

Stop Light Assessment Tool for Sexual Violence Curriculum

	Green Light Recommended	Yellow Light Has significant limitations or may need modification	Red Light Not Recommended
Perspective on Sexual Violence	<ul style="list-style-type: none"> States that sexual violence is a problem that affects every community. Demonstrates the widespread nature of violence and the need for collective action to stop sexual violence. Actively disrupts common myths and misconceptions about sexual violence. Explains that all people have a shared responsibility to help end sexual violence. Uses anti-oppression framework that connects sexual violence to multiple forms of oppression (i.e.: racism, classism, sexism, homo/bi/transphobia). 	<ul style="list-style-type: none"> Acknowledges that sexual violence is a widespread societal problem but may not make it relevant for individuals or their immediate communities. May unintentionally reinforce that violence happens “elsewhere” by not talking about how it impacts individual people and the communities they live in. Framework may acknowledge some power differential but lacks a clear connection to other forms of social injustice (i.e.: racism, classism, sexism, homo/bi/transphobia). 	<ul style="list-style-type: none"> Does not acknowledge that sexual violence is a problem that affects every community. May make exceptions such as “sexual violence is a problem in general but it doesn’t happen in [___] community.” May only credit sexual violence to individual actions and behaviors (i.e.: the actions of one “bad apple”). Does not use an anti-oppression framework.

<h2>Prevention Focus</h2>	<ul style="list-style-type: none"> • Seeks to prevent violence before it happens through concrete action and culture change. • Uses and expands upon the STOP SV model. • Explains the distinctions among different sexual violence responses (i.e.: direct service to victims/survivors vs. awareness raising vs. primary prevention). 	<ul style="list-style-type: none"> • Focuses on preventing people from becoming victims and/or preventing people from being victimized again. • May allude to the need for greater prevention measures but may lack concrete and sustainable prevention actions. 	<ul style="list-style-type: none"> • Focuses on preventing people from becoming victims through behavior or wardrobe modification. • May endorse or fail to counter victim-blaming behaviors (i.e.: “they shouldn’t have been wearing [___]”).
<h2>Vision for Change</h2>	<ul style="list-style-type: none"> • Frames sexual violence as a problem that can be changed. • Asserts the collective power of many people taking small, concrete action in their families, communities, and workplaces. 	<ul style="list-style-type: none"> • May frame sexual violence as a problem that can be fixed but suggests actions that may be intimidating for participants (i.e.: calling legislators, talking to school boards) • Sexual violence may seem like a problem that is “too big” to fix. 	<ul style="list-style-type: none"> • Does not empower participants to take action. • May only focus on awareness of sexual violence. • May use a cynical perspective on social change (i.e.: “sexual violence is inevitable”).
<h2>Perspective on Victims/Survivors and Perpetrators</h2>	<ul style="list-style-type: none"> • States that it is never the victim/survivor’s fault and holds perpetrators accountable for their actions. • Acknowledges that some behavioral recommendations (i.e.: buddy system, carrying mace, self-defense) can be empowering but ultimately will not end sexual violence on a wide scale. • Dispels myths about victims/survivors (i.e.: “false reporting”).² 	<ul style="list-style-type: none"> • Asserts that it is not the victim/survivor’s fault but may recommend behavior modifications to prevent victimization anyway (i.e.: buddy system, carrying mace, self-defense). 	<ul style="list-style-type: none"> • May normalize sexual violence, by focusing on preventing people from becoming victims (i.e.: buddy system, carrying mace, self-defense). • Perpetration is not discussed. • May endorse or fail to bust myths about victims/survivors (i.e.: “false reporting”).

<h2 style="text-align: center;">Sexuality and Gender Lens, Continued</h2>	<ul style="list-style-type: none"> Recognizes that rigid gender expectations contribute to sexual violence (i.e.: men are naturally more violent than women) and actively seeks to challenge these harmful beliefs. Acknowledges assigned male at birth (AMAB) victim/survivors and transgender, Two-Spirit, non-binary, and gender non-conforming victims/survivors. 	<ul style="list-style-type: none"> May not acknowledge boys and men as victims/survivors. Focus may be limited to cisgender heterosexual individuals, omitting LGBTQIA communities. 	<ul style="list-style-type: none"> Normalizes violence with gender-based excuses (i.e.: “boys will be boys”). Uses harmful language to refer to LGBTQIA communities (i.e.: “homosexuals,” “transsexuals”).
<h2 style="text-align: center;">Cultural Competency</h2>	<ul style="list-style-type: none"> Anticipates varied concerns and needs of the audience, considering language, culture, and ability status. Tailors curriculum to the specific cultural needs of communities and materials were curated by individuals who are members of that community. Offers materials in a variety of languages. Acknowledges limitations and omissions and offers modification options for facilitators. Integrates power/privilege dynamics into core curriculum and sexual violence prevention efforts. 	<ul style="list-style-type: none"> Access is retroactive instead of anticipatory (i.e.: participant may have to request large print instead of having large print materials readily available). Limited exploration of power/privilege and how that affects perceptions. 	<ul style="list-style-type: none"> Accessibility options for people with disabilities are not readily available. May use English jargon that is not regularly practiced by a general audience (i.e.: academic, clinical terminology). Materials were not created by the communities they are intended to serve or are not representative of diverse communities’ needs. Makes generalizations about the practices, beliefs, and needs of marginalized groups. Does not encourage participants to consider power/privilege in relationships.
<h2 style="text-align: center;">Victim/Survivor Support and Aftercare</h2>	<ul style="list-style-type: none"> Presumes that victims/survivors are likely in the room. 	<ul style="list-style-type: none"> Support resources may be overly general and non-specific (i.e.: a national crisis hotline). 	<ul style="list-style-type: none"> Does not offer support resources.

<h2>Victim/Survivor Support and Aftercare, Continued</h2>	<ul style="list-style-type: none"> Recognizes that trainings can elicit strong feelings, cause triggers, or make space for disclosure. Resources are offered to everyone and support resources are immediately available for participants. 	<ul style="list-style-type: none"> Resource information is not readily available (i.e.: may appear once on a presentation slide). 	<ul style="list-style-type: none"> May not recognize that victims/survivors are likely participating. May frame victims/survivors as existing “elsewhere.”
<h2>Practicing Skills and Taking Action</h2>	<ul style="list-style-type: none"> Asks participants to practice concrete skills during class. Elicits suggestions from participants regarding ways to apply skills in their personal and professional lives. Suggested actions are reasonable and within participants’ capacity. 	<ul style="list-style-type: none"> Discusses prevention actions in a somewhat theoretical or abstract manner, but may allude to possible actions or steps. Suggested actions may or may not fall within participants’ individual capacity or ability (i.e.: writing a letter to a legislator may be difficult for those whose first language is not English). 	<ul style="list-style-type: none"> Participants are not encouraged to apply their learning outside of the curriculum. Limited opportunities to practice concrete skills. May not offer actions participants can take or suggested actions are theoretical and not easily applied to the audience’s everyday personal and professional lives.
<h2>Participant Engagement</h2>	<ul style="list-style-type: none"> Sustains participant engagement with a combination of strategies, learning aids, and activities (i.e.: videos, small group dialogue, individual reflection exercises). Teaches skills and content frequently over time to reduce skill attrition. Establishes long-term sustainability and participant follow up plans. 	<ul style="list-style-type: none"> Limited variety of activities. Structured curriculum as a series (i.e.: three day workshop) but no follow-up measures or long term sustainability plans are established. 	<ul style="list-style-type: none"> One-time presentation or lecture. Participant engagement is limited to listening and note-taking. No participant follow-up is offered

Notes

- <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>
- <https://www.nsvrc.org/publications/articles/false-reports-moving-beyond-issue-successfully-investigate-and-prosecute-non-s>