



## Supporting Women and Girls' Leadership in Sport to Prevent Sexual and Domestic Violence August 22, 2017

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MB: Welcome everyone! We will be starting our web conference at the top of the hour.

YZS: I am Yudit CEO of El HaLev [www.elhalev.org](http://www.elhalev.org) in Israel (at the moment sitting in NYC)

MB: For audio over the phone-- please call 1-888-447-7153 with Password: 879 736#

MB: Slides for this session are available on  
<http://www.preventconnect.org/2017/08/supporting-women-and-girls-leadership-in-sport-to-prevent-sexual-and-domestic-violence/>

MB: For more details on Raliance- Ending Sexual Violence in One Generation, click here  
<http://www.raliance.org/>

MS: Will you email a copy of this presentation

MB: @Mary- Slides for this session are available for download on  
<http://www.preventconnect.org/2017/08/supporting-women-and-girls-leadership-in-sport-to-prevent-sexual-and-domestic-violence/>

MB: @Jill- We hope the internet/ phone issues gets resolved. We will have the recording of this session available in the next few days and an email will be sent when it is available. You can also download the slides PDF on this link: <http://www.preventconnect.org/2017/08/supporting-women-and-girls-leadership-in-sport-to-prevent-sexual-and-domestic-violence/>

MB: QUESTION: What examples have you seen of engaging women and girls in sexual violence prevention through sport?

HF: Green Dot

MH: S.L.A.Y is a program like CBIM I've heard of it but still researching

SN: I love the program SLAY, they were at the NSAC

DR: Coaching Female Athletes: For Sports, For Life' Curriculum (CFA)

LC: Girls on the Run and Heart and Sole engage girls in 3rd-8th grade in lessons about healthy choices while preparing them for a 5K Run.

JB: seems like most programs are only focused on the individual frame of the prevention model that we are seeing.

MS: Girls in the Game

KN: Girls On The Run

TB: Our women's soccer coach got the team involved with an organization that educates on DV. The founder of the organization is a former US Soccer player

EK: "if you let me play" from Nike in 1995- Old, but still shows pulling girls into sport will be empowering

LD: I facilitate a Girls' Empowerment through Soccer program through the rape crisis center, WOAR, in Philadelphia.

JK: Leah that is awesome!

SS: What dos GHS stand for?

LMM: Thank you all for sharing the amazing work you're doing in and through sport to support women and girls leadership - please feel free to email me at [lmapp@raliance.org](mailto:lmapp@raliance.org) so I can include your work in our Strategy Map (which I'll describe later)

MS: Are you going to touch on the policy work with the school district?

SN: I love it when the leaders in the schools are supportive. They should be more recognized

MB: For more information on Athletes As Leaders (originally Student Leaders & Athletic Youth): <https://www.athletesasleaders.org>

JG: Great job, Kayla! Love hearing from the youth!

WH: Yes Kayla, great work!

SS: We do Coaching Boys Into Men in Bismarck, ND. Now wondering about girls program

SN: The name SLAY is what caused it to go national. I am sorry you had to change it.

SD: How has the name changed affected the accessibility of students who might be attracted by the acronym?

VA: Supporting materials for this web conference will be available at <http://www.preventconnect.org> where are the support materials on this webpage for this webinar?

MB: @Veronica- the slides are available as of now. The text chat and recording from the session will be available in the next few days and we will send an email when they are uploaded

TA: Has there been any other research for this program other than a pilot (& by whom)? When

was the pilot run & for how long?

RM: @traci arnold yes! We will cover that later in the presentation

TA: Okay thanks!

BS: Is there a webinar training series like there was with CBIM?

BS: For Athletes as Leaders

AKJ: @Brandon we do not have that planned at this point but please feel free to let us know what would be helpful for you to move forward in the post web conference evaluation.

BS: Would school counselors be appropriate facilitators for the program?

CS: How do you get buy in from the schools and coaches?

BS: Hi Cassidy, if you want to private message me or email me I can let you know some ways that we have gained community and school buy in in Colorado.

RM: @brandon yes absolutely. School counselors would be great to facilitate the groups

AL: any reach out to private teams? or through organizations like AAU

HC: I am wondering where coaches are able to show all these videos if this is during practice time?

AKJ: Click here for the "Always #LikeAGirl" video:  
<https://www.youtube.com/watch?v=XjQBJWYDTs>

BS: Is the website and printouts the main source of the training materials or is there a "coaches kit" like CBIM?

KW: strong, powerful, amazing

SF: Smart

LD: leaders

AP: bad asses

JAM: Strong and Independent

AL: anything they want!!!!

TA: anything

MH: Girls can be BOSSES

BS: empowering

OR: assertive, intelligent

JB powerful

DH: smart

HF: anything

VA: strong

YZS: dangerous

RV: powerful

KL: powerful

SF: Athletic

LC: ANYTHING

AS: Leaders

TB: awesome!

ML: Anything they want!

JG: anything!

RM: whatever they want to be :)

DH: anything

BC: Leaders

BS: empowered

SCC: all they want to be.

LH: leaders

BL: Whatever they want to be!

VA: athletes

AB: anything they set their minds to

AM: president

CS: strong, champions

DH: strong

JB: Girls can be enough.

KM: powerful

TA: president

KD: themselves!

AH: Anything they want to be

BS: brave

LC: anything

MS: Warriors

VA: mothers

SW: Girls can be Beautiful!

SW: Fierce

YZS: fighters

KN: anything they want!

RR: in charge

HP: Authoritative.

AKJ: How are you challenging the social messages & limited roles for girls in your prevention work?

CS: modeling

KW: explaining there is no such thing as a boy or girl job/color/thing

CK: Whatever they choose and believe they can be

BS: Using the Athletes as Leaders program with girls sports teams

JB everyday language

JB: By centering the voices of WOC

BC: giving girls opportunities to lead

DR: uplifting female voices and role models

LH: talking about female stereotypes and media characters

HC: discussing gender

TB: Ask them about double standards and have a good discussion about what that means.

OR: work with scenarios...

MH: Not tolerating negative stigma

DH: youth leadership

LC: Promoting healthy images of girls, addressing gender inequity, etc.

JAM: Discussing Gender Stereotypes

DH: gender box activities

MW: Giving them a platform to discuss sexism and gender norms with their peers

KL: asking them what they want for themselves, instead of what they are told to want

AB: not falling into the traditional gender norms

RM: by telling younger female-identified youth that no one should be giving them limitations on what they can or cannot do

YZS: role-models

LD: media literacy

TA: Education about Gender Equality, Modeling

KD: activities defining/rejecting stereotypes

SCC: Fighting gender stereotypes--youth co-teachers

BS: through support groups on equality and self esteem workshops

AP: using social media platforms

AS: Creating a platform to speak

AB: having discussions

BS: training coaches and teachers on gender equality

AKJ: What would you say to a girl who is trying to change the way she looks or acts to fit in?

CS: Be yourself.

DH: you are enough

JB: are you doing this for yourself or for someone else?

OR: encourage her to be herself

SF: You are beautiful the way you are

AL: why did she feel the need to do so?

LH: don't try to please others, be yourself

KW: ask her what influences are causing her not to like what she sees in the mirror

CK: Is this what YOU want for yourself?? Forget what others think

VA: does this change truly reflect who you are?

ML: Be your true-self

AM: Id want to know why. Change isn't always bad.

AS: Don't allow others to define you.

JD: ask why?

LH: That I understand social pressure, but that she will be much happier living as herself than as someone else

AP: the most beautiful you will ever be, is when you are simply YOU

BS: Ask why she feels like she wants to change.

BC: BE YOU. You are worthy.

BS: I would ask her to define herself, and pull the awesome qualities that we see in her

AH: Tell her if we were all made the same, this would be a super boring world.

DM: why she feels she needs to make a change? Communicate

SF: Don't ever change yourself for anyone

JB: Help me understand what is going on in your mind and heart with this behavior

LC: is this for yourself or?

OR: discuss how the media has an influence on fears

RR: That she hasn't found the right people/friends to be around. She only needs to be her.

LC: Real friends love and accept you for who you are.

KN: Is that who you truly want to be?

KD: Variety is the spice of life!

SCC: talking about why and for whom and tell her how great she is.

CR: You are uniquely made and there is no need to change.

KL: I would bring up other women who are doing what they want and being successful

LD: you are beautiful, inside and out

MH: Don't put yourself in a box that doesn't exist. Stay weird stay you

TA: Be yourself, look at positive supports and, focus on self-worth

JB: Do you truly want to spend your time with those you are trying to fit in with?

KD: Where will you draw the line about what you'll change?

BS: make changes to be yourself, not someone else

JAM: I would tell her that she doesn't have to make any changes to fit in, that she is perfect just like she is.

AKJ: Thank you all for participating in that!

JB: Can we reflect on why we as a group are responding with talking at the youth with well-intended statements instead of seeking to understand why.

YZS: Amen!

AKJ: Good point @Jen!

VA: yes, good point

BC: how does the curriculum address culturally specific communities where there are closer community ties and family relations amongst coaches and players



BS: Is there a mentor training available?

BS: I have a pilot school in our district interested in using the program for the winter sports season

AKJ: @Brandon Rebecca will talk about those opportunities soon

BS: Did any of the pilot teams have boys sit in on any of the lessons? Did any of the girls sit in on the CBIM trainings? I feel like it would be beneficial, especially girls sitting in on CBIM.

EM: We know that we are trying to reduce gender-based violence when we do this kind of program with boys. What is it specifically that we are trying to do with girls? Is it the same things with girls?

CS: At Garfield did they have any girls taking the program multiple times because they were in more than one sport? - Did they lose interest?

BS: good question @cassidy I wonder the same thing

OR: Can you discuss about the involvement of the caregivers? Please and thank you!

AKJ: Thanks for all the great questions. We will try to get these and ones that we can't we will follow up with you

AB: It would be great to send all the questions and answers to everyone.

AL: are there any opportunities for a "next level" class or program?

KN: Would you recommend prevention advocates attend a mentor training, or would it be something we are already familiar with, and could facilitate without attending training?

MS: What do you do for girls that are not interested or are too scared to be part of a sport/team?

KD: I think it would help athletes who are in multiple sports to maybe be a peer leader to keep them engaged.

AKJ: @Angela - yep we will include those with the other materials!

BS: would winter sports teams be allowed in the pilot?

JB: Did you offer an opt-out option for trauma survivors on the teams?

DH: Can the pilot team provide the program for middle school or does it have to be high school?

BC: how do coaches or mentors handle disclosures of trauma during the discussions? or has this come up in any of the pilots?

SF: in the CBIM program, we provide local mental health resources to the coaches

BC: yes

BC: yes, I think addressing those varying dynamics is important. in some communities, like here in Hawaii, coaches wear multiple hats and have relationships with youth outside of the coaching role. yes, would love to chat more. Thank you for putting thought into it and your answer! :)

AB: Our 9th grade is in a middle school.

BC: and of course by relationships I mean familial or in other mentor/leader roles

RM: @Brooke Conway. yes, it was a great question and I'm happy to talk further. I certainly think if the mentor has a previously existing relationship and has already been involved in the community and knows some of the athletes that are big strength and they would likely be great mentors for the program. We of course want to consider how to handle any disclosures, confidentiality, etc. I'm happy to talk further

RM: @Angela Byington this program was designed for grades 9-12. For younger grades I think some of the information could be modified to make sure it is developmentally appropriate

RM: @ Brandon Seeley yes definitely for winter sports! E-mail me!

BC: Thank you, great webinar. I'm glad to see there's specific curriculum for girls now!

KN: Would you recommend prevention advocates attend a mentor training, or would it be something we are already familiar with, and could facilitate without attending training?

RM: I know we didn't get the chance to answer all the questions in the chat- feel free to e-mail me: [rebamill@uw.edu](mailto:rebamill@uw.edu)

RM: @Karisa, I think it would be fine for you to facilitate since you have the information here on the webinar. I'm happy to assist and offer more resources though so just e-mail me.