

The following organizations collaborated with Youth VIP by serving as adult mentors, disseminating information about Youth VIP programs and events to their networks, providing Youth VIP with use of meeting space, and partnering with Youth VIP to support youth-led prevention projects.

Ateyapi/Rural America Initiatives is a mentoring program led by American Indian mentors offered to students grades 4th through 12th in the Rapid City Area Schools system. Ateyapi mentors encouraged youth to participate in Youth VIP events, served as adult mentors during Youth VIP events and programs, and assisted Youth VIP adult mentors in incorporating Lakota teachings into Youth VIP content and activities.

Dahl Arts Center, a project of Rapid City Arts Council, is an arts center for contemporary visual arts, arts education, and performing arts. Dahl Center staff members worked with youth to create several murals that conveyed important information and messages about sexual and other related forms of violence prevention.

Rapid City Area Schools (RCAS) serve nearly 14,000 students from communities of the eastern foothills of the Black Hills. RCAS administratively houses TeenUp and provided Youth VIP with meeting space for Youth VIP programs and events.

Front Porch Coalition provides prevention, intervention, and postvention services to the community to work to prevent the incidence of suicide. The Front Porch Coalition provided Youth VIP with suicide prevention information and distributed Youth VIP information with their network of providers and clients.

Rapid City Police Department serves nearly 70,000 citizens of Rapid City, SD, the citizens of nearby suburban areas, and the estimated 2 million tourists that visit their community and the Black Hills region. The Rapid City Police Department seeks to strengthen the relationship between law enforcement and the people that they serve. They established relationships with Youth VIP youth and adult mentors by co-creating a mural depicting law enforcement providing support to domestic violence survivors.

South Dakota West Rive Human Trafficking Coalition is a collaboration of diverse organizations and individuals connected to combat the issue of trafficking in persons, by raising awareness, providing information and education, advocating for prosecution of offenders and supporting human trafficking victims and survivors. The SD West Rive Human Trafficking Coalition provided Youth VIP with human trafficking information and distributed Youth VIP information with their collaborators.

Storm Mountain Center is a secluded 247-acre wilderness retreat and summer camp located 20 minutes outside of Rapid City in a rocky mountain valley of the Black Hills. Storm Mountain served as the site for several Youth VIP retreats and staff members served as adult mentors during these retreats.

Wellfully provides residential and after-school programs to girls and boys between the ages of 9 and 17 from Rapid City, the Black Hills, and across South Dakota who have significant mental health, substance abuse, and behavioral challenges. Wellfully encouraged their youth to participate in Youth VIP events and provided Youth VIP with meeting space for Youth VIP programs and events.

The South Dakota Network Against Family Violence and Sexual Assault serves as the lead technical assistance and training provider for South Dakota Rape Prevention Education program partners. Rape Prevention Education is a grant program funded by The Centers for Disease Control and Prevention that aims to strengthen sexual violence prevention efforts in all 50 states, the District of Columbia, Puerto Rico, and six U.S. territories. It focuses on primary prevention—preventing sexual violence before it occurs. Working Against Violence Inc. and Youth and Families Services are two South Dakota Network Against Family Violence and Sexual Assault member agencies. Take ACTION, Teen UP, and Rapid City Area Schools service and leadership programs, support young people as they plan, implement, and expand projects that benefit the community.

The Centers for Disease Control and Prevention funding for Youth VIP was for development, implementation, and evaluation of “homegrown” practice-based sexual violence primary prevention approaches so that practitioners and communities can better understand both the feasibility and effectiveness of Rape Prevention Education prevention strategies. Through this funding, the Centers for Disease Control and Prevention was particularly interested in supporting researcher/practitioner partnerships that build evidence for homegrown, grassroots sexual violence prevention.

Funding supported the development of Youth VIP and a strong scientific study to test and document if and how youth-adult partnerships reduced sexual and related forms of violence as well as the mechanisms (e.g., bystander intervention) through which Youth VIP lead to positive change. As part of the project, it was also important to document whether community members, especially youth, liked the Youth VIP program. The research components included surveys with youth and adults, qualitative interviews with youth and adults, tracking of costs associated with the programming, and Photovoice (a research methodology in which youth take photos to document a specific problem and how they want to overcome it, such as sexual violence).

Since the funding mechanism was a cooperative research agreement, the Centers for Disease Control and Prevention program officers, with expertise in health communications and sexual violence prevention, were also involved in assisting and guiding the Youth VIP research and prevention activities. The University of Nebraska Lincoln research team, together with partners at Rutgers University and the University of New Hampshire, collaborated with community organizations to form Youth VIP. These organizations then applied and secured other, more program-based grants to sustain Youth VIP beyond the initial funding from the Centers for Disease Control and Prevention.

PRELIMINARY RESEARCH FINDINGS

Results from surveys with students repeated five times over 2 years showed that youth who participated in Youth VIP activities reported over time more positive bystander behaviors in situations of sexual violence than youth who did not participate in Youth VIP activities. Youth who participated in Youth VIP activities also had more positive prevention attitudes (e.g., feeling a sense of responsibility to prevent sexual violence) over time compared to youth who did not participate in Youth VIP activities. Further, participation in Youth VIP was associated with lower rates of violence perpetration, specifically sexual harassment and bullying, both of which are strong predictors of future sexual assault perpetration.

Contrary to what we expected, however, participation in Youth VIP was associated with higher rates of victimization over time. A key component of Youth VIP is to raise awareness about what abuse looks like, helping peers believe survivors who tell them about abuse, and encourage young victims to seek help, all of which may have led to higher reports of victimization on surveys.

In general, research suggested that Youth VIP worked better for youth who attended more versus fewer events and for Native American youth (compared to White youth) and for sexual minority youth (compared to heterosexual youth). See pages 32 (for programming components specific to Lakota culture) and 33 (for programming components specific to LGBTQ+ youth) for why this may have been the case. Finally, results from the kick-off camp with 128 youth were not as promising suggesting that camps with smaller groups of youth (28 to 64) with ample time for prevention content and skill building are likely to lead to more positive outcomes.

Results also found that Youth VIP was the subject of community conversations. In other words, many youth who were friends with youth who participated in Youth VIP reported that their friends talked to them about participating in Youth VIP, although the specific nature of those conversations were not documented via surveys. Despite a lot of conversations with friends about Youth VIP, we did not find that friends of friends of youth who participated in Youth VIP changed

on their own attitudinal or behavioral outcomes, but we know this can take time which may not have been captured on surveys. Future programs could have more intensive training on how to talk to friends to change their behaviors and attitudes.

Youth were also asked open ended questions on surveys and in brief interviews about Youth VIP. Youth overall said that they like Youth VIP and learned from the activities. Youth learned how to be active bystanders to reduce peer sexual violence, how to be leaders, and how to communicate about sensitive topics. We identified several key features that contributed to the success of events, such as a supportive and non-judgmental environment, content that felt useful to youth, and time for interaction with peers.

Finally, several caregivers of youth who participated in Youth VIP completed short surveys. Over half of caregivers said that their teens talked to them about bystander intervention, social emotional skills, and what constitutes sexual violence, all of which they learned as part of Youth VIP. Caregivers felt positive about the program.

Building Youth VIP from the voices of community members



CORE COMPONENT: Community Collaboration

Community members and organizations collaborate to establish and maintain Youth VIP.

Youth VIP aims to build upon the strong foundations of youth leadership and engagement in Rapid City to create a multi-stakeholder collaboration to prevent sexual and other related forms of violence. The collaboration is led by youth and adult partnerships. Youth leadership and community engagement are at the center of this project. Rapid City itself has a history of youth leadership and engagement in solving many different community problems. For example, Teen Up, a program established in 2013, brings together Rapid City youth to lead projects addressing homelessness, dating violence, social isolation of older adults, and poverty in the Rapid City community. Projects include interactive theater and community after-school events to address community issues including youth homelessness, food insecurity, suicide, and social isolation of older adults. In addition, Rapid City actively involves youth in town government, with a formal Youth City Council established in January 2020.

KEY INFORMANT INTERVIEWS AND FOCUS GROUPS

During the first year, the research team conducted group and one-on-one discussions with youth, caregivers, school personnel, and leaders of youth-serving community organizations. Discussions focused on strengths among youth and families in the community, challenges that youth face (such as sexual violence and how to prevent it), strategies to engage youth in Youth VIP, advice for recruiting community members and organizations to support the program and mentor youth, identification of cultural groups in the community, and how to align Youth VIP prevention efforts with community values and cultural traditions. In the Rapid City community, there is a large presence of Native Americans and it was critical to have their voices at the center of all conversations and decision-making.

Informants shared how prevention was understood in Rapid City. As in many communities, Rapid City adults and youth were not talking about sexual violence and its prevention. However, most individuals thought it was an issue to address. Informants told the research team about how sexual violence related to other areas of concern such as bullying, homelessness, mobility of families, poverty, racism, and lack of acceptance of differences in sexual orientation.

The research team gathered suggestions for strategies to engage the community in the project's programming and research components. Community members mentioned the importance of looking ahead to sustainability so that the project did not become another short-term program. Community members also talked about the need to work with the whole community, not only with youth and parents. Several people talked about how prevention work and successfully addressing the issues that youth face also required educating and training adults. Community members saw Youth VIP as an opportunity to bring together different segments of the community (e.g., schools, cultural organizations, community service agencies) to work on related issues such as poverty, racism, bullying, and sexual assault. The idea of "connection" seemed one of the most important overarching themes that participants shared with us. Community members also emphasized that it was important for Youth VIP to include diverse voices (youth, adults, elders, faith community leaders, parents/guardians) and that efforts must align with community values and cultures.

The findings from the key informant interviews and focus groups were shared with the general Rapid City populations in a community report. For more information about the key themes from key informative interviews, go to http://www.youthvip.org/uploads/1/0/6/7/106700287/rapid_city_voices_in_prevention_4.5.18_edits.pdf

CREATING YOUTH VIP FROM COMMUNITY FEEDBACK

Based on the key themes from stakeholders and key informants, we sought to:

1. Enhance connections among youth from diverse backgrounds and different areas in Rapid City
2. Integrate Lakota cultural elements into Youth VIP programming
3. Increase collaborations among youth-serving agencies
4. Engage adults in programming given the critical role adults play in prevention that to date has received little attention
5. Focus on building skills that address sexual violence, as well as other related problems such as bullying, dating violence, and racism

LINKING PEOPLE AND AGENCIES: THE RESEARCH AND PRACTICE ADVISORY BOARD AND PROGRAMMING COMMITTEE

In addition to community conversations, another important foundation of Youth VIP was establishing the Research and Practice Advisory Board (Advisory Board). The Advisory Board's goal was to provide input and leadership on all parts of the project including both programming and research components. Before the first Advisory Board meeting, a planning committee of about five people met weekly for several months. During these meetings, the committee reviewed the overall purpose and operations of the Advisory Board and identified individuals to serve on the Advisory Board.

The original Advisory Board had 13 members, including four youth. Members represented areas of expertise in alcohol, tobacco, and other drugs (ATOD) prevention and counseling for middle and high school students, mentoring Native American youth, engaging diverse communities, bystander engagement, sexual assault response, the homeschool community, tribal community and council protocols, youth civic engagement, and media messaging. Dr. Edwards, Principal Investigator, who helped create the Youth VIP programing, also participated on the Advisory Board. The Rape Prevention Education-funded South Dakota Network Against Family Violence and Sexual Assault was also on the Advisory Board to ensure that the state Rape Prevention Education plan was well-connected to Youth VIP programming.

All members shared a common goal of empowering youth to prevent sexual violence and promote healthy choices. During the first year, monthly Advisory Board meetings focused on team building, and vision and mission statement development. Conversations also centered around launching the programming component of the project. Advisory Board members provided the research team with detailed feedback on research protocols to ensure high rates of enrollment and retention as well as specific feedback on the content of the informed consent documents, student and adults surveys, and debriefing/resource sheets.

In year two, the Advisory Board finalized a vision and mission statement for Youth VIP and identified roles and responsibilities of various members, including electing an adult and youth to co-facilitate the meetings. To familiarize the community with Youth VIP, the Advisory Board, research team, and programming staff actively participated in community events (e.g., Pride, Christian music festival, school events, Black Hills Pow Wow, Lakota Invitational). The Advisory Board also worked on launching Youth VIP programming, specifically the overnight retreat (e.g., kick-off event), and continued to provide input on the research components of the project.

As the research components of the project were finalized and were running smoothly in the community, the focus of the Advisory Board shifted during year two to an almost exclusive focus on programming, although research updates were provided at Advisory Board meetings. At this point, the Advisory Board rebranded itself as the Programming Committee and members continued to include a diverse group of community members, including youth. The transition of the Advisory Board to the Programming Committee allowed for an exclusive focus on developing youth engagement and programming activities. Members still provided consultation as needed on the project's research components.

PROGRAMMING COMMITTEE

Youth VIP interns, staff members and representatives from Youth and Families Services, Working Against Violence Inc., the South Dakota Network Against Family Violence and Sexual Assault, and Teen Up (approximately 10-12 people) participated in a Programming Committee. The committee met once per week for 1.5 hours to plan all programming activities and to discuss issues of youth engagement, dissemination, sustainability, and any other matters related to programming. Over time, the Programming Committee met less often. They shifted from weekly to every other week to one time per month.

The Programming Committee communicates regularly, through email and phone, as well as shared documents, including meeting minutes, prevention curriculum content, youth engagement activity materials, and standard operating procedures through a file sharing interface. The Programming Committee coordinates, with the Youth VIP staff members, all programming, supports youth leaders, networks with community organizations and leaders, troubleshoots challenges, and supports the Youth VIP staff and interns. The Programming Committee includes one Youth VIP-funded programming staff member but also includes participants who, given their jobs at community agencies with missions aligned with Youth VIP activities, are allocated work hours to serve on the Programming Committee.

During the Centers for Disease Control and Prevention research funded development and implementation of Youth VIP, the Principal Investigator, Dr. Katie Edwards, was also an active participant in the Programming Committee. She helped to ensure that all programming reflected core sexual violence content knowledge and skills. This helped the research team to ensure programming objectives and methods aligned with research strategies.

ROLE OF PROGRAMMING COMMITTEE

The Programming Committee is an important bridge to the community. It makes connections between Youth VIP and community organizations, as well as creates opportunities for outreach and knowledge sharing through information booths, educational presentations, and social media. Members are critical to Youth VIP's success, credibility in the community and sustainability. The Programming Committee helps to embed Youth VIP prevention programming into existing community events. Members also identify additional funding to supplement the Youth VIP budget.

LESSONS LEARNED IN BUILDING THE ADVISORY BOARD AND PROGRAMMING COMMITTEE

- The Advisory Board consisted of community members who volunteered their time. While members participated on a short-term basis, it was challenging for many members to maintain a sustained volunteer commitment because they had multiple demands on their time. Thus, we transitioned to the Programming Committee model, with membership from the Youth VIP paid staff and community agency partners who had a staff member with dedicated time in their job for Youth VIP.
- One strategy to help increase ongoing engagement would be stipends for adult mentors if funding is available.
- As Youth VIP evolved, staff members and Programming Committee members identified shared goals among youth-serving agencies. This allowed us to break down silos that impeded collaboration. We would have benefitted from finding ways to create shared goals and bridging across silos earlier in the development of Youth VIP.
- The Programming Committee spent considerable time identifying common goals, purposes, and approaches between their individual organizations. This relationship building generated a shared approach to sexual violence prevention, and multiple strategies to recruit and engage youth.
- Engaging young people should be priority. They can then help design the Advisory Board and invite additional community partners. These meetings need to be at a convenient time for young people such as after school, after extra-curricular, and on weekends. Scheduling can be challenging because such times may be inconvenient to community partners.

- Having a very active member of the Rape Prevention Education-funded South Dakota Network Against Family Violence and Sexual Assault was also key to the program's success. This individual ensured that Youth VIP programming development and implementation was integrated into the state Rape Prevention Education plan, (see text box below). The connection between Youth VIP and the State Sexual Violence Prevention Plan infused expertise and visions for sustainability into local efforts. Below is an example of how Youth VIP has been incorporated into the Statewide Rape Prevention Education plan.

The Youth VIP project fits into the South Dakota (SD) Rape Prevention Education plan⁵ with its similar objectives and mechanisms used to reach project goals. Youth VIP and SD Rape Prevention Education programming both promote social norms that protect against sexual violence, teach skills that prevent sexual violence, and create protective environments at all levels of the Social-Ecological Model. The SD Rape Prevention Education Evaluation plan shares indicators utilized by Youth VIP for currently funded Rape Prevention Education programs in SD. The Youth VIP project staff and Interns have attended biannual South Dakota Sexual Violence Prevention Planning Committee meetings hosted by the South Dakota Department of Health and the South Dakota Network Against Family Violence and Sexual Assault. Throughout the Youth VIP project, the South Dakota Network Against Family Violence and Sexual Assault has been involved in programming, maintaining a partially funded position on the project. This position has participated in programming and some implementation, along with connecting the Youth VIP project and the SD Rape Prevention Education Program. The SD Rape Prevention Education Director has also been involved in the project by attending calls and helping to support the launch of Youth VIP.

SUGGESTIONS FOR ADAPTATION: PROGRAMMING COMMITTEE

The Programming Committee is instrumental to Youth VIP's success.

- When recruiting Programming Committee members, consider including members familiar with issues impacting youth. You may want to recruit your state's Rape Prevention Education providers, spiritual/religious leaders, elders, youth engagement specialists, counselors/social workers, advocates, educators, and other key stakeholders and informants within the community. The Programming Committee should aim to include members who reflect the community's diversity. The voices of the youth should also be prominent and at the center of the committee's work.

- Identify members who, given their jobs at community agencies with missions aligned with Youth VIP activities, can dedicate work hours to the Programming Committee.
- Determine a clear mission for the Programming Committee as well as defined roles and responsibilities.
- Build member-member relationships through team building activities, shared meals, and check-ins (e.g., how people are doing, new updates in their life). This bonding will enhance member commitment and fuel program success.
- Hold meetings in person if possible but provide options for individuals to join remotely if in-person attendance is not possible (e.g., via Zoom).
- Establish a co-chair leadership model so that a youth and an adult can model working together in the ways that the overall project supports.
- Determine a decision-making process. We used a consensus decision-making model that we felt was youth-friendly and culturally responsive.
- Enable members to provide feedback after each meeting. We suggest a feedback form that co-chairs review during a debrief following the meeting.

Youth VIP Structure

ADMINISTRATION OF YOUTH VIP

After gathering input on community needs and establishing the Programming Committee, the project team built an administrative structure that was adaptable to the program's arising needs. Initially, university-based researchers and prevention specialists played a larger role in helping to create programming content and guide program activities. However, as the program evolved, there was more community-ownership of the project, especially as the community increased its understanding of effective elements of sexual violence prevention. Additionally, the Programming Committee provided prevention expertise, community connections, and mentorship to youth. We supported Youth VIP with a part-time Program Coordinator, a part-time support staff position, the Programming Committee, short-term hourly employees for overnight camps, and youth interns.

The Program Coordinator coordinates all programming events, and ensures the program's interns remain connected and actively engaged in planning Youth VIP prevention events and disseminating prevention content. The person in this position should have strong ties to the community, connect well with youth, understand the community's diversity, ensure inclusive programming, and possess a positive and outgoing personality. Responsibilities include:

- Playing a leadership role in recruiting youth to participate in Youth VIP prevention events
- Co-facilitating prevention programs with youth program participants
- Maintaining regular contact with interns
- Working with prevention experts to ensure the delivery of evidence-based sexual violence prevention programming
- Conversing with community members about Youth VIP programming,
- Facilitating connections with community partner organizations
- Engaging other Programming Committee members to support youth activities
- Disseminating prevention content via social media and one-on-one with peers, family, and community members after events

The program coordinator may also perform the following logistical support, unless funding allows for another part-time support staff position to perform these responsibilities:

- Securing meeting and activity space
- Sending email reminders about meetings to the Programming Committee and interns
- Coordinating food and entertainment,
- Communicating directly with and supports youth working groups
- Coordinating staff and adult volunteers and youth at Youth VIP events
- Making sure all staff, Programming Committee members, and interns are aware of and follow Youth VIP policies and procedures

LESSONS LEARNED IN BUILDING AND SUPPORTING YOUTH VIP'S STRUCTURE

- Successful administration of Youth VIP involves a combination of paid staff members and a Programming Committee. This approach allows local agencies to compliment staff members' responsibilities and strengths, as well as add their own areas of expertise.
- Working with communities requires you to be extremely flexible and to adapt quickly to new circumstances. To be truly collaborative with communities, you must be willing and able to change plans, and problem solve quickly and calmly. When collaborating with communities, a rigid structure and plan does not allow the program to shift to fit the needs of the community. Instead, you must allow the focus of the program to be fluid and amenable to trending needs and developments in the community.

SUGGESTIONS FOR ADAPTATION: BUILDING AN ADMINISTRATIVE STRUCTURE FOR YOUTH VIP

- Recruit a Program Coordinator who has existing community connections and previous experience in working with youth serving organizations in the community where you will implement Youth VIP.
- Aim to hire a Program Coordinator with a strong background in sexual violence prevention. However, if they do not, this person should partner with local prevention specialists/researchers with program expertise. Program Coordinators can reach out to their State's Rape Prevention Education coordinator (usually housed at the State Public Health Department) to identify sexual prevention experts in the community.
- Recruit individuals who work at local youth-serving agencies that will allow them to designate work hours to the Programming Committee.
- Engage in community conversations with diverse community members, including youth, to determine interest in Youth VIP
- Establish an Advisory Board to implement Youth VIP and ensure that Youth VIP efforts are conducted in a way that dovetails with other youth-serving organizations in the community
- Identify "a home" for Youth VIP. Ideally, the host organization will be located in the community where Youth VIP is implemented.
- Decide if the community wishes to include an evaluation component of the program to document the effects of the program on youth and the larger community. For information on research partnerships, contact Dr. Katie Edwards at katie.edwards@unl.edu or 603-422-3201.
- Secure funding to support preparing for and implementing Youth VIP

- Once funding and administrative home are secured:
 - » Hire the Program Coordinator
 - » Conduct community conversations with youth and adult community members
 - » Establish an Advisory Board that meets weekly with Youth VIP staff members to launch the Youth VIP event; recruit youth participants and leaders, and adult mentors; solicit parent, guardian, and community buy-in; and build program sustainability.

Interns: Activities and Roles

YOUTH ENGAGEMENT

When we first created Youth VIP, the Programming Committee had challenges keeping youth consistently engaged in Youth VIP events. We learned that youth, while interested in Youth VIP, had multiple commitments in their lives. Youth VIP often competed with youths' academic, extra-curricular, family, social, and work commitments. Thus, we developed the Youth VIP Internship Program, which offered youth more extensive leadership opportunities, adult mentorship, and a paid stipend for their participation. The intern program also provided Youth VIP a vehicle to keep youth leaders engaged in actively creating and diffusing bystander intervention, social emotional skills, social norms, and positive youth development skills.

Youth VIP Interns collaborate closely with adult mentors to design sexual violence prevention activities for other youth and develop creative ways to engage youth in programming. Interns assist in brainstorming programming ideas, identify creative ways to engage peers, attend scheduled Youth VIP meetings and programming events, and help to teach youth about sexual violence prevention. Interns learn evidence-based sexual violence prevention programming, hands-on planning and managing of programming events for youth, and participate in meetings with leaders from local organizations. Whereas youth leaders who attend events are mostly engaged in informal diffusion of sexual violence prevention, Youth VIP interns are engaged in both formal (e.g., painting a new mural in art alley) and informal (e.g., conversations with friends) diffusion of sexual violence prevention messages and skills.

Interns are recruited from overnight retreats and Youth VIP event. Interested youth complete an application and interview with members of the Youth VIP Programming Committee. Once interns are selected, they attend an intern orientation, which includes an overview of Youth VIP's content and approach, as well as intern responsibilities and expectations. Interns sign an internship contract where they agree to adhere to the Youth VIP Staff/ Volunteer Agreement expectations and perform all internship duties assigned by Youth VIP programming staff. Interns are compensated for their time with a monetary stipend, usually for 1-3 hours per week.

LESSONS LEARNED IN SUPPORTING INTERNS

- We learned to meet interns “where they are at.” Their availability, interests, and priorities shift due to several factors. The reality is that youth have many responsibilities including school, families, extracurricular activities, jobs, community volunteer hours, and their cultural and faith communities. Thus, flexibility in scheduling, location, and expectations are crucial to their engagement. Open and honest communication are also critical. For example, interns need to determine expectations and responsibilities for meeting these, sometimes, competing priorities. This will require them to assess their availability to take on lead roles in Youth VIP prevention activities and communicate this to other interns and adult mentors.
- Youth seek opportunities to participate in activities that coincide with other activities that they are involved in, during times, and in places that are convenient for them. For example, our Youth VIP interns met to plan prevention activities every other Tuesday at 4:00 PM after school at a local youth-serving agency. On the alternate Tuesday, at the same time and same location, the interns presented Youth VIP prevention after school events such as the “Titan Games.” This is an event where youth play collaborative games while also learning sexual violence prevention skills, such as bystander intervention, that prevent instances of sexual violence. Youth from the host’s youth-serving agency, along with other youth interested in Youth VIP, attended the prevention events.
- Working with youth requires scheduling flexibility. Youth are extremely busy with extracurricular activities, jobs, sports, etc. Therefore, it is recommended to seek input from youth when scheduling and planning an activity. Working with youth often means weekends and late nights, not always ideal for adults. Sometimes shorter meeting times/event are easier for youth to attend. Programming must allow for youth to come and go as they please. Youth may be unable to attend programming for months at a time so programming must be flexible to allow them back when they are available. Such inconsistent attendance is why ongoing recruitment is required to retain participation.
- It is important to pay interns a modest stipend to compensate them for their time and commitment, given many youth might otherwise spend this time at wage-earning, part-time jobs. We have interns submit timesheets to Youth VIP staff. We understand that not all communities that adapt Youth VIP will have the ability to offer interns stipends. We suggest identifying other ways to recognize their efforts, such as course credit or highlighting the leadership skills that they will gain for future jobs and opportunities.
- To successfully interact with youth, allow them to decide the focus of the program. With an overall goal of violence prevention, youth are still able to identify their desired areas of focus (bullying, sexual violence, homophobic teasing, racism, etc.). Ultimately, youth must lead the project to retain their participation.

SUGGESTIONS FOR ADAPTATION: CREATING YOUTH VIP INTERN PROGRAM

- Prior to creating an intern program, first establish a foundation for Youth VIP by building Youth VIP programs and recruiting youth to participate. Begin building the intern program once the administrative structure and programs are established and youth are participating.
- Determine how to administratively organize the intern program. This entails identifying Youth VIP staff and Programming Committee members who interview and then oversee interns; and determining the maximum and minimum number of interns to include in the program; the stipend amount or how to articulate the value of the internship; the expected time commitment from interns; and what to include in the intern behavior policy.
- Recruit youth who have attended Youth VIP overnight and day retreats to apply for Youth VIP internships.
- Have interested youth complete an intern application and conduct, if possible, in-person interviews with intern applicants. Ensure the process is teen friendly so it is not intimidating or culturally unresponsive.
- Once interns are selected, determine a common time and central location to meet on a regular basis, but allow for flexibility as well. At the first meeting, have interns identify their role preferences and interests in sexual violence prevention. Additionally, review expectations, policies, and how everyone will work together.
- Align each intern's interests in sexual violence prevention with an appropriate adult mentor from staff, Programming Committee and/or community organizations who can provide prevention content expertise.

Youth VIP Sexual Violence Prevention Content, Prevention Activities, and Dissemination Methods



CORE COMPONENT: Bystander Intervention, Social Emotional Skills, and Social Norms

Youth VIP applies best practices and evidence-based strategies, including bystander intervention, social emotional skills, and social norms to develop youth leadership, and prevent sexual and other related forms of violence.

Youth VIP programming aims to enhance leadership and sexual violence prevention skills, and teach youth how to disseminate information to peers. Through after-school events, camps, and working groups, youth leaders engage in fun, interactive learning sessions that teach diffusion skills. Youth learn strategies to share prevention content messages with their peers. Youth are empowered to create new projects, events, and activities for other youth. Note that youth often have other interests that may not be sexual violence specific. These interests may include bullying, hazing, human trafficking, or alcohol/drug use. It is important to support these interests, as these issues share overlapping risk and protective factors, and have high co-occurrence with sexual violence.⁶ The goal is to have youth leaders drive positive change in their community.

Similar to evidence-based prevention approaches outlined in the [STOP Sexual Violence Technical Package](#),⁷ Youth VIP teaches youth about and then how to promote the social norms that protect against sexual violence. Youth leaders learn to safely intervene as positive bystanders and mobilize their peers to end sexual violence. Youth VIP uses social emotional learning⁸ approaches to teach youth communication, problem-solving, empathy, emotional regulation, and conflict management skills. While the Research Team, Programming Committee and Interns created content and skills that are unique to Youth VIP and the Rapid City community, they also used existing social emotional skills, social norms, and bystander intervention and diffusion resources and best practices.⁹

Although youth have important ideas and should be the leader of sexual violence prevention efforts in their community, it is critical that they have training in both content and delivery methods to ensure that the programming is effective and does not lead to reinforcing negative behaviors and attitudes that support sexual violence. For example, adult mentors sometimes heard youth making comments such as “that is so gay” at events; adult mentors, along with youth allies attending events, used this as an opportunity to discuss the harmful nature of using such language. Also, occasionally youth felt like effective prevention strategies focused more on victims (e.g., telling victims to leave an abuser) or using aggression against a perpetrator. These strategies required adult mentor and youth allies to provide feedback on why these strategies may not be as effective as others in reducing sexual and other related forms of violence.

Bystander Intervention

Bystander intervention skills empower youth to take a leadership role in preventing sexual violence. Bystanders are individuals who witness harmful situations and choose to intervene to prevent a harmful situation from occurring and/or escalating. As part of Youth VIP, youth learn strategies for positive bystander intervention, including how to approach everyone as a friend, be a good listener, give respectful attention, be honest and direct whenever possible, keep yourself safe, and recruit help if necessary. Through hands-on learning, youth learn skills to initiate indirect bystander interventions by checking in with the person who is being hurt, redirecting attention away from the harasser, and direct bystander interventions by confronting and naming the perpetrator’s negative behavior. Role-plays and scenarios provide youth with the opportunity to practice indirect and/or direct bystander intervention, including how to keep themselves and others safe, choosing creative ways to intervene, determining strategies to de-escalate potentially dangerous situations, and identifying their go-to people for assistance.

Listed below is sample bystander intervention curriculum content.¹⁰ Youth share what they have learned by creating role-play scenarios and social media challenges that are relevant to their experiences and community context.



CORE TENANTS OF BYSTANDER INTERVENTION

SAFETY

Keep yourself safe. Keep a distance – do not put yourself right into the middle of a situation.

CREATIVE SOLUTIONS

Positive bystanders are creative. Think outside of the box. Try to come up with intervention strategies that may not be the most obvious.

GO-TO PEOPLE

Sometimes the best way to intervene is telling someone you trust or asking someone for help. This can be a parent, a teacher, a friend, a pastor or minister, a coach, or a police officer. It is a good idea to take advantage of people that you trust and use them as a resource.

DE-ESCALATION

De-escalating is when we make a situation calmer rather than more dangerous. For example talking calmly when other people are yelling. Or getting an adult to break up a fight rather than joining in the fight.

EXAMPLES OF YOUTH GENERATED BYSTANDER INTERVENTION SCENARIOS

SCENARIO #1

A friend of yours sends you a nude of another classmate. You know that the person has not given your friend permission to share their nude photo.

- » What can you say to your friend? Role-play what you would say.
- » Would you seek assistance from someone else? If so, who?
- » Would you say anything to the person who had their photo shared without permission? Role-play what you would say.

SCENARIO #2

You and your friend are hanging out, and their BF/ GF keeps sending message after message and your friend looks distraught, eventually makes an excuse to leave. You know their BF/GF has been demanding and degrading before...

- » What can you say to your friend? Role-play what you would say.
- » Would you seek assistance from someone else? If so, who?
- » Would you say anything to your friend's BF/GF? If so, what would you say?

SOCIAL MEDIA CHALLENGE: TAKE OUT YOUR PHONES:

#PositiveBystander #FearIsFiction #DontWatchTakeAction

Post a response to one of these questions:

- What does being a positive bystander mean to you?
- What are steps you would take to be a positive bystander?
- Share your ideas to be a safely intervene as a positive bystander.
- Tell us your creative solutions to be a bystander.
- What are your strategies to de-escalate a dangerous situation?
- Who are your go-to-people who can assist you to be a positive bystander?

Social Emotional Skills

Social emotional skills provide foundational tools for youth and help build protective factors for sexual violence victimization and perpetration, as well as bullying, dating violence, and sexual harassment. These skills include developing self-awareness, self-control, social awareness, relationship skills, and responsible decision-making. As part of Youth VIP, youth learn skills to effectively manage stress and strong emotions,¹¹ be more in touch with their strengths and how to use their strengths to overcome challenges, understand the perspectives of others, make healthy life choices, and have healthy relationship skills such as communicating clearly and listening to others.

Social emotional skills also help youth to understand their own responses to sexual violence and community norms that support violence, as well as provide them with tangible tools to use as bystanders and in conversation with peers and friends about sexual violence prevention.

Loving Kindness Meditation



May I be **HAPPY**
May I be **HEALTHY**
May I be **PEACEFUL**
May I be **SAFE**

SAY THEM AGAIN...

May I be **HAPPY**
May I be **HEALTHY**
May I be **PEACEFUL**
May I be **SAFE**



Social Norms

A social norms approach to sexual violence prevention seeks to instill in youth that everyone has a role to play in ending sexual violence and that sexual violence is not tolerated in the community. Moreover, as part of the social norms approach, the Youth VIP team sought to correct misperceptions of social norms. Research¹² suggests that youth often overestimate the extent to which their peers engage in negative behaviors (e.g., violence perpetration) and underestimate the extent to which their peers engage in positive behavior (e.g., bystander action). Using survey data collected as part of the project, Youth VIP events and social media posts (Include Examples in side bar) sought to share the “good news” that most youth in the community were not engaging in sexual violence. Rather, most youth in the community felt they had a role to play in ending sexual violence.

SOCIAL MEDIA CHALLENGE

READ Take out your phone right now and log onto your social media accounts!!!! We will do a drawing for a \$100 gift card if you post and use the hashtags on the wall so be sure to POST!

Post a response to one of these prompts:

1. How would you feel if sexual violence was not normalized?
2. What are steps you can you take to normalize respectful communication, honoring personal boundaries, taking care of your friends and peers, and healthy relationships?
3. Share your ideas to normalize respectful communication, honoring personal boundaries, taking care of your friends and peers, and healthy relationships.
4. Tell us your creative solutions to create positive norms.
5. Be sure to use one of the hashtags posted on the hashtag wall!!

Diffusion



CORE COMPONENT: Diffusion Skills

Youth share prevention knowledge and skills through a variety of diffusion skills, including posting on social media, creating prevention talking points, and leading mindfulness activities that build youths' confidence and sense of self.



Youth Voices in Prevention
July 18, 2018 · 🌱

We are gearing up and getting ready for the Youth VIP Youth Leadership Retreat. Here's a sneak peek at the bag each youth will get, but what's inside is the surprise!
#rcyvipretreat18

As part of Youth VIP, youth learn diffusion skills that can be shared via formal events or informal conversations. Initially during the first Youth VIP overnight camp, youth were encouraged to share the information with their peers but they did not receive direct training in how to go about this. In subsequent Youth VIP camps and other activities, adult mentors taught youth specific strategies to formally and informally share both prevention messages and skills with their peers. Formal diffusion includes structured programs and activities, with set goals, objectives, and curriculum. Informal diffusion is less structured interactions among youth where Youth VIP participants infuse what they have learned in casual conversations with peers, either by specifically conveying what they learned or incorporating what they learned in

regular conversations with peers. Youth were encouraged to (1) write and give motivational speeches about their commitment to ending sexual violence, develop specific asks of their peers, and identify ten peers they will share their speeches with and (2) write and share with their peers social media posts that focus on shifting social norms, promoting bystander action, and sharing healthy ways to cope with strong emotions and have healthy relationships. Youth's diffusion techniques were further enhanced by social marketing materials that included water bottles, t-shirts, book bags, bracelets, Chapstick, and other items with the Youth VIP logo and youth-developed hashtags.



Cultural Components



CORE COMPONENT: Community's Culture and Values

Youth VIP programming and activities reflect the community's cultures, values, and everyday experiences.

Youth VIP recognizes cultural strengths and resilience as key prevention strategies for sexual and other related forms of violence. Because Rapid City has a large presence of Native Americans, Youth VIP camps and activities frequently include Lakota cultural activities. For example, youth created a Youth VIP float that won first place in the annual Native American Day parade in Rapid City. The float featured the theme "Culture Heals". This theme is prominent throughout Youth VIP programming and Photovoice.¹³ Youth VIP emphasizes the Lakota virtues of respect, generosity, fortitude, wisdom, and kinship. These virtues connect

to healthy and respectful relationships, as well as youth's roles as bystanders. The importance of connection and kinship reinforces that everyone needs support and that we only grow, succeed, and recover from adversity with the connections of others. For Native American youth this includes not only peers but also the extended family, or *Tiyóspaye*.

We incorporate Lakota cultural practices to reinforce Youth VIP core components including social emotional skills and bystander intervention. For example, we use talking sticks to facilitate thoughtful and respectful communication during discussions where youth learn prevention skills and knowledge; the youth who is holding the talking stick is the only person who talks and everyone else listens quietly and respectfully. Youth participate in round dances, which are traditional social dances where everyone is invited to participate. The dance encourages making new friends, renewing friendships, accepting difference, and celebrating human connections. Smudging involves burning dried plants and herbs to purify and spiritually cleanse the air and individuals within it.

Native American adult mentors also connect prevention content to Lakota histories and values through storytelling that highlights kinship roles, responsibilities, and Lakota virtues. In the past, storytelling, to the Lakota, was a way to tell oral history of family, community, and tribal and national history. Storytelling also provides cultural knowledge and philosophical development, ensures the preservation of spiritual beliefs, and teaches societal roles, social behavior norms, and values. Native American mentors incorporate sexual violence prevention in Lakota stories by emphasizing kinship and prevention roles in families, extended families, and in the community.



In addition to incorporating Lakota cultural components and utilizing Lakota adult mentors, Youth VIP also intentionally provides safe spaces for LGBTQ+ identified youth. Safe spaces means that all youth are accepted for who they are and that they are not judged for their sexual and gender orientation. Safe spaces include confidential, group conversations where LGBTQ+ youth and allies

(people who are supportive of LGBTQ+ individuals) can talk and spend time with peers and LGBTQ+ adult mentors. Youth discuss what it is like to be an LGBTQ+ youth in their schools, families and communities and provide each other with support. Youth ask questions such as, "how can I be a better ally to LGBTQ+ youth in my school?", and "what are good bystander intervention strategies to respond to bullying based on sexual orientation?" We also create safe spaces by incorporating gender neutral language and same sex relationship scenarios in our prevention curriculum materials. We provide visual cues of safe spaces with rainbow flags and all gender bathrooms (when possible) at Youth VIP events. Ultimately, Youth VIP strives to support youth identities and cultures so that all youth feel included, respected, and valued.

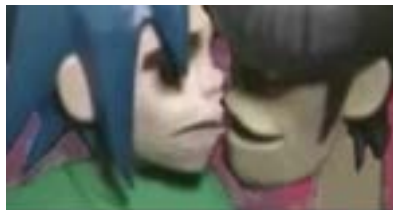
Youth VIP Activities



CORE COMPONENT: Prevention Knowledge and Skills

Youth acquire prevention knowledge and skills through formal activities such as leadership day and overnight camps and prevention event planning meetings.

Youth VIP programming events include overarching activities that occur on a regular (ranging from weekly to monthly) basis. These overarching activities, Social Media Posts and Challenges, After School Events, Partnership Events, Leadership Retreats and Overnight Camps 1) provide consistency in messaging, youth engagement, leadership development, and prevention skill building; 2) build capacity and readiness for more time and content intensive programming activities; 3) establish partnerships with local community organizations; and 4) contribute to the overall sustainability of Youth VIP. All events are led by youth with adult mentorship.



38 likes
 y.roths Hey guys, I know this is a funny picture, but the situation ISN'T. Dating violence and sexual assault is a serious topic, and at least hundreds of thousands are abused daily JUST IN AMERICA. If you've seen these actions, be a positive bystander.
 • Call out for the victim
 • Intervene the abuse
 • Create a creative distraction
 Remember,
 #dontwatchtakeaction #fearisfiction
 #positivebystander
 #murdocsdaddy
 #dontgetrealabuseconfusedforfiction
 alabuse

During the implementation of Youth VIP, youth and staff members created a social media presence, with prevention content and unique hashtags to track the diffusion of messaging, for the Youth VIP project using Facebook, Twitter, and Instagram. Social media posts and challenges build awareness in the community about sexual violence, increase engagement in programming, and reinforce prevention messaging and skills. These posts were released before and after Youth VIP programs and events. In Social Media Challenges, youth were “challenged” to share specific prevention messages and skills that they learned at Youth VIP programs.

The researchers monitored all publicly available social media posts to track diffusion of prevention messages (e.g., posts on social media about Youth VIP and activities) and documented if and how individuals were posting about Youth VIP (e.g., positive, negative, neutral reactions to Youth VIP activities). Researchers also tracked hashtags and posts made by participants.

Although Youth VIP has had an active presence on social media, there have been challenges with online engagement. Since the start of the project, August 2017, and through July 2020 (when program tracking ended), we posted 350 posts on social media (e.g., Instagram, Facebook)—140 were research related and 210 were programming related. Across all programming posts we had 1,708 likes, 163 comments, and 554 shares on Facebook. There were 1,258 likes and 46 comments on Instagram. Out of the 210 programming posts, 26 of the posts were boosted on both Instagram and Facebook. Boosted posts are paid posts in which we targeted a certain population to see as an ad on Facebook and Instagram to increase our reach and engagement. The posts we boosted reached 137,237 people out of which 10,342 people liked, shared or commented on. Posts with the most engagement were those that were “boosted” as well as those associated with large group gatherings such as the awards ceremony and the overnight camp. Whereas most of the comments on the social media pages were positive. Examples included:

“My role, as a parent of teenagers, is modeling a healthy relationship, speaking openly about sex, and reinforcing the importance of consent.”

“Your voice does matter.”

“Youth can help each other out by speaking out and spreading the word that relationship violence and etc. is not okay.”

“An amazing group!!!”

A few comments were negative, such as, “They may say it but it’s not the truth”. When looking at engagement on social media posts adults, specifically caregivers commented, liked, and shared Youth VIP posts more often than youth.



In addition to monitoring the Youth VIP social media pages, we also searched for youth-created hashtags associated with the Youth VIP project. Below are examples of what youth posted regarding Youth VIP (note that we were only able to view those that youth posted publically):

“I got to spend the best three days of my life with my favorite people.”

“Loved this camp so much, would definitely do it again if I could. I made new friends, hung out with old ones, and became a better leader.”

"Had an amazing time at camp and learned a lot about being a leader. If you need me, even if you might think it's uncomfortable or awkward, I am here and will listen and will help you with anything and everything that I can."

"This camp is so much fun!"

"Hey guys, I know this is a funny picture, but the situation ISN'T. Dating violence and sexual assault is a serious topic, and at least hundreds of thousands are abused daily JUST IN AMERICA. If you've seen these actions, be a positive bystander. Call out for the victim. Intervene the abuse. Create a creative distraction. Remember #dontwatchtakeaction #fearisfiction #positivebystander."

During the overnight camps and other after-school activities, youth chanted the following statement to reinforce what they were committing to by participating in Youth VIP:

I pledge to:¹⁴

No longer be silent when a dangerous situation occurs

Find a way to intervene in any situation that could harm another person

Express that all forms of violence are NOT OK!

Never engage in violence myself

Tell others in my life to take responsibility for ending all forms of violence

Believe and support victims of violence

LESSONS LEARNED IN CREATING SOCIAL MEDIA POSTS

- Social media platforms are a great way to share information to various groups of people. However, that information can be helpful or harmful. Youth VIP used social media posts to breakdown sexual violence myths, reframe social norms, and challenge common misperceptions with prevention messaging using Youth VIP survey data and national statistics. In addition, Youth VIP social media was a great way to reach the community about events and program opportunities (e.g., camps, meetings, award ceremonies, etc.).
- The goals of each type of post (e.g., programming events, data, challenges, etc.) were specific to the platform being used. We found youth were more likely to engage on posts via Instagram whereas adults were more likely to engage on posts via Facebook. Furthermore, youth were more likely to "like", "share", or "tag" posts whereas adults were more likely to "comment or reply" on a post. Keep this in mind when tailoring content to reach the desired demographic and increase engagement.

- There are many challenges to creating a social media campaign. One challenge we faced in Youth VIP was that a large number of social media accounts were set as private. This means the public is unable to view posts created and shared by the user. Only those who are friends with the user are able to view these posts. This can make it difficult to track diffusion of prevention messaging.
- Social media platforms often are restricted for certain age groups. Facebook, Instagram, and Twitter all require that users be at least 13 years-old. This is challenging when trying to target younger youth that may not be able to create a social media account due to their age. With this in mind, it is important to ask older youth who have access to social media accounts to share prevention messaging verbally with younger youth to ensure the diffusion of messaging to a larger group of youth.

SUGGESTIONS FOR ADAPTATION: CREATING SOCIAL MEDIA POSTS

- The design stage of creating a social media campaign is extremely critical. When designing a social media campaign with prevention messaging, consider the target audience. To ensure that the campaign appeals to the target audience,¹⁵ include members from the target group in the creation stage. When designing a social media campaign, it is important to remember that less is more.
- Create a post that grabs the audience's attention and encourages them to look for more information. The audience is less likely to read a post with a large number of words. Instead, include a graphic as a focal point with short phrases that summarize the purpose.
- One way to solve this problem is to ask the target audience to share their posts related to the social media campaign publicly. Users are able to share individual posts publicly, while maintaining their privacy on all other items.



Leadership Day and Overnight Camps

Leadership camps are one of the core components of Youth VIP programming. Youth VIP interns and other youth attend bi-annual leadership overnight camps (2-4 days) and day camps/mini-retreats (4-6 hours) to work together on extended learning and prevention activities. Most of the overnight camps focused on the key sexual violence prevention components, bystander intervention, social norms, and social emotional skills that are discussed in previous sections. Youth learn knowledge about sexual violence and gain prevention skills, self-regulation abilities, and leadership and interpersonal skills. Youth learn and practice new leadership techniques, specifically, how to promote healthy relationships and prevent dating violence and sexual assault among their peers and make their community a safer place for youth.

Participants learn skills for confidence building, coping with stress and anxiety, communication skills, and creative ways to promote positive healthy choices that can help prevent dating violence and sexual assault. The creative ways include things like social media campaigns (images for posters, plasma screens, bookmarks, buttons, etc.), image design (how to design images that are popular with youth and have a learning message), social emotional skills (dealing with stress and anxiety), and social action theatre (mini-plays or scenarios that are acted out for teaching and learning). Youth learn to tailor messages that successfully teach other youth about self-advocacy and how to make healthy choices that prevent dating and relationship violence. Youth take what they learn at the leadership camps and then diffuse that information to peers in their communities.

Partner organizations, such as Youth and Family Services, co-coordinated with Youth VIP day camps/mini-retreats. During these extended and multi-day programs, youth learned social emotional and healthy relationship skills through Youth and Family Services *Relationship Smarts*¹⁶ curriculum. These mini-retreats also provide youth with more focused sexual and relationship violence prevention, understanding how to create positive message diffusion, developing social media posts, creating new performance skits to share at upcoming opportunities, and planning new collaborations.

LESSONS LEARNED FROM LEADERSHIP OVERNIGHT AND DAY CAMPS

- We coordinated three overnight camps and found that they require considerable funding to house, feed, and transport youth to the camp's location. Additionally, we needed to hire and train temporary staff members to supervise youth 24 hours a day. The supervision needed to be consistent with supervision requirements of the camp facility. This required considerable time, planning, and money. Most communities will not have the funding to support such an extended and labor-intensive effort. Thus, we suggest day camps/mini-retreats for communities with limited resources.
- The overnight camps are intended to build upon the knowledge and skills gained at the mini-retreats. They also allow extended time to deepen knowledge and skills. We found that the second and third overnight camps were more effective and youth were more engaged during and after our second and third overnight camps. By the third overnight camp, we had built a solid curriculum (see appendix for Fall 2019 overnight camp), trained and hired enough staff, and provided strong follow up with youth after the camp. Additionally, we found that the day-long camps were more effective in changing anticipated outcomes. Small group events were more effective and easier to manage than large group events
- We also learned that youth enjoy younger facilitators and staff members. This means younger staff members should be recruited for facilitating Youth VIP day and overnight camps and activities.
- Sometimes adult mindsets present the biggest challenges. These mindsets include, "Youth don't know what they are talking about, they have no life experiences, we know better - don't try to change my mind, etc." It is important to support young people in their work when dealing with these challenges.

- Youth reported learning sexual violence prevention skills such as bystander intervention skills, as well as leadership and communication skills at Youth VIP camps and events. We identified several key features that contributed to the success of events. Features included a supportive, non-judgmental environment, content that felt useful to youth, and time for interaction with peers. Social challenges such as negative peer behavior at events or wanting friends to attend emerged as barriers to participation.
- Negative peer behavior, such as bullying, harassment, etc., may arise during Youth VIP activities and events. If these problematic behaviors occur, there must be a plan for addressing them efficiently so that it does not draw attention from core messages and content.

SUGGESTIONS FOR ADAPTATION: LEADERSHIP OVERNIGHT AND DAY CAMPS AND YOUTH VIP ACTIVITIES

- When hosting events/meetings, include a fun interactive activity to pull your target audience in. These activities can be movie theater outings, bowling, swimming, etc.
- It is important to hold events at places in the community where youth hang out. Transportation to these locations may need to be provided.
- It is also crucial to always have food at each meeting/event. On top of food and interactive activities, incentives such as gift cards, prizes, cash, etc. also increase participation.
- When challenges are presented in programming, it is important to include young people in creating workable solutions. Their insight strengthens future programming.
- Plan for follow-up activities and communication. Also, plan for consistent engagement and opportunities for continued inspiration in moving violence prevention efforts forward.
- Communication is essential. Building a trusting relationship with young people will create a stronger tie to the prevention efforts and to each other. Communication needs to be in a variety of formats (text, call, social media, etc.) and consistent for all involved.
- When building stronger trusting relationships, it is important for adult mentors to reach out not just for prevention efforts but also in ways that display the value of their other personal/school/work/family activities. For example, thanking youth for being involved or telling them "good luck" before a big test lets youth know they are appreciated.

Youth VIP Process and Program Evaluation



CORE COMPONENT: Feedback

Youth provide feedback on Youth VIP activities; this information is then used to enhance existing program components and build new Youth VIP activities.

Youth VIP staff and Programming Committee members document Youth VIP activities, including how many youth participate in Youth VIP trainings, camps and events, as well as the number of times youth post Youth VIP related social media posts. **Youth leaders and youth participants provide their perceptions of Youth VIP and their program participation experiences.** This feedback is used to enhance existing program components and build new Youth VIP activities. While communities may have limited resources to gather process and program evaluation data, it was helpful for this project as it was the first youth-led sexual violence prevention effort in Rapid City, South Dakota. Nonetheless, funders often require at least basic tracking of number of events, participants at event, and general satisfaction/acceptability ratings.

Background

As part of the development of Youth VIP, we conducted a process evaluation by tracking everything we did on excel spreadsheets. We also surveyed youth in the community and conducted interviews with Youth VIP program participants. These diverse data collection methods allowed us to document the implementation of Youth VIP and then use results to adjust program components to align with youth feedback. We assessed perceptions of the events among youth in the general community, evaluated perceived benefits and drawbacks of the events among youth who attended, and explored perceptions of Youth VIP's impact among youth who were highly involved in the initiative.

Tracking involved counting the number of Youth VIP events, the length of each event, the number of youth attendees, and how many times each youth attended Youth VIP events. This information told the story of community reach and the number of youth exposed to Youth VIP programming, also referred to as dosage.

For example, through tracking, we demonstrated that we implemented a total of 133 programs and that 8.1% of students in the Rapid City School District went to one or more Youth VIP programs. We delivered a total of 6,134.65 dosage hours (dosage was calculated by multiplying the number of each program's hours with the number of youth who attended each program). Exposure ranged from youth not being exposed to Youth VIP programming (0 hours, thus no exposure) to youth who had extremely high exposure (188.75 hours of exposure). On average, youth were exposed to 1.26 hours of Youth VIP programming. When looking at youth who attended more than one Youth VIP program, the average exposure increased to 15.65 hours.

Costs

BACKGROUND

During the first two years of this project, the Centers for Disease Control and Prevention grant paid for programming costs, some Youth VIP staff time, and general operation expenses. We collected donations for program supplies and food for overnight/day camps and after school events. Partner organizations provided their staff members' time to participate on the Programming Committee. However, with an eye towards sustainability within the community, local agencies have received local and federal funding to support ongoing programming activities. For example, Working Against Violence Inc., the local domestic and sexual violence prevention and response agency, received funding from John T. Vucurevich Foundation to support Youth VIP day camps to teach youth sexual violence prevention knowledge and skills, as well as dissemination strategies. Youth and Family Services Stronger Family Program obtained a federal grant from the Office on Violence Against Women to support Youth VIP Connect.

In addition to covering expenses with funding, staff members spent considerable time and energy recruiting local businesses to donate in-kind snacks, water, meals, office and program supplies, incentives, and raffle items. History shows this helps with the budget, especially as youth participation and programming increases. More importantly, however, it binds the community to the prevention efforts and the diffusion of positive social norms permeates employees, patrons, and families. This results in on-going and expanded donations, positive social change, and even more primary prevention champions.

Cost analysis of Youth VIP was conducted from the implementation agency perspective and focuses on the program implementation cost. The implementation cost data were recorded throughout the study period and were compiled at the end of the program. The cost activities

fall into the following three categories: start-up, program delivery, and administration. Under each category, there are four types of costs: personnel, travel, supplies, and space/utilities. Since the cost activities happened in different year, the costs were adjusted for inflation to 2020 dollars. Total cost for Youth VIP was calculated to reflect the total implementation costs. Cost per participant was calculated by dividing the total cost by number of participants. Cost by different categories and year were also presented.

The total cost of the Youth VIP program is \$185,653 and consists of three parts: start-up costs (\$15,967), programs delivery cost (\$165,534), and administration cost (\$4,423). The driver of the cost is the personnel cost (\$97,816), followed by space/utility cost (\$41,009), supplies cost (\$40,973) and travel cost (\$5,855). The major cost was distributed in 2018 and 2019 when most of the programs were delivered. There were 493 participants involved in this program and the cost per participant was \$376.58.

Costs to implement Youth VIP will depend on several factors including, but not limited to, geographic location, where Youth VIP is organizationally “housed”, number and type of Youth VIP programs, number of youth who participate in programs, number of interns, and donations/cost sharing. Rather than inventory actual costs, we offer examples of expense categories—administration, interns, programming, and marketing/recruitment—related to Youth VIP implementation. Communities that implement Youth VIP should plan to cover the following costs.

ADMINISTRATION COSTS INCLUDE GENERAL OPERATIONS EXPENSES SUCH AS:

- Staff time, including the full-time Program Coordinator and the part-time Administrative Support Staff Member
- Operational expenses including office space, utilities, insurance, general office supplies, printing, postage, computers, projector, internet access, zoom or other virtual meeting platform, texting app to communicate with youth, and phone
- Mileage reimbursement for staff members

INTERN PROGRAM COSTS INCLUDE:

- Intern stipends
- Food/refreshments for intern meetings
- Office supplies used in intern meetings
- Mileage for interns who travel to Youth VIP programs

PROGRAMMING COSTS INCLUDE:

- Meeting rooms/facilities rental
- Food/refreshments
- Transportation to and from camps
- Office supplies, craft supplies, and printing for handouts
- Incentives, including raffle items and swag items (e.g.. t-shirts, water bottles or other items that are desirable to youth in your community)
- Hourly staff members who assist during overnight camps

PROGRAM MARKETING/RECRUITMENT COSTS INCLUDE:

- Advertising expenses, such as FaceBook or Instagram ads
- Postage for mailings
- Digital sign rental
- Printing fliers

SUGGESTIONS FOR IMPLEMENTATION: COST

- Do not be afraid to ask local businesses and community organizations for donations of goods and services necessary for Youth VIP implementation. This helps generate wider community buy-in as well.
- Develop a tracking system early in implementation so that tracking becomes a regular administrative task as most funders require this.
- Tracking all expenses is very important to understanding the true costs of implementing Youth VIP.
- Be sure to track all donated items and place values on these donations.
- Work with community partners to cost-share expenses.
- Identify local, federal, and foundation grants to support implementation.
- Establish effective fundraisers that are consistent with your community's interests and values.
- Consider outreach to private donors and corporate sponsors.

Framework for Sustainability



CORE COMPONENT: Sustainability

Youth VIP's program sustainability is an ongoing process that begins with establishing Youth VIP and continues for the project's duration.

Sustainability is an ongoing process that begins with the establishment of Youth VIP. Often, when people talk about a program's sustainability, they think about continuation of the program beyond the current funding. While continuation funding is important for any project, it is also critical to think about sustainability as an ongoing process that begins with the development of a project.

BACKGROUND

Youth VIP has continued over a four-year period because Rapid City youth, caregivers, adult mentors, school administrators, community leaders, and representatives from local youth-serving community agencies invested their time in participating in focus groups, interviews, and planning meetings. They provided valuable feedback and suggestions on how to proceed with engaging youth-led sexual violence prevention that was culturally relevant and aligned with youth and families' cultures, values, and beliefs. As the Programming Committee started to implement Youth VIP, local businesses donated supplies and refreshments for programming, community agencies assigned staff members to participate on the Programming Committee as part of their job responsibilities, and young people made commitments to serve as youth leaders and program participants.

These initial investments have not only sustained Youth VIP for four years, but have created a strong foundation for Youth VIP to continue into the future. Throughout Youth VIP's existence, the Programming Committee has listened to youth, adults, and community partners and as a result, they have adjusted programming approaches, established new partnerships, recruited additional youth leaders and adult mentors, and sought additional funding. When funding was low, programming was scaled back to accommodate limited resources.

Currently, Youth VIP has a new "home" within one of our community partner organizations, Working Against Violence, Inc. Youth VIP is now part of Working Against Violence Inc.'s Youth Initiatives project. It will maintain core components such as a youth-led approach, adult mentors, cultural components, connections to community organizations, bystander intervention, social emotional skills, diffusion skills, social norms approaches to sexual and related forms of violence prevention, youth leadership camps, and co-sponsored programs. Working Against Violence Inc. has a dedicated staff position to coordinate Youth VIP and the Programming Committee members have committed to meeting at least monthly. Youth continue to engage in a variety of projects that promote education, awareness, prevention, and intervention to increase positive

outcomes with the varying challenges that young people face. Youth-led projects, with the support of community organizations, are guiding the way to a safer community.

In addition to continuing as part of Working Against Violence Inc.'s Youth Initiatives project, Youth VIP has been a catalyst for other youth-led prevention efforts in the Rapid City area. For example, Youth and Family Services, another Programming Committee member, received a sizeable federal grant to develop Youth VIP Connect. This comprehensive project coordinates community-based efforts to expand prevention, intervention, treatment, and response strategies to address the needs of youth, ages 11-24, impacted by sexual assault, domestic violence, dating violence, stalking, and sex trafficking. Youth VIP Connect aims to increase the capacity of youth to be leaders and influencers by implementing youth-led prevention activities and programming; providing training for youth to strengthen leadership and bystander action skills; providing training for youth in best practices for sexual violence prevention; and implementing evidence-based healthy relationships curricula for youth. Additionally, Youth and Family Services provides case management for youth victims, including victim advocacy, mentoring, educational support, transportation, access to health care, and other supportive activities that address trauma. This collaboration demonstrates not only commitment to Youth VIP and Rapid City youth, but also trust, open communication, and willingness to work across silos among all partner organizations. Beyond Youth VIP Connect, the original Youth VIP project led to additional projects to prevent sexual and related forms of violence in Rapid City as well as on nearby tribal lands, demonstrating the promise of community-led, culturally-grounded initiatives that leverage the strengths of community-researcher collaborations.

The following sustainability framework includes youth leadership, adult and caregiver engagement, community partnerships, and funding at three points in time: before, during, and after Youth VIP adaptation.

SUSTAINABILITY: QUESTIONS TO ASK BEFORE, DURING, AND AFTER IMPLEMENTATION

Before Implementation – It is essential to include youth and community members when planning for Youth VIP and identifying the community's needs related to sexual violence prevention. This will help to ensure buy-in and ownership of Youth VIP. These are critical components to sustaining Youth VIP as you transition from planning to implementation.

- Who needs to inform planning for adaptation of Youth VIP?
- How will you recruit community members during planning for Youth VIP?
- How will you share back information you gather as part of the planning process?

During Implementation – Youth and community members must “see themselves” in Youth VIP. This means that they must be active participants in implementing Youth VIP and the content should reflect their cultures, values, and everyday experiences. Thus, it is also important to gather feedback from youth leaders, program participants, and community partners.

- What roles do youth and community partners play in Youth VIP?
- How are you collecting feedback from youth, caregivers, and community partners on their assessment and perceptions of Youth VIP and their program participation experiences?
- How are you using feedback to enhance and course correct Youth VIP programs?
- How will you use this feedback to enhance and make course corrections?
- How will you recognize youth and community partners’ contributions to Youth VIP?
- How are you inviting local businesses to donate goods and services to Youth VIP?
- How will you document and share Youth VIPs successes?
- How will you continue funding for the continuation of Youth VIP?

After Implementation

- How will you reflect on the impact of Youth VIP?
- How will you know that you were successful in implementing Youth VIP?
- How will you thank youth leaders, elders, youth participants, community partners, local businesses, etc. for their contributions to Youth VIP?

Endnotes

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Youth VIP Internship Application

If you have questions, please:

Call/Text: (605) 381-2568 ; E-mail: rcyouthvip@gmail.com ; or use the contact form at YouthVIP.org

Part 1: Applicant Information

Full name: _____

Female: ☐

Male: ☐

Current Grade in School: _____

Current School: _____

Birth date: _____

Mailing address: _____ City: _____ State: _____ Zip code: _____

Cell phone: _____

E-mail: _____

What is the best way to reach you? (Call/text/email etc...) _____

Part 2: Application Questions

Directions: The questions below will be asked DURING your interview.

1. Are you able to commit to 1-5 hours a week as an intern?
2. How long would you be interested in interning for? (3 months, 6 months, 9 months etc...)
3. Do you have any family vacations or trips over the next 6 months that you know of?
4. Do you have a job, participate in sports, or other extra-curricular activities?
5. Why do you want to be an intern for YVIP?
6. What is one idea you have for sharing your knowledge and excitement with your peers?
7. Tell us about a time when you helped someone else?
8. What 3 words would you use to describe a good leader?
9. What are your hobbies, talents, or interests?
10. Why should we hire you to be a YVIP intern?
11. Why is Sexual Assault/Dating Violence prevention important to you and your peers?

Part 3: Please check ALL times you're available for an interview

	4pm	4:30pm	5pm	5:30pm	6pm	6:30pm	7pm
Monday, April 29							
Tuesday, April 30							

We will call/text/email you to confirm a date/time/location for your interview

Youth Voices in Prevention Internship



Seeking highly motivated RCAS youth to join our team in helping Rapid City become a safer place!



We are a community collaborative working towards creating a safer Rapid City! Using sexual violence prevention strategies, we talk about healthy relationships in our community. We need the energy and ideas of empowered youth to create fun and interactive ways to engage their peers in making rapid a safer community for ALL. Interns will work closely with local adults to design activities for youth and develop creative ways to spread the message! This is a great way to gain valuable job skills and will look great on a resume or college application too!

Interns will learn and be exposed to:

- Evidence-based Sexual Violence Prevention Programming
- Hands-on planning and managing of programming events for youth
- Meetings with local organizational leadership

Responsibilities:

- Assist in brainstorming ideas, engage peers, and attend scheduled meetings and events.
- Assist teaching youth about sexual violence prevention, and healthy relationships.

Schedule:

- 1-3 hours a week w/compensation



Qualifications:

- Must be a high school student in the Rapid City Area School District.
- Must be motivated to create change in the Rapid City community!

**For more information or the internship application form:
Call (605) 381-2568; e-mail: rcyouthvip@gmail.com; or use the contact form at www.YouthVIP.org**

YOUTH INTERN PROGRAM CODE OF CONDUCT

Youth VIP with partners (WAVI, YFS, Teen-up, RCAS, The Network, and UNL) and its youth programs are committed to providing a welcoming community and an inclusive culture that allows each student to participate fully and safely. Our values include civility and mutual respect with students and their families, as well as supporting that same respect among our youth participants. Bullying, harassment, discrimination, and disrespect are not tolerated in Youth VIP youth programs.

Our Code of Conduct outlines general expectations of all participants. Parents and participants are responsible for reviewing and following these expectations.

- ✓ Be respectful, use good manners, and follow instructions
- ✓ Abide by youth program rules and regulations
- ✓ Be on time for the start and end of program activities
- ✓ Fully cooperate with any sign in/sign out and identification verification procedures
- ✓ Respect the property of the facility and others; do not damage or misuse property or equipment. Participants are responsible for any costs due to loss or damage
- ✓ Stay in specified program areas at all times. Participants are required to remain with staff unless arrangements are made in advance with the staff.
- ✓ Participants will "travel" (i.e. walk) within program perimeters accompanied by at least one other participant or staff member.
- ✓ Mutual respect for each other's differences and ideas is expected
- ✓ Inappropriate language is not acceptable. This includes but is not limited to swearing and/or derogatory, threatening words, or sexually suggestive language when participating in the program. You are expected to act and speak professionally at all times.
- ✓ No hazing, bullying, fighting, or threatening actions are allowed
- ✓ Conduct that is harmful to the safety and well-being of any individual or group is not tolerated. This behavior will result in program dismissal
- ✓ Immediately notify program staff of any accidents or injuries, no matter how minor
- ✓ Abide by all rules and limitations on the use of cell phones, electronic devices, social media, etc.
- ✓ No use or possession of tobacco products, drugs, or alcohol.
- ✓ No use or possession of fireworks, firearms, knives or any other weapons
- ✓ No theft or unauthorized use or possession of the property of another
- ✓ No sexual activity
- ✓ No travel or occupancy in a personal vehicle without parental permission and approval by program director
- ✓ Follow facility rules, if applicable, including but not limited to rules regarding visitors. Do not permit non-program participants to have access to facilities. Immediately notify program staff of any non-program person(s) who is present or attempting to access the facilities.
- ✓ You may not drink alcohol or be under the influence of drugs (other than taken as prescribed by a health care provider) or alcohol while working with youth as part of the program
- ✓ You may not smoke while working with youth as part of the programming
- ✓ You may not carry a firearm or any other weapon while participating in the program
- ✓ You are expected to dress in a manner appropriate to the program activity. You are also expected to be mindful of the dress code expectations of your program site.

YOUTH VIP INTERN PREFERENCES

RANK THE RESPONSIBILITIES BELOW BY THOSE YOU WOULD MOST LIKE (1) TO TAKE PART IN TO THOSE YOU WOULD LEAST LIKE (7) TO TAKE PART IN.

- _____ Event/Meeting Planning
- _____ Event/Meeting Facilitation
- _____ Designing/Managing Social Media
- _____ Sending Reminders/Updates to Interns
- _____ Developing Event/Meeting Content
- _____ Reaching Out to Community Members to Encourage Participation
- _____ Recruiting New Youth to the Project

Youth VIP

Framework for Youth VIP Programming Events

Group/Event Title (e.g. Street Art, Posters, TakeAction): _____

Meeting Date: _____

Est. planning time _____

Adult Leader: _____

Est. event/meeting time _____

Youth Intern: _____

This template should be filled out by the Youth Intern and Youth VIP adult and submitted to Skyler by email or in person no later than one week prior to the program event.

Materials Needed:	
Community Partners: (e.g. name and organization/affiliation)	
Sexual Violence Prevention Component(s) (e.g. SEL, Social Norming, Positive Bystander, etc...)	1. 2.
Programming Activity/Activities What will the youth be doing in this event?	1. 2.
Knowledge: What knowledge do you hope youth learn in this program event?	1. 2. 3.
Skills: What skills do you hope youth learn in this program event?	1. 2. 3.

Youth VIP

Framework for Youth VIP Programming Events

Future Plans:	
Protective Factors Addressed:	
Risk Factors Addressed:	

Actual planning time _____

Actual Event time _____
(how long did the meeting/event actually take)

After the event/meeting, please debrief with adults and answer the following questions

1. What went well?
2. What was challenging?
3. What would you do different next time?

Risk and Protective Factors

Risk factors are linked to a greater likelihood of sexual violence (SV) perpetration. They are contributing factors and might not be direct causes. Not everyone who is identified as at risk becomes a perpetrator of violence. A combination of individual, relational, community, and societal factors contribute to the risk of becoming a perpetrator of SV. Understanding these factors can help identify various opportunities for prevention.

CDC focuses on preventing the first-time perpetration of SV.

Individual Risk Factors

- Alcohol and drug use
- Delinquency
- Lack of empathy
- General aggressiveness and acceptance of violence
- Early sexual initiation
- Coercive sexual fantasies
- Preference for impersonal sex and sexual-risk taking
- Exposure to sexually explicit media
- Hostility towards women
- Adherence to traditional gender role norms
- Hyper-masculinity
- Suicidal behavior
- Prior sexual victimization or perpetration

Relationship Factors

- Family environment characterized by physical violence and conflict
- Childhood history of physical, sexual, or emotional abuse
- Emotionally unsupportive family environment
- Poor parent-child relationships, particularly with fathers
- Association with sexually aggressive, hypermasculine, and delinquent peers
- Involvement in a violent or abusive intimate relationship

Community Factors

- Poverty
- Lack of employment opportunities
- Lack of institutional support from police and judicial system
- General tolerance of sexual violence within the community
- Weak community sanctions against sexual violence perpetrators

Societal Factors

- Societal norms that support sexual violence
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness
- Weak laws and policies related to sexual violence and gender equity
- High levels of crime and other forms of violence

Youth VIP

Framework for Youth VIP Programming Events

Protective Factors

Protective factors may lessen the likelihood of sexual violence victimization or perpetration. These factors can exist at individual, relational, community, and societal levels.

- Parental use of reasoning to resolve family conflict
- Emotional health and connectedness
- Academic achievement
- Empathy and concern for how one's actions affect others

Prevention Strategies

Sexual violence is a serious problem that can have lasting, harmful effects on victims and their family, friends, and communities. The goal of sexual violence prevention is to stop it from happening in the first place. The solutions are just as complex as the problem.

Preventing sexual violence requires addressing factors at all levels of the [social ecology](#)—the individual, relational, community, and societal levels.

CDC's [STOP SV: A Technical Package to Prevent Sexual Violence Cdc-pdf\[2.85MB, 48Pages,508\]](#) highlights strategies based on the best available evidence to help communities and states prevent and reduce sexual violence. Many of the strategies focus on reducing the likelihood that a person will engage in sexual violence. The strategies and their corresponding approaches are listed in the table below.

STOP SV		
Strategy		Approach
S	Promote Social Norms that Protect Against Violence	<ul style="list-style-type: none"> • Bystander Approaches • Mobilizing men and boys as allies
T	Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none"> • Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting health sexuality • Empowerment-based training
O	Provide Opportunities to Empower and Support Girls and Women	<ul style="list-style-type: none"> • Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create Protective Environments	<ul style="list-style-type: none"> • Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
SV	Support Victims/Survivors to Lessen Harms	<ul style="list-style-type: none"> • Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

- ✓ You should avoid being alone with a youth who is in your charge in relation to the program. Certain Program activities by their nature (such as mentoring programs) may require you to work individually with youth. In such cases, you should meet with the youth in a public place. If you are working in a school setting and need a quiet place to concentrate, you should meet with the youth in a location observable by teachers or parents, such as offices with windows or outdoor spaces. Under no circumstances should you be alone with a youth in a room with the door closed.
- ✓ You are expected to act professionally when participating in the program. This is especially important when interacting with youth. In certain circumstances, communicating with a youth via text or email may be necessary or beneficial in order to discuss a program activity. Whenever in doubt about the appropriateness of any interaction with other youth, you should contact the Program Coordinator.
- ✓ You are required to report suspected Youth or elder abuse as well as suicidal and/or homicidal ideation and intent to the Programming Coordinator. In the event the Programming Coordinator is not available, discuss your concerns with the staff member on site and they will help with the next steps.
- ✓ You should never raise your voice or ridicule a youth or group of youth for their behavior. If a youth misbehaves, please discuss with staff on site about next steps.

If any of these expectations are not followed, or additional conduct issues arise, program staff will determine if any actions must be taken and will be considered on a case by case basis. Final action could result in dismissal from the program, by discretion of the Program Director and/or University administrators. See our 'Conduct Process' document on our website for more detail.

Please sign below that you read, understand, and agree to the behavior policy. If you have any questions, please contact Youth VIP by phone at 605-381-2568 or by email at reyouthvip@gmail.com.

Parent Signature Youth/Participant Signature

Youth/Participant Signature

Youth VIP

Outline for Titan Games Prevention Activity

March 7, 2019

Before the Titan Games begin: Behavior Contract – Youth VIP Adult Mentor will verbally let youth know the behavior contract

Goal: Teach youth how to safely intervene as a positive bystander in an instance of sexual assault.

Learning Outcomes:

1. Youth will be able to identify the characteristics of a positive bystander
2. Youth will be able to intervene in a positive way
3. Youth will apply the characteristics of a positive bystander and how to intervene in a positive way in a role play scenario related to sexual assault.

Roles:

Activity Facilitator (Youth VIP Adult Mentor) – One youth and Youth VIP Adult Mentor will tell the entire group about the activity

Group Facilitators – At least one youth who attended the winter retreat and member of the PC per group will facilitate the activity with the individual Titan Game Teams

Timekeepers (Youth VIP Adult Mentor will assign someone) – Makes sure that the groups are moving along with this activity

Activity Facilitators will do a brief Introduction (2 minutes)

1. "Hi my name is X";
2. We have 20 minutes;
3. "You will be working in your Titan Game Team" for this prevention activity. All of our work will be done in your Titan Team.
4. We will learn about ways to safely intervene as a positive bystander in instances of sexual assault and relationship abuse; and

5. We will identify ways to share what you have learned with at least 5 friends who are not here tonight.

Materials:

1. Facilitator packets of 4 slides and facilitator instructions
2. Newsprint and markers
3. Participant packets (copies of 4 slides, scenario)

Activity: 20 Minutes

- Youth will work with the Titan Games Team that they were in prior to the break
- One PC member and one youth who went to winter retreat will co-facilitate the prevention activity in each team

Outline:

1. The co-facilitators will ask the youth in the team to read the following statistics:

Statistics from Youth Surveys (1 minutes)

- 74% of RCAS youth (grades 7-10) think it is important to talk about how to stop sexual assault.
- Within the past 6 months 62% of RCAS students have either seen or heard about a student grabbing or touching another student sexually (like on their butt or breast)

-37% of these students said something or tried to help or support the person who was being hurt

-34% of these students said something or tried to stop the person doing the hurtful behavior

-23% of these students got help from another teen, parent and/or adult

-25% of these students tried to make the situation stop by making a distraction

- 74.4% of RCAS youth (grades 7-10) think it is important for Adults to talk to Students about healthy relationship.

2. **The co-facilitators will go over the characteristics of a positive bystander:**

A Positive Bystander: (1 minute)

Individuals who witness harmful situations & choose to intervene to prevent the situation from escalating.

3. **The co-facilitators will go over:**

Things to keep in mind when determining how to intervene in a positive way (5 minutes)

- **Safety** - Keep yourself safe. Keep a distance – do not put yourself right into the middle of a situation.

ASK THE QUESTION:

If you see someone who looks like they are in trouble, ask if they are ok, but only if it is safe and non-threatening. Ask yourself, "Is it safe to act alone or will you need help?"

- **Creative solutions.** Good bystanders are creative. We want you to think outside of the box. Try to come up with intervention strategies that may not be the most obvious.

Examples include: Humor or a Distraction

-Humor reduces the tension of an intervention and makes it easier for the person to hear you. Do not undermine what you say with too much humor. Funny doesn't mean unimportant.

-Distraction/interruption -Most effective for street harassment. Snaps someone out of their "sexist comfort zone." For example, ask a man harassing women on the street for directions or the time.

- **Go-to people.** Sometimes the best way to intervene is telling someone you trust or asking someone for help. This can be a parent, a teacher, a friend, a pastor or minister, a coach, or a police officer. It is a good idea to take advantage of people that you trust and use them as a resource.

Example includes: Group Intervention. There is safety and power in numbers. Best used with someone who has a clear pattern of inappropriate behavior where many examples can be presented as evidence of their problem.

- **De-escalation.** De-escalating is when we make a situation calmer rather than more dangerous. For example talking calmly when other people are yelling. Or getting an adult to break up a fight rather than joining in the fight.

Examples include:

- "We're friends... right?" Reframes the intervention as caring and non-critical. Or Empathy "Bring It Home" Prevents someone from distancing themselves from the impact of their actions.

- "I hope no one ever talks about you like that."

Prevents them from dehumanizing their targets as well.

- "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

Remember:

Approach everyone as a friend.

Be a good listener and give respectful attention.

Do not be antagonistic.

Avoid using violence.

Be honest and direct whenever possible.

Recruit help if necessary.

Keep yourself safe.

If things get out of hand or become too serious, contact the police.

4. The co-facilitators will ask youth to read the

Scenario -Youth will review, discuss how to respond as a positive bystander and role play their responses. Choose one to discuss and role play. (10 minute discussion)

Scenario #1 A friend of yours sends you a nude of another classmate. You know that the person has not given your friend permission to share their nude photo.

-What can you say to your friend? Role play what you would say.

-Would you seek assistance from someone else? If so, who?

-Would you say anything to the person who had their photo shared without permission? Role play what you would say

Scenario #2 You and your friend are hanging out, and their BF/ GF keeps sending message after message and your friend looks distraught, eventually makes an excuse to leave. You know their BF/GF has been demanding and degrading before...

-What can you say to your friend? Role play what you would say.

-Would you seek assistance from someone else? If so, who?

-Would you say anything to your friend's BF/GF? If so, what would you say?

5. SM challenge – everybody take out your phones (4 minutes)

Be among the first youth to get a youth VIP water bottle when you post a response to the following question (s). Post to the following #'s

#PositiveBystander

#FearsIsFiction

#DontWatchTakeAction

Post a response to one of these questions:

- What does being a positive bystander mean to you?
- What are steps you would take to be a positive bystander?
- Share your ideas to be a safely intervene as a positive bystander.
- Tell us your creative solutions to be a bystander.
- What are your strategies to de-escalate to make a dangerous situation calm?
- Who are your go-to-people who can assist you to be a positive bystander?
- **Safety** - Keep yourself safe. Keep a distance – do not put yourself right into the middle of a situation.
- **Creative solutions.** Good bystanders are creative. We want you to think outside of the box. Try to come up with intervention strategies that may not be the most obvious.
- **Go-to people.** Sometimes the best way to intervene is telling someone you trust or asking someone for help. This can be a parent, a teacher, a friend, a pastor or minister, a coach, or a police officer. It is a good idea to take advantage of people that you trust and use them as a resource.
- **De-escalation.** De-escalating is when we make a situation calmer rather than more dangerous. For example talking calmly when other people are yelling. Or getting an adult to break up a fight rather than joining in the fight.

YOUTH VIP

VOICES IN PREVENTION

Stop and Pause!

Feeling Angry?

Don't know what to do? How about imagining a **STOP** sign?

Remember to **Spot Thoughts Over a Pause**

When you feel angry, you don't need to be aggressive, which is taking out your anger on others, even if they are not acting nicely to you.

Imagine a stop sign and **STOP** and **PAUSE!** Think about what you are thinking - are they helpful thoughts?

An unhelpful thought would be, "He's an idiot."

A helpful thought you can replace it with is "I don't like his behavior but that does not mean he is worthless or an idiot. Rather, he is a person who is acting badly, but it does not mean he is a bad person."

What are some unhelpful thoughts that you might think when you are angry, and can you think of a more helpful thought when you **STOP** and **PAUSE**?

1. Unhelpful thought:

2. Helpful thought:

1. Unhelpful thought:

2. Helpful thought:

YOUTH VIP

VOICES IN PREVENTION

Anger Checklist

- ☐ I can identify my "anger triggers"
- ☐ I can describe how it feels
- ☐ I identify my irrational self-talk
- ☐ I can replace it with more rational self-talk
- ☐ I have thought of healthy ways to handle anger

What to do when I am angry:


Check off ideas that can help me to manage my anger:


- | | |
|---|---|
| <input type="checkbox"/> Count to ten before responding | <input type="checkbox"/> Write a letter (I don't have to send it) |
| <input type="checkbox"/> Keep calm with healthy self-talk | <input type="checkbox"/> Remind myself to only change myself- not others! |
| <input type="checkbox"/> Write feelings in a journal | <input type="checkbox"/> Confront someone assertively |
| <input type="checkbox"/> Remember "I" statements | <input type="checkbox"/> Draw what I am feeling |
| <input type="checkbox"/> Talk it out with a friend | <input type="checkbox"/> Look behind the difficult behavior |
| <input type="checkbox"/> Take a walk to cool down | <input type="checkbox"/> Identify my "shoulds" |
| <input type="checkbox"/> Forgive others for being unhealthy | <input type="checkbox"/> Breathe very slowly |
| <input type="checkbox"/> Remove myself from the situation | <input type="checkbox"/> Exercise, discharge energy |
| <input type="checkbox"/> Role-play ways to handle anger | <input type="checkbox"/> Ask for help |


Ask Yourself: How will my life be different if I am able to put these ideas into practice?


Ask Yourself: Are there other strategies that work for me?


The Anger Game

For every  say one thing that makes you angry.

For every  show or share a strategy you use to cope with anger.

For every  say one thing that makes you excited.

For every  say one poor choice you made when angry and what you could have done different.

For every  say good choice you made when you were angry.

YOUTH VIP Post Retreat Interview Questions

****adjust the questions in this script as necessary – for example, some questions might differ depending on how long since camp. Ask lots of follow-up questions.****

"My name is XXXXX and I am {member of Youth VIP project/role/location, etc}. We want to hear about your experiences at the Youth Retreat that you attended the first week in August. We want to hear your experiences so we can ensure youth voices are heard in this organization and make improvements for future summer retreats. We are not evaluating you in any way. You do not have to answer any questions you do not want to. We want you to be honest and not worry about telling us things you didn't like, things that didn't work, and so forth. Also, please do not use any names in your responses. If you tell us about a specific incident at camp, use general terms like 'a male student'. Do you have any questions so far?"

"During this, please remember that we will report of any violence we hear of to the proper people, like the school"

"I would like to have the recorder on during our discussion. This is so we can remember everything you say. We will never share this recording with anyone outside of our research group and we will write everything down from the recording when we get back to the lab and then destroy the recording so it is gone forever. We also will never write down any names on your recording so your name will never be associated with it. Any questions?"

1. Tell me about when you first heard about the Youth VIP summer camp.
 1. How did you find out about it?
 2. What did you think about the summer camp at first?
 3. How did it feel to be going to this camp?
2. Think for a minute about your favorite moment at camp-it might be a certain activity, a conversation, anything. Tell me about this moment.
 1. What were you doing?
 2. Who were you with?
 3. How were you feeling?
 4. Why was this your favorite moment?
3. Think for a minute about a moment at camp that was challenging. Tell me about this moment.
 1. What were you doing?
 2. Who were you with?

3. *How were you feeling?*
4. *Why was this moment challenging?*
4. *Besides your favorite moment, what were some aspects of camp that you liked?*
 1. *[Anything about the content? Format? People? Setting? Accommodations? Etc]*
 2. *Why did you like that aspect?*
 3. *Any aspect about the free time that you liked?*
5. *Besides your challenging moment, what were some aspects of camp that you didn't like?*
 1. *What about the accommodations (food, bathrooms, bunks, etc)?*
 2. *Anything about the content? Format? People? etc*
 3. *Why didn't you like that aspect?*
 4. *What would you change for next time?*
 5. *Any aspect about the free time that you didn't like?*
6. *How are you different after the camp experience?*
 1. *Do you act or think differently and how so?*
 2. *Do you see yourself differently how so?*
 3. *Or, do you think you will act differently?*
7. *Did camp change your relationship with your community? How so?*
8. *How will you apply/have you applied what you've learned that camp?*
 1. *[adjust this question as needed]*
 2. *If you haven't applied anything, why not?*
 3. *Why did you apply that aspect?*
 4. *Are there any aspects you wanted to apply, but didn't/couldn't?*
9. *Tell me about your pod.*

1. *How did you work together during camp?*
2. *How have you worked together since camp?*
3. *How do you/did you feel around your pod?*
10. *Have you participated in any YVIP events since camp? Why or why not?*
11. *Anything else you want to tell us?*

Fall Retreat Planning Costs			
activity	Materials	Cost Formulas	cost paid by Youth VIP
Printing Costs of Packets and Promotion Materials	Ink (21 cartridges)		\$XXX
	Paper (1 box)		\$XXX
	Total: \$XXX		
T2 POL Invite Mailing (872)	Printing (camp registration, letter, brochure, etc.) (1025)		\$XXX
	Envelopes (9 boxes)	\$XXX per box	\$XXX
	Western Mailers (Postage and Labels) (872 mailings)		\$XXX
	Staff time for this event	32 hours x \$XXX	\$XXX
	Staff time for preparation	8 hours x \$XXX	\$XXX
	Leftover Postage (Stamps)		\$XXX
	Total: \$XXX		
Fall Retreat Facilitation Training	Printing (curriculum, schedules, content, etc.)	\$XXX per page x 13 people x 40 pages	\$XXX
	Staff labor	4 hours x \$XXX x 13 people	\$XXX
	Preparation Labor	10 hours x \$XXX	\$XXX
	Total: \$XXX		
Volunteer Orientation	Water		\$XXX
	Meat and Cheese Tray (2)		\$XXX
	Fruit Tray		\$XXX
	Veggie Tray		\$XXX
	Cookies (4)		\$XXX
	Paper Folders (26)		\$XXX
	Printing (curriculum, schedules, content, etc.)	\$XXX per page x 25 people x 15 pages	\$XXX
	Attendance Labor	25 people x 2 hours x \$X	\$XXX
	Preparation Labor	40 hours x \$XXX	\$XXX
	Pens		\$XXX
	Name Tags (25)		\$XXX
	Total: \$XXX		

Fall Retreat Paid Costs			
activity	Materials	Cost Formulas	cost paid by Youth VIP
Craft and Activity Products	Foam Stickers (4)		\$XXX
	Washi Tape		\$XXX
	Paint Brushes (2 Bins)		\$XXX
	Markers		\$XXX
	Poster Board 11x14 (50)		\$XXX
	Poster Board 22x28 (8)		\$XXX
	Collage Stickers (15)		\$XXX
	Post It Easel Pads (2)		\$XXX
	Poster Board 14x22 (72)		\$XXX
	Poster Board 11x14 (70)		\$XXX
	Name Tags (100)		\$XXX
			Total: \$XXX
Titan Games Materials	Masking Tape (3)		\$XXX
	Vaseline		\$XXX
	Apples (2)		\$XXX
	Cotton Balls (3)		\$XXX
	Plastic Cups		\$XXX
	Skittles (3)		\$XXX
	Panty Hose		\$XXX
	Mini Donuts (4)		\$XXX
	Water		\$XXX
			Total: \$XXX
Paid Labor	UNH Staff Labor @ Retreat	24.5 hours x 9 people x \$XXX per hour	\$XXX
	Adult Volunteer Stipends	\$XXX per day/night per adult	\$XXX
Food and Snacks	Graham Crackers (2)		\$XXX
	Marshmallows (2)		\$XXX
			Total: \$XXX
Youth and Facilitator Packets	3-Hole Punch		\$XXX
	Business Cards (300)		\$XXX
	Shipping Labels (Chant Label) (100)		\$XXX
	Youth Retreat Folders (162)		\$XXX
	Fingertip Moistener		\$XXX
	Paper Cutter		\$XXX
	Printing	25 pages x \$XXX per page x 150 folders	\$XXX
			Total: \$XXX
Facilities Cost	Food and Facility Fees (includes 2 meals and facility fees for 94 campers)		\$XXX
	Total: \$XXX		

Fall Retreat Donated Costs			
activity	Materials	Cost Formulas	cost paid by Youth VIP
Food and Snacks	YFS SNACKS (bananas, crackers, fruit snacks, chips) Smores Kits (12)		\$XXX
			\$XXX
			Total: \$XXX
Swag materials	YVIP Sweaters (40)	\$XXX per sweater	\$XXX
	YVIP T shirts (40)	\$XXX per shirt	\$XXX
	YVIP Hats (10)	\$XXX per hat	\$XXX
	YVIP Back Packs (10)	\$XXX per backpack	\$XXX
	YFS Water Bottles (64)	\$XXX per bottle	\$XXX
			Total: \$XXX
Facilities Cost	Food and Facility Fees (includes 4 meals and facility fees for 5 campers)	Paid by YFS	\$XXX
			Total: \$XXX
Stipends and Labor	Partners' Labor Youth Stipends (64)	24.5 hours x 14 people x \$XXX per hour	\$XXX
		\$XXX per youth (Paid by YFS)	\$XXX
			Total: \$XXX
Transportation	Arrival Buses Departure Buses		\$XXX
			\$XXX
			Total: \$XXX
Hygiene Products	Hygiene Kits (15 kits)	Rural Amer Initiatives: approx \$XXX per kit times 15 kits: including following items and calculations: Bar Soap (\$XXX; \$XXX PER BAR) Comb (\$XXX; \$XXX PER COMB) Washcloth (\$XXX; \$XXX PER PACK) Toothbrush and Toothpaste (\$XXX; \$XXX PER PACK) Shampoo (\$XXX; \$XXX PER BOTTLE)	Total: \$XXX
Craft and Activity Products	Pipe Cleaners (700)		\$XXX
	Feathers (10 oz)		\$XXX
	Pom Poms (900)		\$XXX
	Construction Paper (440)		\$XXX
	Crayons (200)		\$XXX
	Markers (100)		\$XXX
	Beads (Large Box)		\$XXX
	Lighters (3)		\$XXX
	Glue (1 Large-3 Small Bottles)		\$XXX
	Scissors (Bucket)		\$XXX
	Masking Tape (6 rolls)		\$XXX
	Stencils		\$XXX
	Jewels		\$XXX
	Copy Paper (1 Pack)		\$XXX
	Clear Tape (2)		\$XXX
	Hole Puncher		\$XXX
	Glitter Glue (8 Tubes)		\$XXX
	Paint (12 Bottles)		\$XXX
	Vigil Candles and Holders (100)		\$XXX
	Banner Paper		\$XXX
	Notecards		\$XXX
	Computers (3)		\$XXX
	Projectors (3)		\$XXX
	HDMI Cords		\$XXX
	Sage and Sage Dish		\$XXX
	Shaving Cream		\$XXX
	Marshmallows		\$XXX
	Cups		\$XXX
	Strews		\$XXX
	Balloons		\$XXX
			Total: \$XXX

Youth VIP: Cost List Titan Games

NAME OF WORKING GROUP	DATE OF MEETING	NUMBER OF STAFF AND HOURS SPENT/MILEAGE	FACILITIES	PAID COSTS-SUPPLIES, ETC.	ITEMS PREVIOUSLY PURCHASED	DONATED ITEMS INCLUDING SPACE	TOTAL COST
Titan Games	3.07.19	7 (Partner Staff: 4, UNH Staff: 3) (Youth: 12) (number of hours x \$XXX) (17.5 attendance + 10 preparation hours; \$XXX) Paid Hours: 15.5 hours \$XXX Donated Hours: 12 hours \$XXX	Central High School Café	Nylons \$XXX	Flour \$XXX	Ground Beef \$XXX	Direct \$XXX
				Oranges \$XXX Tin trays \$XXX Shaving cream \$XXX Marshmallows \$XXX Alka-Seltzer tablets \$XXX 7-Up \$XXX Penne noodles \$XXX Ping pong balls \$XXX Toilet paper \$XXX Balloons \$XXX M&Ms \$XXX Flour \$XXX Straws \$XXX Cheesy prizes (Big sunglasses, Unicorn Headband, Feather Boa, etc.) \$XXX Gift card \$XXX Table Cloth \$XXX Lettuce \$XXX Cheese \$XXX Sour cream \$XXX Salsa \$XXX Individual Chip Bags \$XXX Individual waters/juice \$XXX Snacks (gold fish, etc.) \$XXX Postcard Mailing \$XXX Postcard Printing \$XXX Social Media Marketing \$XXX Total: \$XXX	Popcorn (8 bags) \$XXX Dustpan and Broom \$XXX Masking tape \$XXX Minefield puzzle keys \$XXX Dixie cups \$XXX Spaghetti Noodles \$XXX Cups \$XXX Spoons \$XXX Tickets \$XXX Name tags \$XXX Poster boards (For Mini Retreat Sign-Ups) \$XXX Registration packages for Mini Retreat \$XXX Sign-in Sheets \$XXX Youth VIP Bracelets \$XXX Youth VIP Bags \$XXX Roaster \$XXX Serving Utensils (5) \$XXX Forks \$XXX Banner \$XXX Pens \$XXX Markers \$XXX Serving Bowls (5) \$XXX Total: \$XXX	Taco Seasoning \$XXX Total: \$XXX	Indirect \$XXX

