



## **An Approach to Preventing Relationship Violence Among Youth**

March 2000

**The National Resource Center on Domestic Violence  
Harrisburg, Pennsylvania**





# Making The Peace: An Approach to Preventing Relationship Violence Among Youth

**MAKING THE PEACE** (MTP) is a comprehensive curriculum, training and organizing program designed by staff of the Oakland Men's Project to prevent male-to-female family and dating violence among youth ages 14-19. The MTP curriculum, published in 1997, includes an organizers' manual, teachers' guide, 15-session curriculum and handout packages for educators, administrators and family-violence community-based organizations on preventing family / relationship violence in an entire school district. The subject of this report is a pilot MTP project conducted in 1996-97, funded by the National Resource Center on Domestic Violence (NRC), to adapt and present MTP intensively at two "high-risk" metropolitan schools.

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## Background

Oakland Men's Project (OMP) was founded as a men's group whose purpose is to both educate and stop men's violence against women. Begun in 1979, OMP built its training model from experiences in conducting intensive classroom, counseling, leadership training, summer camp and corrections-based work with young people and adults. Having started in Oakland, California, OMP expanded its work across the Bay Area and the state, and now organizes and conducts trainings across the country. This approach was shaped in concert with agencies and groups advocating for women, young people, communities of color, immigrants, people with disabilities, lesbians, gays and bisexuals and low-income and working-class people. These collaborations compelled the agency to broaden its approach to preventing men's violence by also addressing parallel forms of violence that exist across lines of race, sexual orientation, economic background and age, with special attention to young people not reached by or alienated by other youth institutions. OMP is a 501(c)3 and operates with five staff, 18 training consultants and eight board members.

For the past 10 years, OMP has collaborated with the TODOS Institute in its model and training practice. TODOS works with multicultural groups of youth and adults to address cross-cultural issues resulting from racism, sexism, anti-Semitism, homophobia, adultism and ageism, and works to eliminate these forms of oppression by creating cross-cultural alliances. TODOS initially operated with 3 staff and 18 training consultants; fiscal sponsorship and administration supplied by the San Francisco-based Tides Foundation. It should be noted that since this pilot project was completed, the Oakland Men's Project and the TODOS Institute have formally joined all programs and staff. The TODOS Institute, established as a new independent nonprofit, now conducts all program work, including "Making the Peace".

**MAKING THE PEACE (MTP)** is a comprehensive curriculum, training and organizing program for youth, educators, parents, women/youth advocacy agencies, criminal justice personnel and community members that was developed as a means to prevent male-to-female violence among youth ages 14-19. The MTP curriculum, published in 1997, includes an organizers' manual, teachers' guide, 15-session curriculum and hand-out packages for educators, administrators and family-violence community-based organizations on preventing family/relationship violence in an entire school district.

The project was piloted in Ohio and the District of Columbia in 1991-94 and subsequently conducted in 1995-98 in 21 urban, suburban and rural sites across the state of California. The subject of this report is a pilot MTP project conducted in 1996-97, to adapt and present MTP intensively at two "high-risk" metropolitan schools: Oakland Technical High School and, what would become the Hayward Coalition of Youth.

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## Goals and Activities

### Overall Goal

The overall goal of the Making The Peace pilot program was to reduce and prevent male-to-female domestic and dating violence at two urban school sites. The approach was to train and organize young people and adults at each site to design and conduct dating violence prevention campaigns that would reach all students at each site.

### Program Components

The MTP program has five major components or activities:

1. *A regional collaboration* set up by a local sponsoring organization such as a nonprofit agency, governmental body or community-based collaborative, that contracts with OMP to offer Making the Peace.
2. *A core group* of 5-10 community members and activists selected from the above collaboration, that works intensively with OMP to:
  - a) design the MTP project for the region;
  - b) recruit community members for the Roots of Violence training; and
  - c) guide the subsequent Making the Peace Organizing Campaign.
3. *The Roots of Violence training*: a 2-5 day training for the core group and 30-50 community members on preventing family and relationship violence through building alliances across lines of race, gender, age and other social differences.
4. *The Making the Peace Organizing Campaign*: under the guidance of the core group and OMP, trainees develop and conduct a long-term campaign to lower and prevent family and relationship violence in their community.
5. *Institutionalization* or the making of a community-run program that ensures a community-based violence prevention campaign will continue.

## 1. Regional Collaborations

The goals of regional collaborations are to build connections in the community, introduce the theoretical framework of structural violence (also referred to as institutional violence) in particular, dating violence, and familiarize the community with OMP.

In practice, the regional collaboration is the primary source for the 5-10 activists who become the “core group.” These activists, as part of a regional collaboration, by definition are connected to and responsive to the larger community. Being activists, they are more likely to be committed to seeing a relationship violence program through to the end. Finally, being part of a larger collaborative means that they will report back on program activities thus keeping the collaborative informed. The collaborative, in turn, is encouraged to guide these core members in their work and strategies thus keeping the work culturally appropriate to the community.

OMP targeted two regions to create or augment collaborations of service providers, school district personnel, students, and other community groups for family/dating violence prevention.

OMP was able, with the pilot project funding, to select two sites that would otherwise be unserved. Oakland Technical High School is a large, long-established urban public school with a culturally diverse student body, predominantly youth of color. While OMP and other domestic violence and sexual assault prevention agencies have conducted classes at the school over the years, there has never been an organized campaign at the school on dating violence. Moreover, the size of the school, declining resources, and the day-to-day conflicts of students, administration and police have precluded any overall school campaign in the recent past, much less a culturally appropriate campaign against dating violence.

The other project site, originally slated for one high school in the city of Hayward, quickly became an opportunity for a program with a much larger reach. The Hayward Coalition of Youth (HCY), a citywide collaboration of agencies, school representatives, teachers, police, and the county office of education, invited OMP to initiate campaigns at five middle schools, a high school and continuation high school. The schools are located in the Triangle District of south Hayward, identified by the city as a low-income, high-crime area.

OMP consulted with project advisors, shelter agencies of the California Alliance against Domestic Violence, and collaborated locally with legal advocacy groups. A local battered women’s shelter provided staff to contact select host sites, monitor the program and participate in evaluation.

## 2. Establishing the Core Groups

At both sites OMP formed a group of five to ten youth, staff and community members balanced by gender, race, age and constituency in the community to recruit for the training and to guide the ensuing prevention campaigns.

For Oakland Tech, OMP established a core group of school administrators, a parent liaison, student representatives and teachers. All the core group members received a draft outline of the goals of the Gender Justice Equity Program. During initial meetings, there was support to implement the program. Several teachers were enthusiastic and willing to be a part of the core group, and a site coordinator was designated to organize ongoing planning meetings.

However, at a later presentation to the full faculty, the majority of the teachers expressed no enthusiasm. While the principal supported the program, other tensions existed between the principal and the teaching staff. Project staff worked to expand the core group, continued meeting and developed a plan of action. But when the site coordinator set up meetings, original participants did not attend. After a number of canceled meetings, staff contacted the school's Parent Liaison, who had been a key organizer and played a critical role in generating parent support. It was learned she had resigned, taking her son out of the school because he had been hurt in a violent incident. Other parents were also withdrawing their children from the school because of violence on the school site. At this point, morale was low among the core group. The site coordinator had little support and the program was suspended.

Project staff planned to initiate a training directly with students at the beginning of the new school year. Over the summer, however, a new principal was hired. The new principal was unfamiliar with the program and did not want to start the program in his first few months as the new principal. As a result, the program was discontinued at this site, and resources were then put into the other site.

At HCY, the program was assigned, through the initial collaboration, to an existing "safety committee" that included law enforcement professionals, service providers, teachers, administrators, hospital personnel and community activists — all organized to address youth violence. The committee had been seeking a program to implement, and decided to be the core group for MTP. The combined committee, convened by co-chairs from the police department and school administration, met biweekly with project staff about the program, raised funds for expenses associated with the project, and organized the training. Eventually they decided to implement the program in all of the schools in the Triangle District by bringing teachers and students from each school as well as members of the committee and the larger coalition, to the full-scale training. Over the summer, safety committee members developed contractual agreements among HCY members to secure appropriate program follow-up at each of the school. Several of the schools began to work with a project consultant from the Alameda County Office of

Education to set up *Days of Respect* (DOR) programs at their campuses to reduce sexual harassment at the schools.

### 3. The Roots of Violence Training

The goal of the Roots of Violence training is to enable participants to understand the model of structural violence and begin to design site-specific campaigns to prevent dating violence.

#### Training Objectives

To enable young people and adults to:

- understand the roots of male-to-female family / dating violence in male socialization and to understand structural violence, which is institutionalized inequality between men and women;
- understand and adapt a model of female empowerment and male responsibility as allies of women in order to achieve gender equality;
- learn a multicultural approach to working with youth to prevent family / dating violence;
- develop and practice concrete intervention and prevention approaches for youth dealing with violence against women such as sexual harassment, battering and sexual assault; and
- use basic evaluation instruments to test program effectiveness.

The training philosophy, exercises and guidelines are contained in two published curricula that were distributed during this project:

#### Roots of Violence Training at Hayward

OMP conducted a Roots of Violence Training for 82 Hayward youth and adults, including students from the seven schools, teachers, police and community members, over the course of two and a half days (20 hours). Five trainers, balanced by gender, race, age and sexual orientation, used a variety of games, role-plays, interactive exercises, and group discussions outlined in the MTP curriculum (see training agenda in Appendices). In the opening half day, trainers helped participants become acquainted and make “agreements” with each other for safety throughout the training (also included in Appendices).

In the following days, trainers presented the model of structural violence, with special emphasis upon violence against young people, women and people of color—“target groups” for structural violence—and corresponding tasks for adults, men and white / European-Americans as allies. (*Target group in the model designates a group that is the target of a particular “ism,” such as racism, sexism, ageism, etc.*)

As a model of the alliance-building process, the participants addressed adultism and met in separate groups of youth (ages 18 and under), young adults (ages 19-24) and adults. Youth and young adults examined how they experienced adultism from adults; adults examined their socialization to becoming adults and the barriers to being allies to young people. This culminated in the “speak-out,” where youth, followed by

*Continued on next page*

young adults, spoke to the adult group about their experiences as young people, what they never wanted to see, hear or have done to young people again, and what they would expect from adults as adult allies. As a close to the speak-out, adults were directed to repeat back to the speakers what they heard without adding to or amending what they heard. In this exercise, the group targeted for mistreatment is enabled to take the lead in defining its own experience, while placing the other group in the position of acting as allies. This enables the groups to begin to work together more powerfully with young people in leadership roles setting the stage for planning subsequent campaigns.

The final step in this process was having a member of the “non-target” group – in this case an adult – speak before the group on the next steps he/she will take to be an ally to the target group (youth), and what support he/she will need from other non-target group members (adults).

Subsequently participants were shown a video of successful speak-outs from youth of color to European-American youth, and from young women to young men, as models of alliance-building against racism and sexism.

During the last 4 hours participants met in separate school site groups to identify and begin to plan the campaigns they wanted to develop for their schools using “Handout 20” an instrument for designing a campaign. Other community representatives elected to meet separately to develop a campaign for the Triangle neighborhoods.

- *Making the Peace*, a 15-session high school program on unlearning gender, race, sexual orientation and age-based violence;
- *Days of Respect*, an organizing manual for a whole-school event that addresses the same topics.

(For information on obtaining these two publications, please see the contact information, see page 28.)

## Rationale of Training

Expecting young people to engage in violence prevention requires that they understand the context and structure of power and control. It is not just an individual problem committed by a stereotypical abuser against some helpless victim that can be solved through counseling. The goal is to demonstrate how dating violence is part of a larger dynamic — the socially accepted imbalance of power and resources between men as a group and women as a group. Through training, participants learn how dating violence can be prevented by young people through understanding its dynamics and working together to prevent it.

Male role socialization and male privilege relative to women are both barriers to young men understanding how they benefit from sexism. A crucial part of the training is alerting young men to male socialization — how boys are trained to “act like men,” which only serves to brutalize boys, stereotype girls and lead to dating violence. Beyond this, it is crucial that young men learn that they can resist this socialization and act as allies with women to end sexism. Correspondingly, young women can learn to expect and require that young men act as allies.

Other social oppressions affect young people — racism, heterosexism, economic oppression, and adultism, which is the mistreatment of and discrimination against young people by adults. To address dating violence and sexism thoroughly, it is necessary to address all of these issues at the same time. *(NOTE: In this model, the phrase “target group” is used to mean people who experience some form of oppression such as racism, sexism, ageism, heterosexism and others. These forms of oppressions are also referred to as the “isms.”)*

For example, MTP staff have learned that young people are not receptive to being lectured about dating violence by adults because this only reinforces the message that adults have and use power over young people. Additionally, it is neither appropriate nor effective to work with young people of color on dating violence prevention without addressing the effects of racism and designing culturally appropriate messages.

As a result, the training emphasizes alliance-building across lines of gender, race, sexual orientation, economic background, age, and other categories as the most effective way to combat dating violence. In this way the training lays the groundwork for the organizing campaign efforts described below.

#### **4. *Making the Peace* (MTP) Organizing Campaign**

The goal of the MTP organizing campaign is to prevent dating violence among young people. This step in the process is facilitated by trained collaborative members who design, and implement/augment a regionally appropriate family / dating violence prevention program for youth at their sites. It involves conducting a school-wide campaign that is meant to reach all students at each site.

##### **Campaign Objectives**

The MTP model requires that participants:

- build a community response to structural or institutional violence (in this case, dating violence) with young people at the center;
- participate in a Roots of Violence training, which includes identifying dating violence;
- enable young people who participate in the training to create a dating violence prevention strategy; and
- support young people in carrying out the strategy.

## Organizing Tasks

Trained collaborations will:

- institutionalize a permanent core group composed of youth, faculty, administration and community members to plan and enact one-year family / dating-violence prevention activities at each site;
- convene action groups of parents, students, faculty and community members to implement specific violence prevention activities;
- implement the MTP curriculum as a permanent part of school curriculum, reaching one entire grade of students in each school year;
- produce at least one school-wide activity each year to bring family / dating violence-prevention curricula to all school students;
- plan and enact a youth-led campus security plan to identify, intervene in, and prevent relationship violence;
- create and maintain a youth liaison relationship with youth-serving agencies to secure needed services for youth dealing with relationship violence;
- implement or strengthen an existing youth liaison with local law enforcement to institute or review and improve formal student-police alliances against family / dating violence; and
- design and complete a process and outcome evaluation.

## Rationale of Organizing

Dating abuse prevention work with young people took place in high school classrooms through the course of one or two class periods – an approach often taken by violence prevention programs. While the classroom was an important place for staff to learn interactive teaching methods with students, they anticipated only being able to develop awareness around the issue and encourage young people to examine and change their own attitudes. With that in mind, staff discontinued the one / two class period trainings and began to develop and conduct uninterrupted one-and two-day trainings when that was possible. In addition staff began implementing trainings for teachers and other adults who work with youth in order to establish some standardized dating violence prevention efforts and policies. The adult education program became a training-of-trainers that lasted as long as five to seven days. Unfortunately, despite these training efforts, the adults seemed to have trouble designing and carrying on their programs without additional support and guidance on how to build collaborations that would continue the momentum toward change.

The rationale for organizing is:

- to build a collaboration representing the different constituencies of a targeted community, compelling them immediately to begin building alliances with each other;
- to use the training to help strengthen and deepen the relationships within the collaboration, while presenting the model of alliance-building to prevent dating violence; and
- to put collaborative members, especially youth, in charge of picking up and practicing the model, and conducting their own regionally-appropriate campaigns to prevent dating violence under guidance and consultation from women’s advocacy agencies.

At the very least, collaborations have to be formed among youth and adults who are part of a designated community, representing the ethnic, racial, socioeconomic and occupational differences in that community. Collaborations are alliances in action in the sense that people in a collaboration have to be able to reach across the differences that divide them to create a culturally-appropriate campaign in a community. This holds whether the “community” is a single classroom in a school, the entire school, the entire school district, a neighborhood, or an entire region. What is needed is not an inspirational training on a multi-cultural dating-violence prevention ‘model’, but day-to-day consultation on building a collaboration itself.

## 5. Institutionalization

The goal of this step is to institutionalize dating violence prevention activities at each site.

Preliminary steps at institutionalization include:

- adapting the curriculum at each school to be used annually;
- providing renewable “core groups” at each school to design and conduct dating violence activities each year;
- modifying existing school services, including student-run conflict mediation programs and counseling services, to recognize actual or potential dating violence among youth who come to them, and developing protocols for intervention;
- establishing an ongoing liaison and oversight of school core groups; and
- establishing young women’s safety as an ongoing task.

## Staffing

The MTP project employed an executive director, a project director for each site, an administrative assistant and bookkeeper. The directors, in addition to managing the sites, worked collectively with project consultants from women’s advocacy agencies to refine the existing curriculum. These project staff also worked collectively with several other training consultants as a facilitator team for the Roots of Violence training. In addition, there were prescribed roles for core group members and other trainees. The roles and responsibilities of project staff, core group members and participants in the Roots of Violence training are as follows:

### Staff Roles and Responsibilities

- **Executive Director:** co-author all curricula and provide overall supervision and coordination with other OMP programs; assist in collaborations and trainings; and co-author organizer’s guide.
- **Project Director:** consult with all program advisory members; coordinate five components of the program, supervise and assist in all training and follow-up site consultation; supervise day-to-day operations of the program; and co-author organizer’s guide.
- **Project Consultant:** consult with all program advisory members; develop and supervise collaborative formations and follow-up consultations; and co-author organizer’s guide.
- **Senior Consultant Trainer:** assist in program and curricula design as well as on-site delivery of core group and full collaborative trainings; and co-author organizer’s guide.
- **Consultant Trainers:** design, conduct and evaluate Roots of Violence training under supervision of project director and senior consultant trainer.
- **Program Advisory Members:** curricula, training and campaign review and selection of regional sites and host women’s advocacy agencies.

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## Budget Considerations

Training and organizing expenses of the MTP program include costs of the training facility, sound system, refreshments for participants, recruitment mailings, manuals and publications, and teacher release time. In addition, extra expenses included preparing and distributing publicity about the program such as press packets.

In Hayward, core group members planned for and secured additional funding from local sources for all of the above expenses. A local hospital donated funds for production of extra training manuals and provided the training space and sound system. The school district paid for substitutes, enabling teachers to attend a Roots of Violence Training, and provided transportation for youth. The district also conducted a recruitment mailing on behalf of the core group organizers. Local foundations raised funds for refreshments and meals for the trainees. Beyond this, staff from several community-based agencies gave in-kind support in terms of long hours spent preparing training facilities, registration and evaluation, training supplies (including youth-friendly music and VCR) and food.

In general, project success relies a great deal on community members embracing the mission of dating violence prevention. The model of one campaign, the Days of Respect program previously mentioned, was created by a teacher in association with OMP, and is constructed to fit modest school budgets by relying entirely on volunteers. Principal expenses for the sponsoring agency are the project staff and administration to oversee the project. Ultimately the project relies not on major funding but on community involvement and investment in making the project a success.

### Direct Funding Sources

OMP secured funding from the National Resource Center on Domestic Violence to offer this program to schools without resources. Midway through the project, staff involvement increased at one site and the agency needed to secure additional short-term funding from local sources to compensate the extra staff time. In general, OMP has secured grants and used community fundraising events to pay for program expenses, since many youth-based organizations in communities have few resources. OMP does not compete for funds that are used by local domestic violence programs and women's advocacy agencies although there are occasional opportunities for joint funding with other agencies serving women, youth and communities of color. Every site is approached with an eye for securing funds that will offset the costs. For example, sometimes it is possible to underwrite portions of the campaign such as the Roots of Violence Training by charging trainees workshop fees. In a wealthier community or where a broader collaboration exists, the project raises funds directly from businesses, foundations and schools in the community through training fees and donations for publications.

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## Approaches To Evaluation

The project attempts to use evaluation as an organizing tool, to broaden community relationships, and to encourage community responsibility for defining and achieving program goals. The primary instruments - process evaluations - are meant to define what needs to be done and then monitor and revise the processes used to get there.

To conduct evaluations, OMP developed the forms listed below (all are included in the Appendices).

- MTP tracking: an in-office instrument keeping tabs on overall progress of the project;
- MTP application: an assessment of community needs and demographics, to be filled out by designated core group members;
- training participant response: an immediate on-site response to the Roots of Violence Training by participants;
- trainer's planning and evaluation: a post-Roots of Violence evaluation by trainers;
- core group evaluation: a detailed post-training evaluation that the core group conducts among all trainees; and
- action plan ("handout 20"): to help a group plan and evaluate a campaign;

The project also uses several evaluation practices:

- facilitator evaluation: during and after trainings, facilitators meet to evaluate both themselves and the training model. One meeting addresses facilitator performance including self-evaluation and mutual evaluation. The second meeting addresses the agenda – what worked, what didn't work, what needs to be done, as well as critiquing the model.
- core group in-person evaluations: these evaluations are conducted at mid-training and post-training.
- community-based evaluation: creation of focus group interviews with selected youth and adult participants to evaluate overall effects of the training for use as a prototype for future trainings.

The project has experimented with different outcome/impact evaluations over the years. A thorough, independent evaluation that defines a successful dating violence prevention program remains to be done. Such evaluations are generally costly, however, and out of reach of most community groups. While OMP is working in several

collaborations that are developing strong outside evaluations, the focus in MTP is to promote continual community evaluation. OMP currently uses two instruments to measure outcomes. The first instrument measures attitudinal changes in the participants via a pre-test and post-test (from OMP publication *Helping Teens Stop Violence*). The other is from the MTP training curriculum and is meant to train groups to set up outcome goals for themselves and develop ways to evaluate whether those goals are met (see Appendices).

At HCY, the core group conducted both process and outcome evaluations for the training and the MTP organizing campaign. The evaluations tested for:

- understanding level, and attitudinal/behavioral changes;
- successful inclusion of all participants and successful completion of all activities in the follow-up campaign; and
- short-term outcomes in awareness of sexual harassment and dating violence, reporting of incidents of sexual harassment and dating violence, and successful intervention in dating violence among youth.

In consultation with project staff, the committee devised an instrument for all participants to evaluate the training and to chart their next steps as the campaigns got under way. Project staff additionally conducted focus groups for committee members to both complete the in-depth evaluation process and as a guide for subsequent campaign activities.

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## Identified Areas for Change

After the HCY training, project staff and consultants conducted an internal evaluation of the overall MTP program. Based upon the experiences at Oakland Tech and HCY, staff identified additions and changes to future approaches with the MTP project in the areas outlined below.

### Marketing

- Develop an MTP brochure to explain and market the program.
- Develop current orientation materials and packets to detail different facets of the program, highlighting more succinctly the issues of structural violence and alliance building.
- Develop a brief orientation video advertising the program.
- Allow more time to meet potential collaboration members and explain the steps and implications of the program.

### Establishing the Core Group

- Make the core group a formal entity, with conditions for membership and outlined tasks and expectations worked out with members.
- Prepare core group members more fully for the content of the training and implications of a 'prevention campaign'.
- Require all core group members to participate in the entire training.
- Create an environment that supports additional initiative and leadership within the core group.

### The "Roots Of Violence" Training

- Continue to address structural/institutional violence.
- Provide examples of successful institutional change projects and work with "action groups" to more explicitly identify steps they will take.
- Provide certificates of participation (both youth and adult community members valued these tangible gifts).
- Schedule and conduct subsequent, shorter skill trainings with site groups on the "nuts and bolts" of working with youth, special issues for working with young men on stopping violence against women, and other issues as connected to the particular site campaign.

## Delivering a Dating Violence Prevention Campaign

- Prepare a full campaign kit, including program posters, guidelines for appropriate use of the MTP program, sample dating-violence prevention exercises, timeline, and evaluation.
- Delineate OMP's consultation role as carefully as possible — both how staff can monitor and advise a campaign as well as define the level of staff involvement and time that site groups can expect.
- Plan a “hub infrastructure”: a network for core group members to attend, consult with each other on current efforts, and collaborate in broader regional and state-wide efforts.
- Develop internal criteria for staff to determine when involvement at a particular site should end and when continued assistance is called for; communicate these criteria fully to core groups.

## Institutionalizing Permanent Dating Violence Prevention Activities

- Prepare an internal report for core group members, summarizing strengths and gaps in the Roots of Violence Training, outlining campaigns they are developing, and recommending next steps.
- Provide a similar report with recommendations at the close of each campaign.
- Continue to design outcome evaluation plan.

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## Lessons Learned

The work at these two sites has only deepened the conviction of the staff toward the alliance-building model for education and organizing with youth. What has changed is the estimation of how collaboration works. On one hand, staff underestimated the time a full-fledged campaign takes to launch and complete. Moreover, the staff expected too much, too fast, from participants at Oakland Tech. Real-life conflicts at the school and the subsequent time to deal with them were not factored in.

At Hayward, however, staff expected far less and were surprised at how quickly and broadly the program took off. For example, the project had raised funds to purchase additional manuals for the Hayward training to ensure that all youth and adult participants would receive one. It was also decided to issue certificates of completion to all participants. Project staff were not in initial agreement on manual distribution. After all, the manuals were written for adults; how would they be of use to middle- and high-school youth? After the training when students had returned to their schools staff began to hear feedback: At a middle school, a 14-year-old trainee brought the manuals into the principal's office and quoted to him about what should be done to stop violence at the school. At the continuation school, a student told his teacher that when he saw both young people and adults receiving the same books and certificates he finally felt that young people were really being respected, and further, wanted all of the students at his school to go through the training together. It seemed the youth were clearly understanding and using the messages in the manual, putting to rest any concern that the manual, ostensibly written for adults, would not be understood by youth.

Additional considerations that must be taken into account include: setting realistic timeframes for pre-planning and program delivery; accounting for the effects of seemingly unrelated school constraints upon program delivery; challenging attempts to dilute the issue and resistance to changing institutional violence; and utilizing unexpected resources. Some lessons may appear as less significant but had a powerful impact.

As should be expected, each of the sites presented unique challenges. Oakland Tech faced obstacles that are intrinsic to many busy urban schools sites and include the following:

- a school-based program requiring buy-in from teachers, administrators and parents (much less students) requires significant preparation time. In addition, other time issues play a big role: allotted times for trainings are minimal, teachers are concerned about students missing class and having to make up work, and extracurricular activities compete with time students could have for social justice issues. Teachers in this situation must always deal with declining resources and little time;

- staff first approached Oakland Tech in January 1997 and found the time remaining in the school year was too short, given the other circumstances, to create a campaign or even an initial training before the beginning of the new school year...the next-to-last month of the pilot (10/97);
- as mentioned, there were serious divisions between teachers and administration already in existence at the site, lowering morale and making new programs practically impossible to initiate;
- while OMP had conducted classes off and on over the years at this school, and the principal knew and supported the work, the point of entry here was a concerned parent. While her commitment and leadership were crucial to initiating the project, there was not enough buy-in from other potential supporters in the school, and she could not be replaced when she left;
- the perceived issues of conflict at the school are interracial violence and youth violence in general. It is a strength of the program that these issues are addressed in working to prevent dating violence, but in the short run staff could not enable school participants to “take on” dating violence as such. When the principal was replaced, the new administration was not ready to institute such a program; and
- finally, there was the barrier of resistance to prioritizing sexism as such, given the above conditions.

As the program continues with Oakland Tech, additional strategies include:

- far more planning time;
- enlisting additional teachers and administrators;
- as much advance time as possible to assess working conditions and resources of the school; and
- smaller more localized classes and workshops with students to begin to develop more awareness about dating violence at the school and enlist young people in planning efforts.

With the Hayward Coalition for Youth, there were similar as well as different barriers, some connected to the apparent strengths of the project:

- it was both a strength and a barrier that community leaders with some control over schools and community life were involved early in the project. HCY’s main concern in this area is youth violence prevention, a broad concept that takes on very different meanings for different constituencies. The same is true for the program title, *Making the Peace*. This title was created to suggest both that young people can actively make peace, and as an umbrella term to attract community

participation and link different forms of oppression. Emphasizing peace however, can downplay the program commitment to social justice. As a result, the issues of structural violence, especially sexism and racism, were continually muted; when they were addressed directly in the training, some coalition members were unprepared and quite resistant. These members attempted to use model concepts to promote respect on school campuses, ignoring the particulars of male-to-female and adult-to-youth violence, among other things.

- The quick expansion for the project to seven schools meant an exponential increase in organizing time, delaying the training and beginning of campaigns to the last month of the pilot project. This project, like Oakland Tech, was also subject to school requirements: all targeted schools had to close early in June and start late in September, because all were being renovated to remove asbestos, thus delaying all scheduled activities by several months. As a result, some project staff time was required to secure resources to see the project through.
- The expansion — and the delay — have also multiplied the consulting time required for program completion. Part of each school's campaign calls for on-site consultation and training from OMP staff on particulars of sexism and dating violence prevention.

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## Prerequisites for Project Replication

This project has a number of prerequisites for successful replication both in overall program approach and in practical implementation, but changes in thinking are the fundamental beginning for the success of the program.

### Changes in Thinking

Because the program strongly adheres to alliance-building, OMP believes that organizations doing similar work must be committed to social justice and equality for women and all other oppressed groups. As long as that work involves education and organizing of youth, it must also involve building cross-cultural and other alliances in addition to helping young people work with each other, enabling women to have equal say, and teaching men to act as allies.

Clearly there are some obvious misconceptions that need to be addressed by any prevention program including those that blame or pathologize women, hold women responsible for the abuse or as a contributor to the abuse, and/or define abuse as a problem of particular relationships. While it is important, particularly with young men, to understand how male socialization works and how this contributes to abuse, it is not enough to stop there. Simply understanding male violence and attributing it to socialization without holding all men (young and older ) accountable does not reduce or prevent violence, nor does it create equal relationships. *While young men are not to blame for their socialization, it is imperative they understand that they can decide how they choose to act on their socialization.*

Finally, catch-phrases like youth violence and MTP must be used with care. What organizations must always struggle with is the way different forms of social oppression play out in many unintentional but still harmful ways.

### Overall Program Approach

**The Model of “unlearning oppression.”** Because this project attempts to explain dating violence through understanding sexism and related “isms,” it is crucial to continue to study how sexism and other “isms” work including:

- what “structural violence” or oppression is, what sexism, racism and other “isms” are;

- how they are interlinked;
- how they affect everyone (including the project staff);
- how young people are, more or less without their permission, socialized into them;
- how this socialization privileges some and limits others, but is hurtful to all;
- how young people resist this socialization and can unlearn it; and
- the role of empowerment and alliance in overcoming the “isms.”

To understand dating violence, it is important to understand sexism and its role in dating violence. This requires understanding the different socialization processes for boys and girls and how to further empower young women while enabling young men to unlearn sexism. At the same time, it means recognizing how race and class impact real intervention. Unless race and class issues are addressed openly in the training (as well as in pre-selection of training staff, selection of core group, and training members) all interventions might be perceived by young people as “white” and “middle-class” strategies for “white” and “middle-class” problems. This will prohibit young men from entertaining dating violence as a serious issue and young women from “breaking ranks” to acknowledge their experience of this abuse.

To counteract this possibility, staff must continually review the model and strategize about overcoming resistance, all the while seeking to understand the effects of socialization upon adult men and women. Moreover, it means recognizing the countless ways the process of unlearning sexism can be compromised or neutralized.

Finally, it has meant developing a particular approach to teaching. To work with young people and adults on this and related “isms,” it is necessary to design workshops and trainings that enable participants to look at personal experiences in a safe setting. Participants should have an opportunity to practice role-plays and other exercises in concrete, age-appropriate interventions against dating violence. Role-plays, for example, must model real-life experiences that young people encounter each day. The role plays should allow for resolutions in which young women act powerfully to resist violence, and young men act as allies for that resistance.

**The Model of Sexism and Accountability to Women.** OMP was founded as a men’s group whose purpose was to educate other men to stop men’s violence against women – a prevention program by most definitions. Staff has continued to learn that successful prevention requires that every program, including this one, acknowledge dating violence is rooted in sexism, and a result of the institutional imbalance of power between men and women. Since sexism occurs at all levels, there will be resistance to recognizing it and resistance to changing it. However, the commitment to undo sexism can bring about great possibility for change. Consequently, it is necessary for preven-

tion programs to understand and make ongoing commitments to eliminate sexism. For programs like MTP, this requires accountability to women and women's service agencies, and to work in collaboration with domestic violence and rape crisis agencies among others. The groups targeted for violence are in the best position to understand what the violence is and what should be done to prevent it.

Members of non-targeted groups also have an essential role as allies. Men acting as allies with women against sexism, for example, can have a powerful effect in education and organizing efforts as positive models for other men. A further prerequisite for dating violence prevention is that women as women's advocates continue to define the mission and direction of prevention work, and men engage to support this leadership.

**Multicultural (and Other Kinds of) Collaboration.** It is essential to create and sustain a cross-cultural, cross-gender and diverse sexual orientation workplace as a condition for all of this work. This has taken and continues to take much attention, but it has been invaluable both in motivating staff to continue and in modeling such alliances for young people.

This model was developed collaboratively in two general phases. The original OMP members worked with and were advised by women's groups including Women Against Violence, Pornography and Media; Bay Area Women Against Rape; and the Oakland battered women's shelter, A Safe Place. This collaboration was a requirement for any work that would subsequently follow with young men on sexism.

Beyond this, in 1985 OMP staff became involved with New Bridges, a summer-camp youth program on unlearning the "isms." OMP staff led workshops on unlearning sexism, and participated in unlearning racism, heterosexism, adultism and other "isms." Through the camp, staff both learned and helped to develop the alliance-building model. The TODOS Institute (see page 1) was built from that program. And, from the collaboration with the TODOS Institute over many years, OMP has become a more inclusive and diverse staff with long-term working relationships and a wealth of collective experiences.

**Taking On Adultism.** For all work with youth, everyone in this project had to examine their approach in light of adultism, with just as much attention focused on sexism and racism. Specifically staff had to ask: *What have we learned about being adults? How has it affected how we view and treat young people? Does it show up in the ways we talk and present workshops for young people?* Particularly in addressing dating violence, staff were compelled to recognize that both young men and young women, as youth, had already experienced and witnessed many forms of violence from adults—they were already experts on how structural violence works.

Moreover, as adolescents, both groups were still coping with intensive gender role socialization. It was important to address men as *young* men, working with them to be accountable for sexism but encouraging them to notice how socialization affects them. Blaming them or making them feel guilty would only add to the usual ways boys are trained to be men. It was important in working with young women to allow room for them to decide how they want to address and resist dating violence. Making them feel hopeless or victimized only adds to ways that women are raised to be passive. Finally, this project truly succeeds when young people take it on and, ultimately, replace adult staff.

## **Practical Implementation**

Any replication effort for this project involves preparing for unexpected conditions at the schools. This includes planning strategies to overcome the tendency of neutralizing the issues as more of the community becomes involved, i.e. by linking dating violence prevention to other long-term community concerns. The success of this collaboration puts many potential community resources into play, suggesting that part of this work includes figuring out how to plan for and put these resources to work.

## **Long-Term Vision and Commitment**

It takes time to build a prevention program, even more time to build a program addressing institutional change. For these reasons, successful implementation requires that an agency develop a prevention program, commit necessary resources, start small and plan multi-year, incremental development.

## **Collaboration and Alliance with Other Target Groups**

A prevention program succeeds to the extent that it links violence against women to other forms of violence and then collaborates with those groups who are often targeted for violence. In practice, this means 1) project staff need to be diverse by gender, race, sexual orientation, and age; and 2) staff need to interact, consult, and collaborate in activities that engage these groups.

## **The Community**

Key to the success of any prevention program is the readiness of the community to be involved, and the planned involvement of their voices in the project. Where the community was not ready, the project could not continue, as was shown at Oakland Tech. The Hayward project succeeded because enough of the community decision-

makers agreed to start the project. Several teachers and/or mothers in the coalition understood the breadth of dating violence and sexual harassment in the Triangle Schools and brought the project before the coalition. The police recognized that domestic violence intervention was a serious and substantial part of their work. The hospital, public health and service providers came to the coalition because of rising caseloads of youth in crisis. Virtually all participants had come to recognize youth violence, especially young men's violence including homicides, assault, sexual assault and suicide, as a priority for the city to address.

The institutional change approach requires us to find and interact with representatives and leaders from all parts of the community, especially those who are most involved with policy decisions about what happens in the community. Interact means not only enlisting their involvement but also working to act as allies. In this project, school administrators, police, parents, private businesses, civic and religious leaders and neighborhood groups all count as potential supporters for dating violence prevention. Part of this work is making a commitment to the community, and putting time into informal, ongoing cultivation of leaders as allies.

### **The School System as a Community**

Because this project attempts to bring about institutional change within the conditions that permit dating violence to occur, it is a long process that will likely encounter resistance at some point. School systems are institutions with their own resistance to change. At the same time, they present tremendous opportunities. In theory, school systems are devoted to the well-being of youth, and there are always adults among staff and/or parents who welcome help in preventing dating violence and sexual harassment. Schools are also among the few places where young people are socially sanctioned to be together as peers and equals across lines of gender, socioeconomic status and race. Some essential prerequisites for this program are:

▶ **Start Small.** Any intervention with youth starts small, perhaps pilot classes or groups in which project staff practice successful small-scale immediate interventions with youth.

▶ **Plan for Long-Term Involvement.** As a training organization, OMP has always been anchored in direct interaction with youth and adults. While this has served to continually motivate and inspire, it has prevented the agency, until recent years, from recognizing the importance of short-and long-term planning, especially with schools and larger school systems. Based on previous experience, it was anticipated that each of the project sites would take one year of involvement. Ultimately one site (Oakland Tech) could not be completed because far more pre-planning and organizing was needed;

the other site (HCY), because of its unanticipated success expanded into many more schools, requiring additional planning time.

► **Picking a Site.** In practice, unless the program plans a site selection, sites pick the program. There are many potential openings. For example, a teacher whom students bring “personal” problems with sexual harassment or family violence, first contacts a women’s advocacy agency for help. It might be a parent, whose child is subject to racial taunting or other harassment who approaches a violence-prevention program. It might be an administrator, looking to get rid of the boys who are perceived as troublemakers, who might seek a program that can remove the boys from campus to provide them with more positive skills for being in the campus setting.

All of these can be routes into a school and opportunities for developing a program. All of them qualify as apparently “easy” ways to get involved with a campus, and can be invaluable in building an agency’s experience in interacting with a school. But none of them counts as a good reason to select a site. In each site, the immediate “Band-Aid” needs will define the program.

At best, picking a site involves a mix of opportunity and design. Any school or school system could benefit from a dating violence prevention program, even those that have many resources, excellent facilities, and so forth.

A necessary prerequisite to any site selection, however, is some amount of institutional buy-in. Institutional constraints will hinder any real intervention against dating violence. A program must secure the unconditional backing of decision-makers at the site: at the very least a school principal or district official supervising a principal must be brought into the process early on. “Unconditional” means that the decision-maker: 1) understands and endorses the general outline of the program; 2) makes a minimal commitment to involvement during one school year; and 3) designates at least one staffperson with the enthusiasm, power, and willingness to make institutional decisions as a liaison.

As a program decision, OMP chose to raise funds to intervene in schools designated as “at-risk,”— meaning those likely to be last to receive dating violence intervention services under other circumstances. To aid in the decision, OMP relied on its longtime presence in the community; familiarity with area schools; collaborative relationships with women’s advocacy agencies; and agencies serving youth of color and low-income youth. When the opportunity arose at HCY, OMP chose multi-school rather than single-school intervention, because of the possibility of greater institutional impact.

► **Getting into a School System.** Securing administrative backup is a necessary prerequisite for a successful program, but not sufficient on its own. If a school (or youth treatment or residential program) is the selected institution, a program must plan exactly and in detail what it desires from the school. Goals and objectives must be clear. Staff must be able to explain the tasks involved, the amount of time it will take and the expected cost to faculty, parent and student representatives. School representatives will need to know how the program is going to benefit the school and reduce violence. There is an outline for planning a school event, including budgeting, meeting outlines and training outlines in the *Days of Respect (DOR)* manual.

Most schools need direction when confronted with particular social issues. When problems arise, few schools have internal infrastructures to adequately respond. So it is important for the presenting agency to know what learning objectives they want to get across.

### **Building a Team: Staffing**

Agency staff and consultants must continually pay attention to the signs and symptoms of structural violence and the different “isms” that occur in relationships with each other. This has meant practicing the alliance building concepts in relationships and in work processes, making lots of mistakes and being committed to fixing them, while modeling this alliance with youth. Staffing decisions were made with this in mind. For example, it was necessary in all trainings that target group members — women, people of color, and young people — be on the training team. Having non-target group members, e.g. men, acting as allies in leadership was also important to show ways men can work for change in a positive way.

Since OMP is identified as a men’s agency, staff are often asked about the role of men in dating violence prevention. Because this work is, among other things, advocacy for women, and is identified as part of the service sector, there are many more women than men who do the work, thus agencies may be tempted to put scarce resources into trying to get men into prevention efforts. Women very often have a leadership role in dating violence prevention work and young men may actually feel safer talking about their experiences with women in leadership roles. Men who engage in prevention work must continually act as allies to women against sexism. Correspondingly, for effective work with youth of color, people of color must be in leadership; white people who do this work must act continually as allies to people of color against racism. As a result, project staff are diverse, and try to make time regularly to process the alliances with each other, particularly in preparation for trainings.

## Building a Team: The Core Group

The project distinguishes core group members from the larger training pool. Core group members guide the overall project in consultation with program staff. While they participate in the training more or less equally with other participants, their charge is to work with all trainees to make the program happen, and mobilize community resources, including funding, to help ensure program success. For the program, an ideal core group consists of five to ten members, who make a year-long commitment that will involve weekly tasks and regular meetings. The commitment must be a willing and enthusiastic commitment. The constitution of the group should reflect “outside” and “inside” voices of the community. Arrangements such as scheduling, transportation, physical accessibility, language translation where appropriate, child care, and even reimbursement can be made for “outside” voices who might otherwise be prohibited from attending. Project staff can expect as part of project work to provide some emotional support and attention to core group members.

Finally, the following are recommended:

▶ **Identify Target Groups and Involve Them in Leadership.** For all program work on dating violence, women or women’s advocacy agencies must lead in defining the issue. Because this is work with youth, young people must also be involved in helping to define how programs will conduct interventions with youth. Because this work is often with youth of color or low-income youth, programs must involve multicultural and cross-class leadership, or develop working alliances with groups representing these alliances.

▶ **Identify Advocates and Allies.** In all community settings, there are community members who see and experience dating violence among young people and are eager to stop it such as teachers, counselors and parents. Among them will also be some men who are willing to act as allies, and to examine their own sexist behaviors.

▶ **Identify All Community Elements.** Ultimately, all parts of the community must be brought along to have roles in the prevention effort including those in the community who are most often overlooked such as immigrants, non-English speaking individuals, poor people, and others. In addition, community collaborations should include systems and institutions such as the police, social service providers, administrators, business people and others.

▶ **Use the Alliance-building Model in Organizing.** To identify and involve all components of the community, this agency has found it essential to use the alliance-building model. This means listening and responding to groups experiencing various forms of oppression: racism, sexism, ageism, etc. and finding out how each define their experiences and what they need from allies. Those who experience the oppression serve as

leaders of the program and help identify immediate challenges in prevention work. All efforts are focused on the prevention of all forms of oppression simultaneously.

► **Evaluate everything, formally and informally.** In the day to day organizing activities of agencies responding to dating and domestic violence, evaluation is often seen as a tiresome chore done to secure additional funding. Often, agencies turn to hiring outside professional ‘evaluators’ who in turn do not understand the program goals, political perspective or passion. Seeing the evaluation process only in that light masks the reality that informal evaluations are continually taking place as this work progresses. *“Did that counseling session ‘work’?” “Did that speech to the city council win their support?” “Did the high school students in that class ‘get it’?” “Did program staff work well together in that intervention, or did one of us do all the talking, shutting out the others?”* Every program already has innumerable informal evaluation practices. Recognizing and formalizing these practices strengthens the integrity of the program on an ongoing basis and allows the agency to truly “own” the evaluation process. (Some of OMP’s evaluation activities are detailed in “Approaches to Evaluation” on p.12. They represent the best attempts of the agency to date to make informal and formal evaluation a structured part of each five program components of MTP.)

Seeing evaluation as an extraneous process also foregoes using evaluation as a powerful grass-roots organizing tool within the communities themselves. Evaluation is, after all, what community members do when they are brought together to assess the presence of domestic and dating violence within their communities, when they provide feedback to the program on its activities and when they begin to work cooperatively to set a measurable goal for a prevention campaign. Evaluation is in fact an avenue for community members to make themselves accountable for dealing with domestic violence in their community. As members begin assessing what program activities appear to be working and what is left to be done, they are becoming activists themselves in domestic violence. To the extent that the initial organizing process was successful, community members representing different racial, cultural, age and socioeconomic sectors within that community have been brought together. As these members are enabled to become activists, the programs become genuinely imbued with these differences. *“Our program,” brought into the community from the outside, ceases to be “ours”: it becomes a major imperative of the community itself.*

Of course, struggle is involved. The radical edges of cross-cultural work against domestic violence can become blunted or suppressed. Evaluation plays the critical role of continuing to bring a collective alliance of people back to the fundamental task of stopping violence and bringing about justice.

## *For Additional Information*

For further information about the Oakland Men's Project, the TODOS Institute or Making the Peace project, please contact:

TODOS Alliance-Building Institute  
203 Preservation Parkway  
Oakland, CA 94612  
510-835-2433

You can also order the curriculum referenced and used in this project:

- *Making the Peace*, a 15-session high school program on unlearning gender, race, sexual orientation and age-based violence; and
- *Days of Respect*, an organizing manual for a whole-school event that addresses the same topics.

Please contact:

Hunter House, Inc. Publishers  
PO Box 2914  
Alameda CA 94501-0914  
ORDERS 1-800-266-5592  
E-mail: [ordering@hunterhouse.com](mailto:ordering@hunterhouse.com)

For information about domestic violence, community organizing and outreach strategies, public awareness materials or dating violence, please contact the National Resource Center on Domestic Violence at 800-537-2238 / TTY 800-553-2508.

# APPENDICES



**These appendices follow:**

## **Making the Peace (MTP) General Program Overview**

Includes **Core Group and Training Group Responsibilities**

### **Agreements**

Guidelines for interpersonal behavior in all program activities, made as agreements among all participants at the opening of all trainings

### **Power Chart**

Sketches MTP underlying model of the “isms”

### **MTP General Training Agenda (2 Days)**

### **Flow Chart of the Hayward Coalition for Youth (HCY) MTP Project**

### **HCY Actual MTP Training Agenda (2 1/2 days)**

### **HCY School Outreach Flier**

### **Participant Registration Form**

### **Agency/school Registration Form**

### **Evaluation Forms**

#### **1) MTP Application Form**

Site assessment tool to determine regional demographics, identified regional needs, and available regional resources for youth dealing with family violence.

#### **2) Core Group Training Evaluation**

Revised evaluation instrument for core group training (currently using workshop evaluation or focus group responses)

#### **3) MTP Action Plan (“Handout 20”)**

Planning form for establishing 1<sup>st</sup> Year MTP campaign goals and activities

#### **4) OMP Workshop Evaluation**

Trainee evaluation instrument for training of trainers

#### **5) Trainers’ Evaluation**

Trainers’ post-training evaluation

#### **6) Pre-test/post-test (*Helping Teens Stop Violence*)**

Pre- and post-tests for youth participants

#### **7) MTP Tracking Form**

Timeline checklist for each site

#### **8) MTP Follow-up Activities (“Handout 21”)**

Follow-up checklist for mtp curriculum-users

#### **9) Final Evaluation (“Handout 22”)**

Evaluation form for curriculum users and program participants

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Evaluation form for curriculum users and program participants

# MAKING the PEACE



## PROGRAM OVERVIEW

a program of the OAKLAND MEN'S PROJECT

# Making the Peace

**MAKING THE PEACE: Family Violence Prevention Dissemination Program** is a comprehensive training program by the Oakland Men's Project (OMP) for family violence agencies, criminal justice personnel, educators, parents, community members and selected adolescent youth at urban and rural sites across the state of California. The program's purpose is to promote the prevention of family and relationship violence among youth ages 14-19.

## HOW IT WORKS

In a given geographic community, a local sponsoring organization such as a non-profit agency, governmental body or community-based collaborative contracts with OMP to provide **Making the Peace**. OMP also consults with the sponsor in advance of the training on the design of the overall project. The sponsor optimally has direct access to input from adult and youth representatives from the target communities.

OMP works with the sponsor to develop a **core group** of regional community members to train 30-50 people to conduct relationship violence activities with adolescent youth. With OMP consultation the core group works with trainees to design and conduct a year-long program for adolescent youth to build respect and stop violence.

## COGNITIVE GOALS

All participants will:

- understand the roots of violence in our society based on gender, age, race and socio-economic background;
- learn a community-based, multicultural, alliance-building, approach to empowering people and their communities to stop relationship violence among youth;
- develop and practice concrete interventive and preventive approaches for youth and adults dealing with interpersonal violence;
- enhance existing and create new strategies for promoting safety; and
- appreciate the role and impact of inward-directed violence (abuse of alcohol and other drugs, suicide issues, overwork, neglect of health, suicide issues, etc...) in maintaining a violence-prone society.

## CAPACITY-BUILDING GOALS

All participants will be enabled to:

- build alliances with each other across lines of gender, age, race and economic background to develop and sustain long-term violence prevention work;
- cooperatively develop and carry out violence-prevention activities in their communities;
- develop and sustain long-term violence-prevention initiatives in their communities.

Our model is published in OMP's 3-component family violence prevention model curricula:

- 1) **Helping Teens Stop Violence**, (Hunter House 1992), a manual for educators, parents and family violence professionals on conducting classes and women's support groups for youth to prevent relationship violence;
- 2) **Young Men's Work** and **Young Women's Lives**, (Hazelden, 1995-98) manuals, curriculum and video packages for educators, juvenile treatment and criminal justice personnel to work with young men to prevent relationship violence and to work with young women on empowerment; and
- 3) **Making the Peace**, (Hunter House, 1997) a **Days of Respect** organizer's manual, teachers' guide, 15-class curriculum and handouts package for educators, administrators and family violence community-based organizations on preventing family and relationship violence in an entire school district.

The program training, core-group and collaboration approach is based upon OMP's **training-of-trainers**, a multi-day training intensive and follow-up consultation to prepare youth and adults as working collaborations of family violence prevention specialists, piloted for adult professionals in the state of Ohio and the District of Columbia in 1991-4 and replicated in two northern California school districts in 1993-1995.

The model dissemination and training targets regions across the state, urban/suburban and rural. OMP uses program staff, curriculum authors and trainers, Oakland "at-risk" youth interns trained in model dissemination, and existing networks of family violence service agencies to advise and direct the project.

### TRAINING FORMAT

Trainings are facilitated by at least two facilitators, who are of different ethnicities. Trainings use a variety of techniques, and are designed to be active, experiential and hands-on.

*Please note: The training addresses sensitive issues regarding family and dating violence and their effects upon young people. Participants can expect to reflect upon their own experiences of abuse, if any, during the course of the training. The trainers will set guidelines for confidentiality and emotional safety at the outset of the training, and instruct participants not to reveal any personal information about themselves unless they choose.*

Typical training group size ranges from 10 to 50 participants. Participants are invited to dress comfortably. Supplemental materials--manuals and handouts--are provided unless otherwise arranged for, and brief evaluations are conducted at the close of each session.

**AGENDA--16 HOURS**  
**MAKING THE PEACE: ROOTS OF VIOLENCE**

**SESSION I. OVERVIEW ON ROOTS OF VIOLENCE--4 HOURS**

**A. INTRODUCTIONS**

- Introductions
- Group Agreements/Sensitivity Issues
- Assumptions

**B. GENERAL CONTEXT**

- The Heart Exercise
- Context on oppression and sexism
- Power Shuffle/American Pie Exercise
- The Power Chart Exercise
- Oppression and internalized oppression: sexism, racism, classism, heterosexism, adultism
- Dyad: personal experience of resisting oppression
- Theory of Building Alliances

**SESSION II. ELIMINATING SEXISM--4 HOURS**

**C. SEXISM**

- Context on sexism
- Male socialization/female socialization
- Men's Stand-up Exercise
- Women's Stand-up Exercise
- Gender-separate groups
- Personal experiences of growing up male/growing up female
- Theory of alliance

**D. BUILDING ALLIES**

- Context on speak-outs
- Speak-out
- Next steps in building male/female alliances

**E. CLOSURE**

**SESSION III: PROMOTING HEALTHY RELATIONSHIPS AMONG YOUTH--4 HOURS**

**A. INTERPERSONAL/INSTITUTIONAL ACCOUNTABILITY FOR DOMESTIC/DATING VIOLENCE**

- Reintroductions/ Review Agreements
- Small-group check-in
- Identifying women's issues
- Men's work as allies
- (Alternatively: segment on racism/adultism/homophobia, with context, separate groups and report-backs)

## B. SOCIAL DYNAMICS OF YOUTH DATING VIOLENCE

Context: how to intervene/prevent domestic/dating violence among young people

Possible exercises:

Small-group roleplays on individual interventions, what gets hard in working with youth/what gets hard in working with each other

## SESSION IV. STRATEGIES FOR CONNECTING, ORGANIZING--4 HOURS

### A. TOOLS

Identify workshop tools you've learned so far (agreements, icebreakers, dyads, speak-outs, &c.)

Outline of Making the Peace Campaign alternatives

### B. ACTION PLANS

Context on making an action plan that can be evaluated

Small groups: concrete plans

Reportbacks

Conducting evaluations

Schedule follow-up gathering

### C. CLOSURE/APPRECIATIONS/EVALUATION

#### **About the Oakland Men's Project**

The Oakland Men's Project's (OMP's) purpose is to stop men's violence against women. Our approach is to teach, train and organize youth and adults to understand, intervene in and prevent men's abuse of women and young people through examining its roots in the socializing of young men and boys to "act like a man."

Begun as a men's collective in 1979, OMP built its training model from our experiences in conducting intensive classroom, counseling, leadership-training and summer camp and corrections-based work with young people, adults, and, increasingly, adult professionals, first in Oakland, then across the Bay Area, and now across the state and country. Our approach was shaped at the same time through collaborative and collective work with agencies and groups advocating for women, young people, communities of color, lesbians, gays and bisexuals. We were compelled to deepen our approach to preventing men's violence by addressing parallel forms of violence across lines of race, sexual orientation, economic background and age, among others, with special attention to young people not reached by--or pushed out from--other youth institutions: young women and men who are of low-income, of color, of lesbian, gay or bisexual, or of other groups targeted for social mistreatment.

As a result, OMP has become a unique grassroots multicultural men's agency devoted to building alliances across lines of race, age, gender, sexual orientation and economic background to intervene in and prevent interpersonal and institutional violence. OMP's purpose is to stop men's violence against women. Our approach is to teach, train and organize youth and adults to understand, intervene in and prevent men's abuse of women and young people through examining its roots in the socializing of young men and boys to "act like a man."

# **MAKING THE PEACE**

## **CRITERIA FOR CORE GROUP MEMBERSHIP**

### DEFINITION OF CORE GROUP

5-10 social service providers and community representatives who will design, organize and take the lead in implementing a one-year plan for reducing relationship violence among youth.

### OUTCOME GOALS FOR CORE GROUP

To be enabled to:

- 1) understand and implement the OMP model making the peace
- 2) to enhance or create an action plan for 2 community activities that focus on preventing family and relationship violence, e.g. pledges, classes or respect days.

### SELECTION CRITERIA FOR CORE GROUP

- diverse population
- in or capable of being in some leadership capacity in target community
- connected or capable of being connected in local or regional provider collaborations
- can participate in preparation for, conducting, and evaluation of full 2 day training
- eagerness
- have done some work on isms and have openness to work on issues
- can work with and motivate training group people
- can make a 1-year volunteer commitment
- willingness/desire to serve community

## **CRITERIA FOR TRAINING GROUP MEMBERSHIP**

### DEFINITION OF TRAINING GROUP

30-50 social service providers and community representatives who will work with youth to prevent relationship violence.

### OUTCOME GOALS FOR TRAINING GROUP

To be enabled to:

- 1) create a 1 hour presentation on preventing teen relationship violence;
- 2) to enhance or create an action plan for 2 community activities that focus on preventing family and relationship violence, e.g. pledges, classes or respect days.

### SELECTION CRITERIA FOR TRAINING GROUP

- diverse population
- can participate in full 2 day training
- eagerness
- have done some work on isms and have openness to work on issues
- can work with core group people
- can make a 1-year volunteer commitment
- willingness/desire to serve community

# THE AGREEMENTS

The four components of all our work with young people, adults and each other, whether in classes, workshops, support groups or meetings are safety, healing, liberation and justice. Working for justice is part of our liberation process. Freeing ourselves from oppressive violence is clearly liberation; healing from past hurts and the conditioning process is essential for liberation; and in all of our work, establishing safety with each other is the essential prerequisite for both healing and liberation.

The following are basic agreements we make with participants at the outset of any class or support group, in order to build trust, honor, respect and closeness among us in the group. We recommend you establish commitments like these in work you do with youth. Sometimes youth will say they wish that they had these agreements at home, in their family. The agreements actually model the healthy, nonviolent relationships we are trying to achieve.

## 1. CONFIDENTIALITY

Each person agrees to keep what comes up in the group confidential, in the group, unless it is dangerous to do so--that is, unless a situation described in the group really requires us to get some outside help. This means a) that I don't repeat what someone else says in the group outside the group without getting permission from that person; and b) that I don't get to talk to that person outside the group about what s/he said in the group without getting her/his permission.

## 2. AMNESTY

As a companion to confidentiality, everyone agrees not to treat others differently, blame them, or hold or use what they say in the group against them after the group ends. This is particularly crucial where members have relationships outside the group, such as parent/child, boss/worker, teacher/student, boyfriend/girlfriend.

## 3. PUT-UPS, NOT PUT-DOWNS

Everyone agrees not to put down, make fun of, minimize, or attack other people OR themselves in the group. (Putting myself down happens, for example, when I begin my statements by saying things like "Well, this probably isn't important, but..." or "This may sound stupid, but...").

## 4. RIGHT TO PASS/TAKE A CHANCE

Each person has the right not to talk in the group when s/he doesn't want to. And everyone is encouraged to take a chance.

## 5. LET IT STAND

Each person has a chance to say what they want without having it debated or denied or attacked, OR agreed with or supported. It gets to stand on its own, without being taken over by someone else, either by crosstalk (debating, denying) or piggybacking (agreeing with, supporting).

## 6. FEELINGS

Everyone in the group will sometimes experience feelings of hurt, sadness, boredom or anger. (That expression of feeling is part of the healing process). Each person agrees to respect and allow expression of those feelings, INCLUDING their own.

### **7. RESPECT/LISTENING**

Each person agrees to listen to others in the group, and to expect that the group will listen to them. This almost always also means that one person talks at a time.

### **8. I-STATEMENTS**

Each person agrees to speak for her/himself and her/his own experiences when talking, and not to speak for others unless asked to. This means using the word "I" in place of the words "you," "we," or "they." This is a VERY difficult agreement to keep, but a crucial one. It helps us to speak about what is true for us, and keep close to how each of us feels. Much of what we have to unlearn, after all, is misinformation each of us has learned about "them," "you," and "us."

### **9. ACCESS**

In order for everyone to participate as fully as possible, the group must be accessible to all. Ask group members to offer any particular needs they have that, if met, will help secure accessibility for them. For example, is anyone's hearing or vision limited, or anyone's mobility? Ask them to specify what will help secure access for them. Then have group members all agree to take responsibility for providing this access--for example by speaking slowly or loudly or distinctly, or gently reminding others to.

### **10. TRY ON THE PROCESS**

We encourage everyone to agree to try on the process. No one is required to agree with it or accept it...just to try it on.

### **11. TAKE CARE OF AND ENJOY YOURSELF**

Everyone agrees as much as possible to take charge of their own needs (taking stretch and bathroom breaks, making themselves physically comfortable, asking for help when they need it, and so forth). This includes enjoying and having fun during the process.

### **12. OTHER AGREEMENTS**

Ask members of the group to add any other agreements they want the group to commit to in order to increase their safety in the group.

### **ADDITIONAL AGREEMENTS**

Additional agreements can be made for particular groups, about no drug or alcohol use, no weapons, punctuality and regular attendance, &c. For extended workshops (overnights or multiple days) we might add an agreement for no sexual contact between group members, both to build safety and to encourage participants to notice what feelings might be behind the urge for sexual contact.

## THE POWER CHART

| <b>NONTARGET<br/><i>MORE POWER</i></b> | <b>TARGET<br/><i>LESS POWER</i></b>  |
|----------------------------------------|--------------------------------------|
| Adult                                  | Youth                                |
| Men                                    | Women                                |
| White                                  | People of Color                      |
| Rich                                   | Poor                                 |
| Adult                                  | Elder                                |
| Hetero-                                | Lesbian/bisexual/Gay/Transgender     |
| English-speaking                       | Non-English-speaking                 |
| "U.S. citizen"                         | Refugee/Immigrant                    |
| Able-bodied                            | Disabled                             |
| "Normal"                               | Labeled "Mentally Ill"               |
| Boss                                   | Worker                               |
| Gentile/Christian                      | Jew                                  |
| "Normal"                               | Labeled "Fat"                        |
| Teacher                                | Student                              |
| "Professional"                         | "Client"                             |
| Christian                              | Moslem, Buddhist and other religions |
| Landlord                               | Tenant                               |
| <i>and on and on.....</i>              |                                      |

Which kind of **power** will you stand for?

### POWER OVER

*What it Is*

control of one group (the "less power" group) by another (the "power" group)

*What it Produces*

- \*violence from power to less-power groups
- \*retaliatory violence from less-power to power group
- \*peer-group violence (violence between people in 1 less-power groups or between 2 less-power groups)
- \*self-destructive violence

### POWER WITH

*What it is*

alliances between power and less-power group  
every person being an ally to every other person

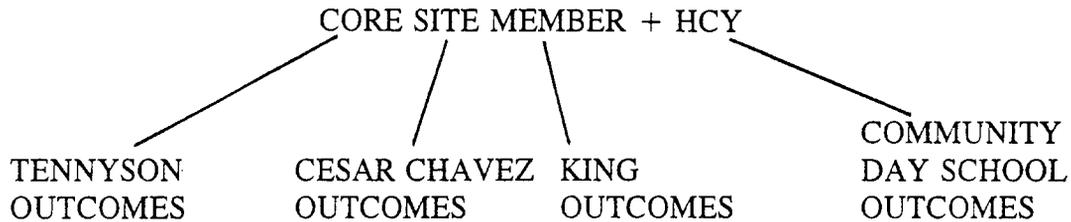
*What it Produces*

- \* control over our own lives
- \* resources shared equally by all
- \* equal rights and justice for all
- \* peer support for each other
- \* organizing for social change to share power
- \* peace

## MAKING THE PEACE

4-HOUR TRAINING (connections/orientation)  
Core Members (site) + HCY  
3-4 per site

2-DAY TRAINING (Training the Trainers)  
(16 hours)



Common Outcomes - Root causes of violence  
- Language to discuss  
- School site unity  
- Days of respect campaign  
- Commitment (all students)

## PARTNERS

OMP

Schools

HCY

Safety Committee

Service Providers:

HPD - YFSB

Project Eden

CAP

Kaiser

Mediation

So. HNG

La Familia

SoH Parish

HUSD

ACOE

EYC

Students

Funders

# MAKING THE PEACE AGENDA

## DAY ONE: GENERAL CONTEXT

Registration/refreshments 8:00

### 1. OPENING 8:30

Icebreakers: Find Someone or I Love my Neighbor

Informal dyad intro

Welcome, OMP introduction

Disclaimer

Group introductions

    Name you want to be called

    A young person you want to make the world safe for

Agenda Review

Assumptions

Group Agreements for the workshop

Practice Dyad: What I want to get out of the training today

    Brief process on how the dyad worked

8:45

### 2. GENERAL CONTEXT

The Heart Exercise

Context on women: celebration of women's strength and survival

Small group (dyads pair up):

    Personal experiences of women's strength and survival

Group process: what is it like to spend this time celebrating women?

Break

10:30

### 3. CONTEXT ON OPPRESSION AND SEXISM

Power Shuffle Exercise

    The Power Chart Exercise

        Oppression and internalized oppression

        Dyad: personal experience of resisting oppression

        Theory of Building Alliances

Possible exercises:

    --Context on adultism

    --adultism stand-ups

    --Dyads/4-way gender-separate groups: From 7th-8th grade to young adulthood: what did you learn in these years about women/men? Who were the people giving you the messages?

|                                                           |       |
|-----------------------------------------------------------|-------|
| <b>LUNCH</b>                                              | 12:00 |
| <b>4. GROWING UP MALE/GROWING UP FEMALE</b>               | 1:00  |
| Icebreaker                                                |       |
| Male socialization/female socialization                   |       |
| Men's Stand-up Exercise                                   |       |
| Women's Stand-up Exercise                                 |       |
| Gender-separate groups                                    |       |
| Personal experiences of growing up male/growing up female |       |
| Theory of alliance                                        |       |
| <b>5. BUILDING ALLIES</b>                                 | 2:30  |
| Context on speak-outs                                     |       |
| Speak-out                                                 |       |
| Next steps in building male/female alliances              |       |
| <b>6. CLOSURE</b>                                         | 4:15  |

## DAY TWO: Promoting healthy relationships among youth

### 1. OPENING

8:30

Icebreakers  
Review Agreements  
Small-group check-in (groups from day 1)

### 2. INTERPERSONAL/INSTITUTIONAL ACCOUNTABILITY FOR DOMESTIC/DATING VIOLENCE

Identifying women's issues  
Men's work as allies

(Alternatively: segment on racism, with context, separate groups and report-backs)

Break

10:30

### 3. SOCIAL DYNAMICS OF YOUTH DATING VIOLENCE

Context: how to intervene/prevent domestic/dating violence among young people

Possible exercises:

Small-group roleplays on individual interventions, what gets hard in working with youth/what gets hard in working with each other

LUNCH

12:00

### 4. STRATEGIES FOR CONNECTING, ORGANIZING

1:00

Identify workshop tools you've learned so far (agreements, icebreakers, dyads, speak-outs, &c.)  
Outline of Making the Peace Campaign alternatives

### 5. NEXT STEPS

1:30

Small groups: concrete plans  
Reportbacks  
Conducting evaluations  
Schedule follow-up gathering

### 6. CLOSURE/APPRECIATIONS/EVALUATION

4:15

## PARAMETERS

All students participate

School Buy-in

- administration
- staff
- District Office
- counselors

2-day training by November 1, 1997

Respect Campaign by June 1998

Core Team Min (3-4)

- 1 administrator, counselor, or teacher
- 1 student

M.T.P. integrated into school vision and programs

i.e. Community of Caring

Conflict Resolution

Funding

Release Time

Parent Buy-in

Parent/Community

## COSTS

OMP

Curriculum

Trainers

Consultation

Planning

Facilities

October Training (30-80 people)

AC Public Works - Alexandra

Kaiser/PG&E - John

Centennial Hall - Roger

Meals/Refreshments (Community of Caring will pay)

Materials

Paper, etc.

Curriculum

Trainers

Others - \$35 per set

Personnel

School

HCY Providers - Sue

SRO

Mileage

## FUNDING

### Grants

National Resource Center Against Domestic Violence  
East Bay Public Safety Corridor (applied)

### Kaiser

OMP for funding research/aid

Inservice Days

ACOE - technical support

### Matteucci Foundation

Funds

Plus T-shirts - \$3/shirt profit

### Community of Caring

Substitute time for middle schools

Food/refreshments

Service Learning ???

Grant from Macy's, Mervyns, Target, Paul Newman, Clorox,  
EB Community Foundation (Roger to check)

Oakland A's ?

## SAMPLE IMPLEMENTATION MODELS

All 9th grade English classes  
integrated w/literature

Core Curriculum - 50 min. sessions  
limited trainers

3 days all students/staff

\*Each school develops implementation at site

P S Corridor - Matteucci Foundation/\$1,000 maybe more

CAP

LaFamilia

ACOE

Chavez  
Bret Harte  
Tennyson  
King  
Ochoa

OMP

Kaiser

EYC

HPD

Facilities:

P.W.

Room for 80 -w/break out  
Dates open Sept. 30 - Oct. 4  
No fee  
Confirm by May 25

Refreshments:

2 lunches }  
Brunch } - 50 participants  
\$1.200 - Community of Caring

1 set to each site/agency participating in training  
\$35/additional set

5 M. School - Community of Caring \$  
Penny #  
2 Additional Schools - Kaiser \$  
Betty #CDS  
Kim Tennyson #

Personnel:

Tennyson - Kim (cover)  
M.S. - Penny \$ sub  
Betty - follow Gloria sub \$  
S.R.O. - 4  
Eden Mediation - Penny - Alexandra

HCY:

Forums on site  
Days of Respect Campaign  
    facilitate groups of students  
Peer Educators  
Service Learning Aspect  
King - Quest  
Bret Harte - Leadership  
Ochoa - Advising Groups  
Winton - Enrichment (families)  
Chavez - Respect Rally (speakers/role models)  
    - Enrichment (families)  
CAP - Parent Connection  
    - Booklet (need \$ for printing)  
    - Need training \$  
Service Learning  
ACOE  
    AmeriCorp - 2 workers (Karen DeBaca-Martins)  
    Service learning training

DAYS OF RESPECT:

Student/Parent Training  
Need to Organize Parents - Commitment  
    1 evening training  
    1 morning in school  
Logistics - Day will be different  
    30-hour commitment of key site person

CORE:

Facilitators  
larger → School All Students & Staff  
  
5 students                    }  
5 community/parents       } - 50-70 students  
5 staff                       }   50-70 parents

\*languages - ELC \$\$/Penny

COSTS:

T-Shirt (cost)  
\$5.00 per (cost)  
Sell for \$8.00

CORE Student Stipend  
Plaque

Checks through EYC for Making the Peace Project

Business Partners  
Ochoa - Nestle  
Chavez - Kaiser  
Tennyson - Rohm & Haas, St. Rose, Waste Management

Friday, May 30  
9-10:30 - Large Conference Room

Agenda:

T-shirt/stipend, \$ needed  
Commitments (Lea - M.S. Principals  
Betty - CSD

ELC - Penny  
CAP - \$ & Program  
Facilities - P.W. - Alexandra  
Centennial Hall - Roger

Training - subs - Penny check

Sept. 30, Oct. 1 - (2 full days)  
1/2 day week before (a.m.)

TRAINING NEEDS:

|                 |   |      |
|-----------------|---|------|
| Flip chart      | } | HPD  |
| VCR             | } | HUSD |
| Moveable chairs | } | ACOE |

# MAKING THE PEACE AGENDA

## DAY ONE

Registration/refreshments

### • OPENING

Icebreakers: Find Someone Who or I Love my Neighbor

Informal dyad intro

Welcome, OMP introduction

Group introductions

    Name you want to be called

    A young person you want to make the world safe for

Agenda Review

Goals Review

Group Agreements for the training

Assumptions: The Heart Exercise

Practice Dyad

Brief process on how the dyad worked

Preview day two

Closure

## DAY TWO

Icebreakers

Introductions

Review Agreements

    Check-in about anything left over from day one

### • GENERAL CONTEXT ON OPPRESSION

Introduce Power Shuffle Exercise

Power Shuffle Exercise

The Power Chart Exercise

    Oppression and internalized oppression

    Theory of Resisting Oppression and Building Alliances

    Dyad: personal experience of resisting oppression

### • CONTEXT ON RACISM

First memories of being aware of racial differences

People of Color Stand up Exercise

White People Stand up Exercise

Separate groups

### • BUILDING ALLIES

Context on speak-outs

Speak-out on racism

Ally work on racism

Next steps in building alliances across ethnic differences

### • CLOSURE

**DAY 3**

• **OPENING**

Icebreakers

Review Agreements

Check-in about anything left over from day two

• **CONTEXT ON SEXISM**

Male socialization/female socialization

Dyads/4-way gender-separate groups: From 7th-8th grade to young adulthood: what did you learn in these years about women/men? Who were the people giving you the messages?

Men's Stand-up Exercise

Women's Stand-up Exercise

Gender-separate groups

• **BUILDING ALLIES**

Speak-out on sexism

Ally work on sexism

Next steps in building male/female alliances

• **CONTEXT ON ADULTISM**

Adultism stand-up exercise

Separate groups - adults and youth

• **BUILDING ALLIES**

Speak-out on adultism

Ally work on adultism

Next steps in building alliances between youth and adults

• **STRATEGIES FOR CONNECTING, ORGANIZING**

Identify workshop tools you've learned so far (agreements, icebreakers, dyads, speak-outs, &c.)

Outline of Making the Peace Campaign alternatives

• **NEXT STEPS**

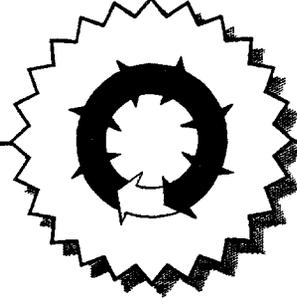
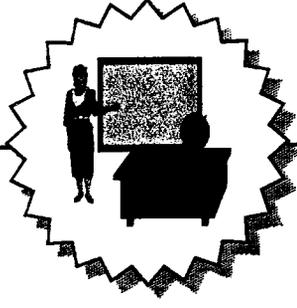
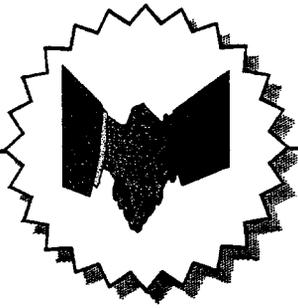
Small groups: concrete plans

Reportbacks

Conducting evaluations

Schedule follow-up gathering

• **CLOSURE/APPRECIATIONS/EVALUATION**



## WANTED: PEACE MAKERS!

*"MAKING THE PEACE" IS A 15 SESSION VIOLENCE PREVENTION CURRICULUM DESIGNED TO HELP YOUNG PEOPLE TAKE CONCRETE STEPS TO BUILD RESPECTFUL AND VIOLENCE FREE RELATIONSHIPS. THE CURRICULUM UTILIZES GROUP EXERCISES, JOURNALS, AND GROUP DISCUSSION TO EXPLORE THE ROOTS OF VIOLENCE IN SOCIETY AND THEIR COMMUNITY.*

*IT ALSO HELPS TO BUILD A COMMUNITY WITHIN THE CLASSROOM.*

*WE NEED A SMALL GROUP OF STUDENTS AND TEACHERS TO ATTEND A 2 1/2 DAY TRAINING OF TRAINERS PROGRAM IN ORDER TO TRAIN STAFF TO IMPLEMENT THIS PROGRAM IN THEIR CLASSROOM.*

*THE DATES OF THE TRAINING ARE OCTOBER 1 FROM 8-12:30, AND OCTOBER 7 & 8 FROM 8-5. THE TRAINING IS BEING HELD AT HAYWARD KAISER. SUBSTITUTES WILL BE PROVIDED. IF YOU ARE INTERESTED, OR KNOW A STUDENT WHO WOULD BE GREAT, PLEASE SEE KIM ADER A.S.A.P.!*

# Making the Peace

## Making the Peace

### REGISTRATION

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

*We ask you for the following information to help us secure racial and gender balance in the training:*

Gender: M \_\_\_\_\_ F \_\_\_\_\_ Adult \_\_\_\_\_ Youth \_\_\_\_\_

Race: \_\_\_\_\_

Please fax back to Penny Harris, Making The Peace Coordinator  
fax# 786-2269

**Hayward Coalition for Youth  
 MAKING THE PEACE PROJECT  
 Interest/Commitment Form**

Name \_\_\_\_\_ Agency \_\_\_\_\_

20 hours of training in delivery of the project curriculum is scheduled at Kaiser Medical Center on Tennyson Road in Hayward (training commitment is for all 20 hours):

Wednesday, October 1 8:00 am - 12:00 noon  
 Tuesday, October 7 8:00 am - 5:00 pm  
 Wednesday, October 8 8:00 am - 5:00 pm

\*\*\*\*\* Please complete either section 1 or 2 (and address section 3) and return to Sue Darden (fax 481-9910) before August 1, 1997.

We are interested in participating and/or supporting the Hayward "Making the Peace" Project.

**1. We will participate in the Training plus support the project in the following manner:**

|                      | Number | Agency<br>Will Cover | Resources Needed |
|----------------------|--------|----------------------|------------------|
| Training             | _____  | _____                | \$ _____         |
| Materials (\$35/set) | _____  | _____                | \$ _____         |

Implementation: (Preferred School Site \_\_\_\_\_)

|                    |       |       |          |
|--------------------|-------|-------|----------|
| Facilitate groups  | _____ | _____ | \$ _____ |
| Classroom speaker  | _____ | _____ | \$ _____ |
| Site/HCY Liaison   | _____ | _____ | \$ _____ |
| Public Relations   | _____ | _____ | \$ _____ |
| Trainer            | _____ | _____ | \$ _____ |
| Peer Educator      | _____ | _____ | \$ _____ |
| Planning Committee | _____ | _____ | \$ _____ |
| Video recording    | _____ | _____ | \$ _____ |
| Other:             | _____ | _____ | \$ _____ |

**2. We are unable to participate in the Training but wish to support the project in the following manner:**

Implementation: (Preferred School Site \_\_\_\_\_)

|                    |       |       |          |
|--------------------|-------|-------|----------|
| Classroom speaker  | _____ | _____ | \$ _____ |
| Planning Committee | _____ | _____ | \$ _____ |
| Share information  | _____ | _____ | \$ _____ |
| Other:             | _____ | _____ | \$ _____ |

**3. Bridging "Making the Peace" Project from School into the Community:**

\_\_\_\_\_ I would like to participate in the planning.

# OAKLAND MEN'S PROJECT

1203 Preservation Park Way, Ste 200

OAKLAND, CA 94612

(510) 835-2433 (510) 835-2466 fax

## *THE MAKING THE PEACE PROGRAM*

### APPLICATION FOR TRAINING

Thank you for your inquiry regarding a *Making the Peace* training from the Oakland Men's Project. To help us adequately plan for this work, please fill out the following as completely as you can and return to our office within seven days. Please feel free to call us (510 835-2433) with any questions you may have.

1. Date of request: \_\_\_\_\_

NAME OF ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONTACT PERSON: \_\_\_\_\_

PHONE: \_\_\_\_\_

FAX: \_\_\_\_\_

### 2. REGIONAL ASSESSMENT

a. Service area for this training:

County\_\_\_ City\_\_\_ School district\_\_\_ School\_\_\_ Organization\_\_\_

b. Demographic profile of service area:

Region: urban, suburban, rural, reservation, combination?

Major industrial/service/agricultural activities:

Ethnicity by percentage:

African-American\_\_\_ Arab-American\_\_\_ Asian-American\_\_\_

Filipino/Pacific Islander\_\_\_ Jewish\_\_\_ Latino/a-American\_\_\_

Native American/Indian\_\_\_ White/Caucasian\_\_\_

Other (specify)\_\_\_\_\_

Languages spoken:\_\_\_\_\_

Age by percentage:

1-18\_\_\_ 19-24\_\_\_ 25-35\_\_\_ 36-49\_\_\_ 50/over\_\_\_

Other\_\_\_

c. Family violence

Describe briefly what is **most** needed in this region to prevent family and dating violence (for example: more education, more shelter service, stronger law enforcement/women's advocate network):

**3. CORE GROUP ASSESSMENT**

The *Making the Peace* program operates with a core group of 5-10 social service providers and community representatives who will design, organize and take the lead in implementing a one-year plan for reducing relationship violence among youth. Core group members will be enabled to: 1) understand and implement the OMP model for making the peace, and 2) enhance or create an action plan for 2 community activities that focus on preventing family and relationship violence, e.g. pledges, classes or respect days. Core group members ideally should reflect the following:

- diverse population
- in or capable of being in some leadership capacity in target community
- connected or capable of being connected in local or regional provider collaborations
- can participate in preparation for, conducting, and evaluation of full 2 day training
- eagerness
- openness to work on issues of domestic and dating violence and racial diversity
- ability to work with and motivate people in the community training
- ability to make 1-year volunteer commitment
- willingness/desire to serve community

a. Please describe your potential core group: representatives of your organization and/or other organizations or collaboratives whose members may wish to be core group members. Include any information you think may be relevant for us in the planning of our work with you.

Profile of core group member affiliations:

Women's Advocate \_\_\_ Law Enforcement \_\_\_ Corporation \_\_\_ C.B.O \_\_\_  
 College\_\_\_ High School \_\_\_ Middle School \_\_\_  
 Other (specify)\_\_\_\_\_

b. Your organization's or collaborative's mission

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Organizational strengths and weaknesses

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c. Your goals and objectives for this program. **Be specific.**

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Subject(s) to focus on: \_\_\_\_\_  
Special needs: \_\_\_\_\_

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#### 4. THE MAKING THE PEACE TRAINING

The *Making the Peace* training is for 30-50 social service providers and community representatives, adults, young adults and youth who will work with youth to prevent relationship violence. Training participants will be enabled to:

- 1) create a 1 hour presentation on preventing teen relationship violence;
- 2) to enhance or create an action plan for 2 community activities that focus on preventing family and relationship violence, e.g. pledges, classes or respect days.

The Core Group is instrumental in recruiting training participants. Criteria for training participants are:

- diverse population
- can participate in full 2 day training
- eagerness
- openness to work on issues of domestic and dating violence and racial diversity
- can work with core group people
- can make a 1-year volunteer commitment
- willingness/desire to serve community

Describe as accurately as you can the participants you plan to have attend the training.

Total number: \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female: \_\_\_\_\_

Ethnicity: African-American \_\_\_\_\_ Arab-American \_\_\_\_\_ Asian-American \_\_\_\_\_  
Filipino/Pacific Islander \_\_\_\_\_ Jewish \_\_\_\_\_ Latino/a-American \_\_\_\_\_  
Native American/Indian \_\_\_\_\_ White/Caucasian \_\_\_\_\_  
Other (specify) \_\_\_\_\_

Age: 1-18 \_\_\_\_\_ 19-24 \_\_\_\_\_ 25-35 \_\_\_\_\_ 36-49 \_\_\_\_\_ 50/over \_\_\_\_\_ Other \_\_\_\_\_

Occupations \_\_\_\_\_

What they are expecting \_\_\_\_\_

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#### 5. DATES/TIMES/SITE FOR TWO-DAY TRAINING

**PROPOSED DATE(s):** \_\_\_\_\_

**ALTERNATE DATE(s):** \_\_\_\_\_

**EXACT SITE ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ROOM LOCATION:** \_\_\_\_\_

**DIRECTIONS TO WORKSHOP SITE:**

\_\_\_\_\_  
\_\_\_\_\_

**PROPOSED DATE FOR FOLLOW-UP CORE-GROUP EVALUATION MEETING**  
(within 30 days of training date):

## 6. TRAVEL AND ACCOMMODATIONS

Best method you suggest for travel from Oakland to your region (specify carriers if appropriate).

\_\_\_\_\_

Two recommended local accommodations for OMP facilitators (name of facility, address and phone).

\_\_\_\_\_

\_\_\_\_\_

## 7. NOTICE OF SENSITIVE ISSUES

The training addresses sensitive issues regarding family and dating violence and their effects upon young people. Participants can expect to reflect upon their own experiences of abuse, if any, during the course of the training. The trainers will set guidelines for confidentiality and emotional safety at the outset of the training, and instruct participants not to reveal any personal information about themselves unless they choose.

*In your recruitment efforts, you will be responsible for informing potential participants that the training will involve sensitive issues, and allow them the option to choose not to attend. If you have questions or concerns, please feel free to contact us to discuss them.*

Thank you for taking the time to prepare this form. Please mail it to us at:

**Oakland Men's Project, 1203 Preservation Park Way, Suite 203, Oakland, CA 94612**

## ORGANIZATIONAL REQUIREMENTS FOR OAKLAND MEN'S PROJECT TRAININGS

In order to prepare for your training from the Oakland Men's Project, please take note of the following requirements.

The requesting organization must provide the following checked items:

- the training space, which consists of one (1) large plenary room and at least \_\_\_ breakout room(s)
- easel stand with flip chart, tape and markers
- room set-up (chairs in "O" formation)
- six weeks of lead time to prepare adequately for the training
- hotel accommodations for trainers, one room per trainer (where overnight lodging is required); and one on-site meeting room or parlor room for trainer meetings
- tissues

The requesting organization may also be asked to provide, when appropriate:

- per diem
- sound system
- cassette deck
- overhead projector
- VCR
- refreshments for participants
- materials purchased from OMP

The Oakland Men's Project will provide:

- full workshop facilitation
- appropriate handout materials (some materials may be offered for donations)
- evaluation forms

## Oakland Men's Project Post-Workshop Questionnaire

Agency/Location: \_\_\_\_\_  
 Date(s): \_\_\_\_\_  
 Trainers: \_\_\_\_\_

1. Overall, did you get what you expected from this training?

Yes No

Please explain:

2. Did you get anything that you didn't expect to get?

Yes No

Please explain:

3. What are the two most important things you learned from this training?

4. What did you like best about the training?

5. Overall, how would you rate the trainers on their:

|                                         | Not Very<br>Good |   |   | Excellent |
|-----------------------------------------|------------------|---|---|-----------|
|                                         | 1                | 2 | 3 | 4         |
| Knowledge of the subjects               | 1                | 2 | 3 | 4         |
| Openness to participants' concerns      | 1                | 2 | 3 | 4         |
| Ability to work together                | 1                | 2 | 3 | 4         |
| Organization of activities              | 1                | 2 | 3 | 4         |
| Respect for each other and participants | 1                | 2 | 3 | 4         |

6. Are there ways in which you feel you've been oppressed in your life that you did not recognize or identify coming in to this workshop? If so, please explain.

Please answer the following questions as you feel they apply to your personal experience of this workshop/training. Check all the answers that apply.

7. Regarding racism, the workshop helped me:

- look at my own assumptions about racism and my personal behaviors  
 recognize instances of racism  
 develop skills to intervene when I see or hear instances of racism  
 make a commitment to doing volunteer or other work related to addressing racism

8. Regarding sexism, the workshop helped me:

- look at my own assumptions about sexism and my personal behaviors  
 recognize instances of sexism  
 develop skills to intervene when I see or hear instances of sexism  
 make a commitment to doing volunteer or other work related to addressing sexism

9. Regarding homophobia, the workshop helped me:

- look at my own assumptions about homophobia and my personal behaviors  
 recognize instances of homophobia  
 develop skills to intervene when I see or hear instances of homophobia  
 make a commitment to doing volunteer or other work related to addressing homophobia

10. Regarding adulthood, the workshop helped me:

- look at my own assumptions about adulthood and my personal behaviors  
 recognize instances of adulthood  
 develop skills to intervene when I see or hear instances of adulthood  
 make a commitment to doing volunteer or other work related to addressing adulthood

11. Do you think that you will volunteer with The Oakland Men's Project?

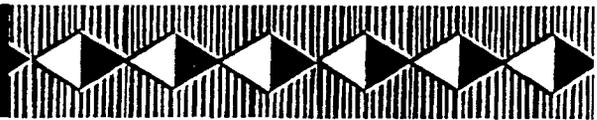
Yes

No

If yes, please contact our Volunteer Coordinator for more information.

*Thanks for taking the time to complete this questionnaire.*





7. This is the strategy we have chosen:
  
8. These are people we know are available to help us:
  
9. These are material resources we know are available to us:
  
10. This is the first step we need to take:
  
11. These are the next steps we need to take:
  
12. These are the final steps we need to take:
  
13. These are possible roadblocks to our plan:
  
14. These are ways to overcome these roadblocks:
  
15. This is how we will know our plan has worked:



# Oakland Men's Project Workshop Evaluation

Date: \_\_\_\_\_

Please check or complete each of the following. Your answers are confidential and will not be identified with you in any way, though they do assist OMP in its efforts to raise money for its program services.

Youth Participant:  Female:  Race: \_\_\_\_\_ Age: \_\_\_\_\_  
Adult Participant:  Male:   
Sexual Orientation: Heterosexual  Gay/Lesbian  Bisexual

Please complete each of the following in your own words. While we may use your words to describe our trainings to others, they will not be identified.

I liked:

I didn't like:

I learned:

Something I would do differently (or other suggestions, comments or questions):

Please feel free to use the back of this sheet if you require additional space.



## Planned and Actual Activities

Before the training, circle the activities that you plan to do. Afterwards, for each activity mark a "Y" if you did the activity, a "N" if you didn't.

| Topic/Activity<br>Circle the activities you plan to do.                                                            | Did it?<br>Y = yes<br>N = no |
|--------------------------------------------------------------------------------------------------------------------|------------------------------|
| Warm-up exercise(s)<br>_____                                                                                       |                              |
| <b>Sexism</b><br>Speak Out<br>Pairs<br>Small groups<br>Role play<br>Flower/Box<br>Trainer presentation<br>Stand-Up |                              |
| <b>Racism</b><br>Speak Out<br>Discussion: Myths<br>Ethnic Caucuses                                                 |                              |
| <b>Homophobia</b>                                                                                                  |                              |
| <b>Adulthood</b><br>Role Play<br>Visualization<br>Stand-Up                                                         |                              |
| <b>Power and Oppression</b><br>Power Shuffle                                                                       |                              |
| <b>Violence</b><br>Role Play                                                                                       |                              |
| <b>Other:</b>                                                                                                      |                              |
| <b>Evaluation</b><br>Discussion<br>Written                                                                         |                              |

## Teen Program Pretest

Age\_\_\_\_\_ Grade\_\_\_\_\_ Female/Male Date\_\_\_\_\_

Agree Disagree

- |                                                                                                   |       |       |
|---------------------------------------------------------------------------------------------------|-------|-------|
| 1. Violence happens in very few teenage dating relationships                                      | _____ | _____ |
| 2. It's natural for boys to be aggressive and hit others when they are angry                      | _____ | _____ |
| 3. Women who stay in abusive relationships have no one but themselves to blame for their problems | _____ | _____ |
| 4. Men who beat women are mentally ill                                                            | _____ | _____ |
| 5. Some girls like to be hit                                                                      | _____ | _____ |
| 6. Men should make the big decisions in a marriage                                                | _____ | _____ |
| 7. Drinking and using drugs affects one's ability to control anger                                | _____ | _____ |
| 8. It is rape when a husband forces his wife to have sex with him                                 | _____ | _____ |
| 9. Men are the victims of sexual assault almost as often as women                                 | _____ | _____ |
| 10. Teen relationships are often destroyed because of drugs and alcohol                           | _____ | _____ |
| 11. Children deserve to be beaten if they are causing problems at home                            | _____ | _____ |
| 12. There are very few alternatives for men and women who are victims of abuse                    | _____ | _____ |

**THIS SPACE FOR YOUR ADDRESS**

## Teen Program Posttest

Age \_\_\_\_\_ Grade \_\_\_\_\_ Female/Male \_\_\_\_\_ Date \_\_\_\_\_

1. Describe a time when you have been a victim of violence or acted violently. What did you do about it then, and what would you do about it now?
2. What are some of the reasons that abuse occurs in teenage relationships?
3. Why do some women and men stay in abusive relationships?
4. What are boys taught that might lead them to violence when they grow up?
5. What is rape?
6. How will you stop yourself from hitting the next time you are angry at someone?
7. How can a man and a woman work together to make decisions in a relationship?

*(continued)*

*(Teen Program Posttest, continued)*

8. How can you help someone who has been hurt by abuse?
9. How can you help someone who is hurting someone?
10. Why don't many guys who have been sexually abused report it?
11. How could your friendships with people of different racial backgrounds be made stronger?
12. Is it rape when a husband forces his wife to have sex with him? Why or why not?
13. How do drinking or abusing other drugs affect your ability to control your anger?
14. How could it affect you if someone in your family drank or used drugs too much?
15. If you could change anything about your family and friendships right now, what would it be?

**THIS SPACE FOR YOUR ADDRESS**

MAKING THE PEACE  
TRACKING SHEET

1. SITE

Location:  
Service area:

Beginning date:

Lead staff:

Site contact person:

Agency:

Address:

Site assessment:

2. CORE GROUP

Meeting/consultation date(s):

Core group composition:

Core group profile:

| Afr | Arab | Asian | Lat | NA | Wh | Yth | Y/A | Ad | W | M | # |
|-----|------|-------|-----|----|----|-----|-----|----|---|---|---|
|     |      |       |     |    |    |     |     |    |   |   |   |

Core group training:

Date(s):

Format(s):

3. TRAINING OF TRAINERS

Dates:

Facilitators:

Core group assistants:

Participant profile:

| Afr | Arab | Asian | Lat | NA | Wh | Yth | Y/A | Ad | W | M | # |
|-----|------|-------|-----|----|----|-----|-----|----|---|---|---|
|     |      |       |     |    |    |     |     |    |   |   |   |

Manuals distributed: HTSV      MTP DOR MTP package      YMW YMW pkg

Participant evaluation:

Facilitator evaluation:

#### 4. FOLLOW-UP CONSULTATION

Follow-up core group meeting:

Date:

Present:

Core group evaluation:

Next steps:

1-year goal:

1-year activities:

6-month follow-up:

Closing:

#### 5. EVALUATION

OMP staff evaluation:



There are many ways for you to continue helping to make the peace in our school. Please take a few minutes to look at the ideas below and to indicate which programs you might have an interest in being a part of. You will not put your name on this sheet, but, if there is enough interest in a particular kind of group, the school will try to establish that group on campus.

### Continuing Study and Discussion

Any number of topics can be chosen for follow-up study and discussion. Groups can meet at lunch, or before or after school, and with or without adult help or leadership.

Topics I would be interested in continuing to study and discuss:

### Support Groups

A support group is a group that meets to give its members support around a particular issue or concern in their lives. Support groups might have a facilitator or leader, and they can be short-term or ongoing.

Support groups I would be interested in joining:

- violence-free relationships
- sexual abuse survivors
- youth with jobs
- staying drug-free
- eating and weight problems
- other: \_\_\_\_\_

### Advocacy Groups

An advocacy group consists of people who come together around an identity that they share—such as a shared ethnicity, gender, sexual orientation, religion, or economic class. The group provides support and allies for dealing with external situations.

Advocacy groups I would be interested in joining:

- African-American students
- Arab-American students
- Asian-American students





- Latino students
- Lesbian, gay, or bisexual students
- Native American students
- Students of color
- Jewish students
- young women
- young men
- students with disabilities
- other: \_\_\_\_\_

### Peer Education

Peer educators are students who want to teach this curriculum or to do other violence-prevention work with students your age or younger.

- I would be interested in doing peer education.

### Conflict Resolution and Mediation

A conflict-resolution or mediation program is one way to create peaceful alternatives to violence on campus. In this program, students who have conflicts can talk about them with peer mediators for help in solving problems.

- I would be interested in being involved in a conflict-resolution program.

### Campus Action

A campus action group chooses a particular problem or concern and plans how to organize others—students and adults—to address that issue.

I would be interested in forming a campus action group on the following issues:

- violence on campus
- sexual harassment
- racism
- student health
- drug prevention





- neighborhood violence
- after-school recreation
- curriculum development
- other: \_\_\_\_\_

### Days of Respect Program

Days of Respect is a schoolwide violence prevention program in which students, parents, and teachers work together to plan and implement violence prevention activities.

- I would be interested in having a Days of Respect program at this school.

### Community Action

A community action group is like a campus action group but with a wider focus. A community action group identifies an issue and organizes people to become involved and address that issue, either by working with an existing community group or by forming a new group. There may already be many local community groups organizing around issues of safety, jobs and economic development, health, and education.

I would be interested in forming or joining a community action group on the following issues:

- toxics in the environment
- police/youth relations
- access to health care
- school district policy (curriculum development, campus safety, community control issues)
- job training and economic development
- violence against women
- youth recreation
- other: \_\_\_\_\_





Please fill out this evaluation form. You don't need to put your name on it. Your teacher can use your comments to fill in gaps in this program and to adapt it for future use.

1. Rate each of the following topics.

|                                 | Excellent |   | Good |   | Poor |
|---------------------------------|-----------|---|------|---|------|
| a. coverage of violence         | 1         | 2 | 3    | 4 | 5    |
| b. interest of material         | 1         | 2 | 3    | 4 | 5    |
| c. handouts                     | 1         | 2 | 3    | 4 | 5    |
| d. homework                     | 1         | 2 | 3    | 4 | 5    |
| e. teacher presentation         | 1         | 2 | 3    | 4 | 5    |
| f. clearness of ideas presented | 1         | 2 | 3    | 4 | 5    |
| g. usefulness of material       | 1         | 2 | 3    | 4 | 5    |
| h. relevance of material        | 1         | 2 | 3    | 4 | 5    |

2. Did this program change your understanding of violence? If so, how?

3. Did this program change your way of taking care of yourself and getting support? If so, how?

4. Describe one situation or relationship you will deal with differently because of what you have learned in this program.

5. Did this program change the way you see other people? If so, how?

6. Have you talked about this program with anyone outside of class? If so, what is their relationship to you?





7. Are you interested in being involved in some kind of follow-up activity to this program? If so, what kind?
  
8. What parts of this curriculum need improvement?
  - material in sessions on the following topics:
  
  - teacher preparation       handouts       homework
  
9. What was left out of the program that should have been discussed?
  
10. What was covered too briefly?
  
11. What do you think are the most important aspects of being an ally?
  
12. Did this program help you to be a better ally to others? If so, how?
  
13. Please use the other side of this sheet for other comments you have about the program.

Thank you!

We hope that you will mail these forms to us at the Oakland Men's Project so that we can improve future editions of this curriculum. You can also write to the Oakland Men's Project directly at 1203 Preservation Park Way, Oakland, CA 94612 or call us at (510) 835-2433.

*Keep on making the peace!*

