MNCASA
Minnesota Coalition Against Sexual Assault

Healthy Relationship Skills and Sexual Violence Prevention Programming Assessment Tool

Learning, practicing, and teaching healthy relationship skills is important for all members of a community, and knowing what local sexual violence prevention efforts look like is a vital first step toward a safer and healthier community. Use this chart to take a close look at local sexual violence prevention efforts and reflect on whether or not your local violence prevention efforts use promising practices (left) and compare them to the curriculum recommendations (right).

Parents/Guardians: Use this tool to start a conversation with your principal, teachers, school board, or youth organization leaders. Ask if the local sexual violence prevention program includes healthy relationship skill development and incorporates the other promising practices listed here.

Advocates: Talk about this tool with the people you serve and share it with your community partners. Talk to parents/guardians and other community members about healthy relationship skills as a form of sexual violence prevention and encourage them to ask questions.

School Administrators: Use this tool to assess your school's current sexual violence prevention efforts and reflect on opportunities for growth using promising practices and recommendations listed here.

Note: This tool can be used alongside MNCASA's Stop Light Curriculum Assessment Tool (https://www.mncasa.org/wp-content/uploads/2020/04/Stoplight-Assessement-Tool.pdf) to guide sexual violence curriculum selection.

	Very True	Somewhat True	Neutral	Somewhat Untrue	Very Untrue	Unsure	Recommendations
Teaches healthy relationship skills as sexual violence prevention.							• Offers medically accurate sexual and reproductive health education alongside healthy relationship skills. • Teaches participants how to effectively communicate with others, set and honor boundaries, resolve conflicts, explore healthy self-expression, and respect others' bodies. • Relationship skills are taught to participants so they can prevent harming others and express their needs. • Audience can easily apply skills.

	Very True	Somewhat True	Neutral	Somewhat Untrue	Very Untrue	Unsure	Recommendations
Challenges unhealthy media messages about sex, bodies, and relationships.							• Recognizes the power of media and helps people identify unhealthy messages about sex, bodies, and relationships in magazines, movies, television, music, or video games. • For example: jokes that make light of sexual violence; images that romanticize abusive behaviors; stories that make stalking, harassment, and unwanted attention seem acceptable; characters that demonstrate a lack of respect for others' bodies and failure to seek consent.
Busts gender-based myths and norms.							• Acknowledges that anyone of any gender can experience sexual violence. • Challenges myths that make violence seem normal (i.e.: men can't be victims of violence, men are naturally more violent and aggressive than women). • Encourages people of all genders to explore options for healthy gendered self-expression and to take action to prevent violence (i.e.: interrupting sexist jokes).
Addresses common misconceptions about sexual violence.							• is a problem that can happen in any community. • Busts myths that certain communities are not affected by sexual violence
Uses language supportive of victims/survivors and holds perpetrators of sexual violence accountable. against youth.							• Avoids blaming victims and does not attribute the cause of violence to a victim/survivor's wardrobe, behavior, or choices (i.e.: the victim/survivor was "asking for it," "victim shouldn't have been drinking"). • Acknowledges that perpetrators are responsible for the harm they caused. • Believes and supports victims who report sexual violence.

Promising Practice	Very True	Somewhat True	Neutral	Somewhat Untrue	Very Untrue	Unsure	Recommendations
Utilizes a shared responsibility model.							• Sexual violence prevention is considered a shared responsibility among parents/guardians, schools, youth services, and the wider community. • All have a part to play and all can take action to prevent sexual violence.
Treats parents/guardians as the primary educator and involves parents/guardians in prevention of sexual violence against youth.							• Parents/guardians are encouraged to talk about healthy relationship skills at home. • Provides parents with tools and resources for starting and maintaining conversations about healthy relationships. • Solicits feedback from parents/guardians and responds to their questions. • Encourages schools and other family/youth services to engage parents/guardians directly.
Program builds year-to-year and skills are practiced regularly.							• Healthy relationship skills are taught consistently over time. • Material taught as an on-going process and not a one-time presentation. • Multiple opportunities offered for participation and role playing.
Community leaders have a strong foundation for sexual violence prevention and are trained in healthy relationship skills.							• Community leaders (i.e.: school principals, clergy) are trained in communication, conflict resolution, boundary-setting, and professional conduct. • Medically accurate sexual education refreshers are provided to leaders as needed or they are offered access to sexual health information.

	Very True	Somewhat True	Neutral	Somewhat Untrue	Very Untrue	Unsure	Recommendations
Regularly evaluates program effectiveness in collaboration with sexual violence prevention specialists.							• Program coordinators and facilitators consult with violence prevention agencies regarding best practices. • Administration continues to partner with sexual violence prevention experts and host knowledgeable guest speakers. • Prevention experts evaluate the effectiveness of programming in collaboration with facilitators and program coordinators. • Defines outcomes and measures for improvement. • Creates plan for improving future programming.