



Breaking Through the Barriers: Best Practices for Prevention Education

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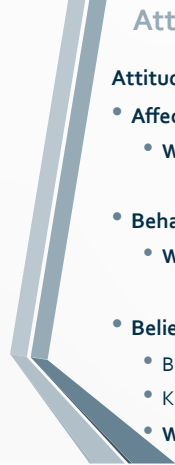
This program is a moment for us to stop and think about what we do, why we do it, what barriers we face in prevention ed and how do we get past them to actual learning. This workshop will teach participants how to identify strengths and weaknesses in presentation content and delivery; how to understand some of the audience's resistance to the subject; and best practices for creating presentations that are relevant, engaging and that audiences are motivated to participate in. We will work together sharing ideas, reviewing research and taking our prevention-education skills from good to great, great to awesome and perhaps even from awesome to Jess Clark! We can do this...let's get into it!

Think about your values...

- Can you think of a time you last enacted them?
- What are your organization's values?
- How do your personal values and your organization's values align?
- When is the last time you or someone else enacted your orgs values?
 - Describe the action

Barriers to learning in our classes

- What is keeping participants from buying what we are selling?



Attitudes are barriers to belief

Attitudes are evaluative judgments and have three components

- **Affects** = emotional response to the information (happens in milliseconds)
 - What emotions do the folks in our audiences hold?
- **Behaviors** = memories of past behaviors
 - What behaviors do they have that negate what we are saying?
- **Belief/Knowledge** = what we think we know
 - Beliefs-not enough justification to be called a fact
 - Knowledge-justified facts
 - What misinformation do they hold?

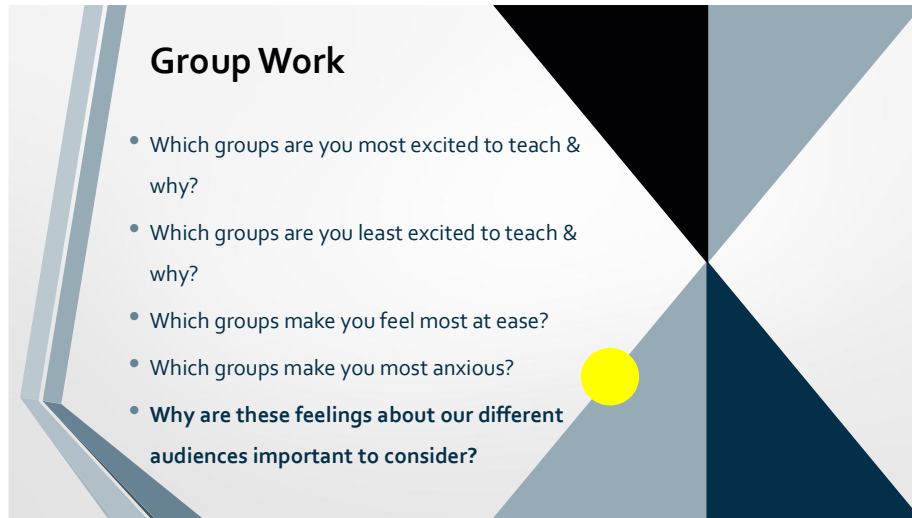
Sinantra & Seyranian (2015)

My thoughts:

Trauma in Our Classrooms

- What trauma might your audience have experienced?
- Why is this important for us to consider?

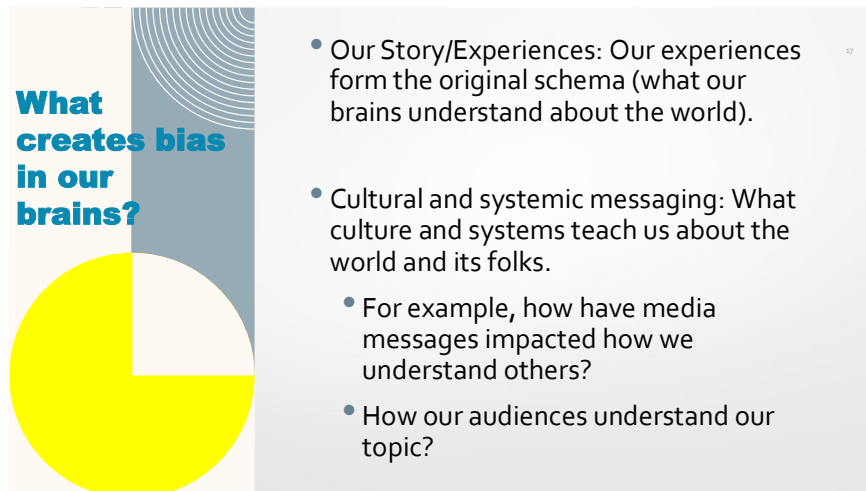
Group Work



Group Work

- Which groups are you most excited to teach & why?
- Which groups are you least excited to teach & why?
- Which groups make you feel most at ease?
- Which groups make you most anxious?
- **Why are these feelings about our different audiences important to consider?**

Your thoughts:



What creates bias in our brains?

- Our Story/Experiences: Our experiences form the original schema (what our brains understand about the world).
- Cultural and systemic messaging: What culture and systems teach us about the world and its folks.
 - For example, how have media messages impacted how we understand others?
 - How our audiences understand our topic?

My thoughts:

Stereotypes, Prejudice & Discrimination



- **Stereotypes: Generalizations** about a person or group based on incomplete or inaccurate information
 - It can be positive or negative - but remember, even seemingly positive stereotypes can leave people with fewer choices, which hurts them
 - Schema theory - how your brain organizes information. Think of it like file folders in your brain of all the information you know.
 - There is a systemic root for most/all stereotypes
- What stereotypes do your students hold about y'all?
- How about the ones you have about them?

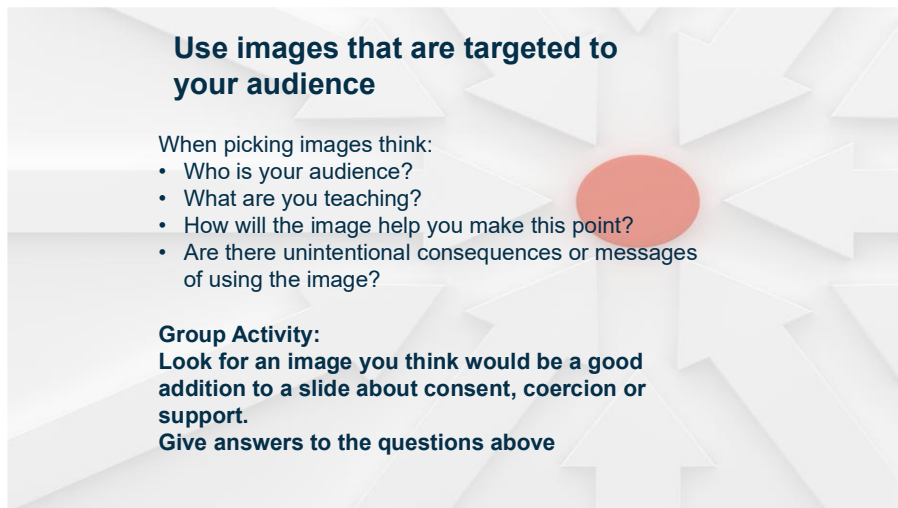


- **Prejudice:** A stereotype that has an **emotion or value judgment** attached to it
 - Sometimes referred to as **bias**
 - **Bias** is a preference that **inhibits** impartial judgment
 - Can be positive or negative - i.e., we can have positive or negative feelings about things/places/people
 - **Everyone has prejudices**
- How do our students feel about prevention education?
- How do we feel about our students/audiences?



- **Discrimination:** An **action** that is rooted in a stereotype and/or prejudice
- How do you handle working with an audience or POC that you do not like?

Images



Use images that are targeted to your audience

When picking images think:

- Who is your audience?
- What are you teaching?
- How will the image help you make this point?
- Are there unintentional consequences or messages of using the image?

Group Activity:
Look for an image you think would be a good addition to a slide about consent, coercion or support.
Give answers to the questions above

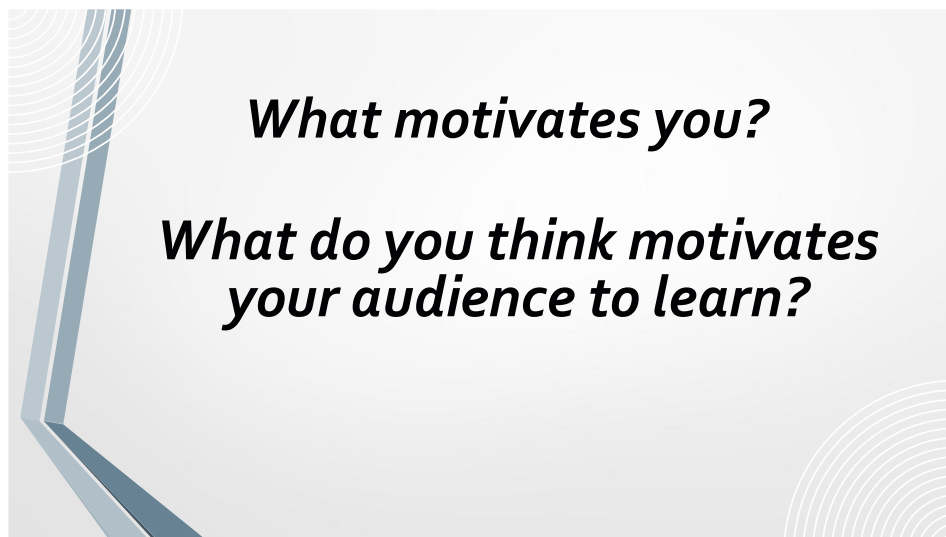
- What sort of images did you find?
- Why did you choose it/them?
- Who is your audience?
- What are you teaching?
- How will the image help you make this point?
- Are there unintentional consequences or messages of using the image?

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Creating Relevance

Know the greater culture of your audience

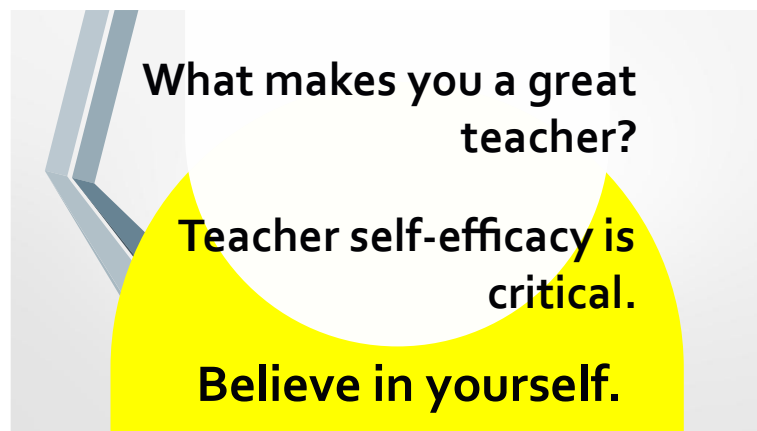
- What is a group you train often that makes you nervous?
- What language do they use/prefer?
- What do they love and what do they fear?
- What is their experience?
- Where can you get this information?



Creating Positive Emotions

- What do you do to create a positive learning environment?
- How do you know that you are successful?

Self-Efficacy



What makes you a great teacher?

Group Work

- You have a presentation on consent, coercion or support (choose one or one of your own)
- Who's the audience
- What's the length?

List these as learning objectives

- What's the what?
- What's your so what?
- What's your now what?

Write a paragraph describing your presentation

After Presentation Plan

- What's your after-presentation plan?
 - What can you learn from what happened in class?
 - What, if any, changes will you make to future presentations?
- Trauma-informed means remembering our trauma: What is your self-care plan?
- Leaders - What is your support plan? How do you support your staff/create a supportive environment.

Moving Forward:

- What is one thing you can say or do after this training to support a colleague?
- What is one thing you will do after this training to be good to yourself?

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