

Welcome, this web conference will begin soon

ADDRESSING GENDER INEQUALITY

Opportunities to Empower & Support Girls

Monday, November 18
11am PST | 2pm EST



Meet the PreventConnect Team



Ashleigh Klein-Jimenez

Project Manager
she/her/hers



Tori VandeLinde

Project Coordinator
she/her/hers



prevent
connect

PreventConnect.org

info@PreventConnect.org

PreventConnect.org/email – **email group**

Learn.PreventConnect.org – **eLearning**

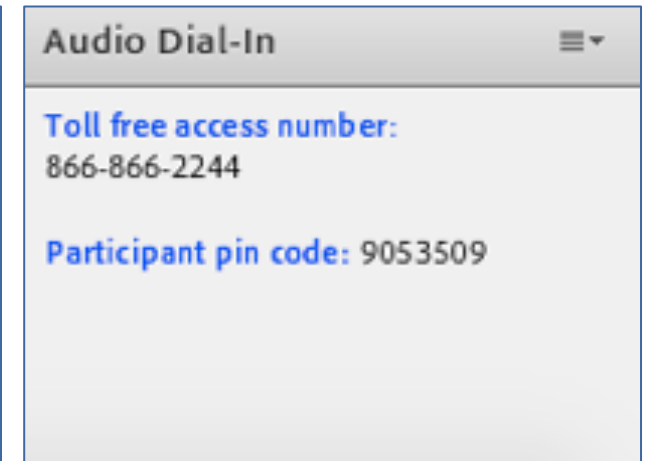
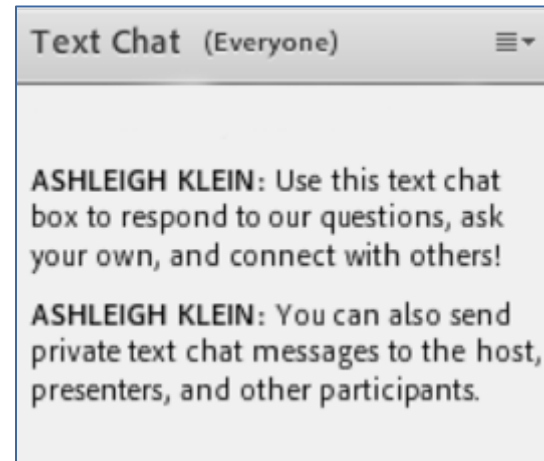
Follow Us

twitter.com/PreventConnect

facebook.com/PreventConnect

How to use Adobe Connect

- ▶ Text chat and private chat
 - ▶ Please send a private chat message for help.
- ▶ PowerPoint Slides
- ▶ Polling Questions
- ▶ Phone
- ▶ Closed Captioning
- ▶ Web Conference Guidelines



Contact Adobe Connect support at:

<https://helpx.adobe.com/adobe-connect/connect-support.html>

PreventConnect

- ▶ Domestic violence/intimate partner violence
- ▶ Sexual violence
- ▶ Violence across the lifespan, including child sexual abuse
- ▶ Prevent before violence starts
- ▶ Connect to other forms of violence and oppression
- ▶ Connect to other prevention practitioners

ADDRESSING GENDER INEQUALITY

Opportunities to Empower & Support Girls

Monday, November 18
11am PST | 2pm EST



PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by the U.S. Centers for Disease Control and Prevention. The views and information provided in this web conference do not necessarily represent the official views of the U.S. government, CDC or CALCASA.



Objectives

- ▶ Describe the connections between strengthening leadership and opportunities for girls and preventing sexual violence victimization
- ▶ Identify the key elements (the what, the how, and the who) of Powerful Voices and Girls on the Run
- ▶ Engage in a discussion about social justice and violence prevention approaches to strengthen leadership and opportunities for girls

Girls' Leadership and Prevention



Violence Prevention in **PRACTICE**

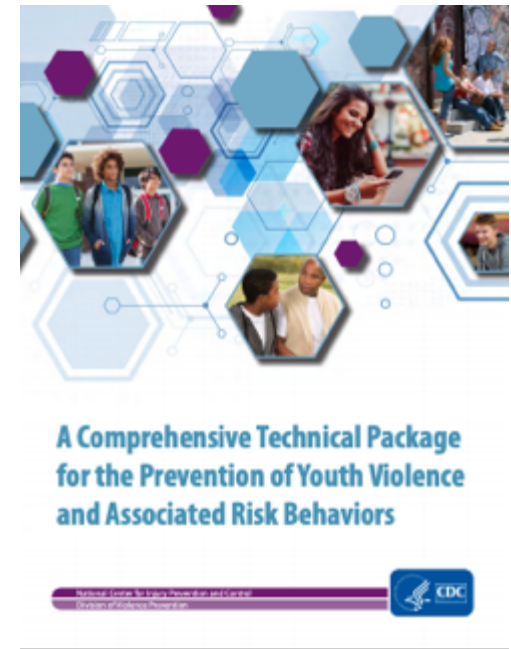
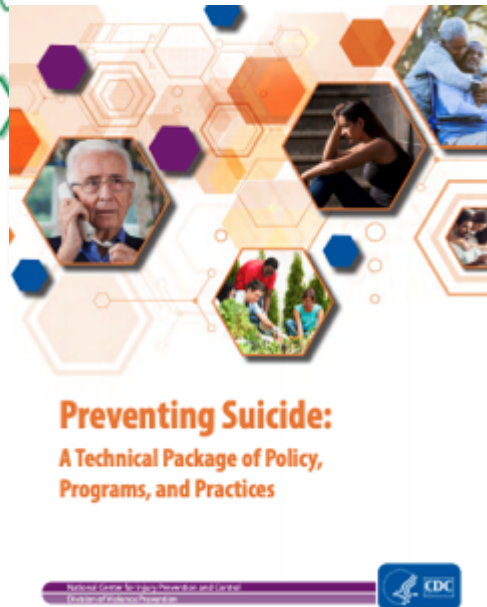
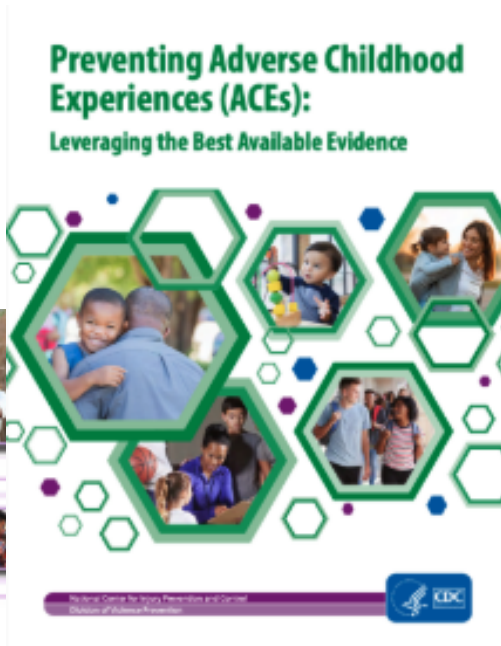
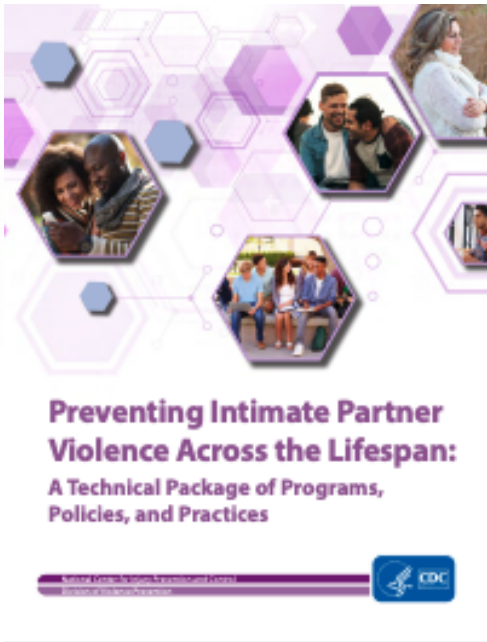
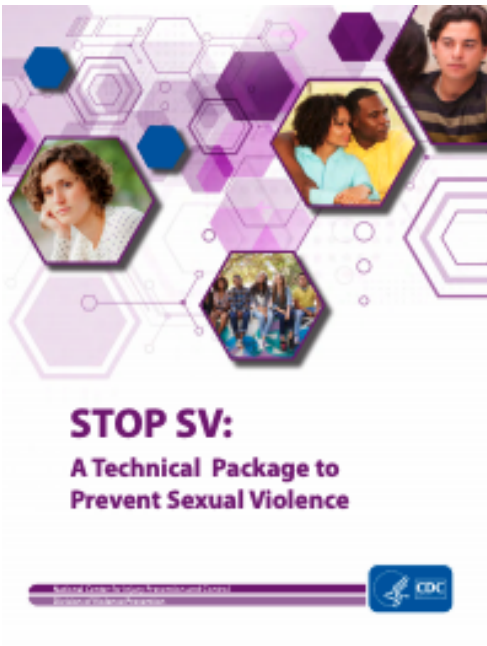
**STORIES****RESOURCES****APPROACHES****CONTACT**

Strengthening Leadership and Opportunities for Adolescent Girls

This approach focuses on building confidence, knowledge, and leadership skills in young women that can in turn lead to greater outcomes in education, employment, and community engagement, including political participation. Such approaches may improve girls' educational and occupational opportunities and contribute to the status and influence of women in society, potentially reducing risk for sexual violence (SV), given the links between gender inequality, low socioeconomic status (SES), educational and occupational status of women, and risk for sexual violence.

<https://vetoviolence.cdc.gov/apps/violence-prevention-practice/node/143#!/>

CDC Technical Packages





	Strategy	Approach
S	Promote Social Norms that Protect Against Violence	<ul style="list-style-type: none"> • Bystander approaches • Mobilizing men and boys as allies
T	Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none"> • Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting healthy sexuality
O	Provide Opportunities to Empower and Support Girls and Women	<ul style="list-style-type: none"> • Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create Protective Environments	<ul style="list-style-type: none"> • Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
SV	Support Victims/Survivors to Lessen Harms	<ul style="list-style-type: none"> • Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

Past conferences/resources



<http://www.preventconnect.org/2017/08/supporting-women-and-girls-leadership-in-sport-to-prevent-sexual-and-domestic-violence/>



<http://www.preventconnect.org/2018/11/getting-started-on-supporting-economic-opportunity-for-sexual-and-domestic-violence-prevention/>



<http://www.preventconnect.org/2019/08/from-paid-leave-to-rent-stabilization-research-and-practice-on-strengthening-economic-security-for-violence-prevention/>



Preventing IPV

Strategy	Approach
Teach safe and healthy relationship skills	<ul style="list-style-type: none">• Social-emotional learning programs for youth• Healthy relationship programs for couples
Engage influential adults and peers	<ul style="list-style-type: none">• Men and boys as allies in prevention• Bystander empowerment and education• Family-based programs
Disrupt the developmental pathways toward partner violence	<ul style="list-style-type: none">• Early childhood home visitation• Preschool enrichment with family engagement• Parenting skill and family relationship programs• Treatment for at-risk children, youth and families
Create protective environments	<ul style="list-style-type: none">• Improve school climate and safety• Improve organizational policies and workplace climate• Modify the physical and social environments of neighborhoods
Strengthen economic supports for families	<ul style="list-style-type: none">• Strengthen household financial security• Strengthen work-family supports
Support survivors to increase safety and lessen harms	<ul style="list-style-type: none">• Victim-centered services• Housing programs• First responder and civil legal protections• Patient-centered approaches• Treatment and support for survivors of IPV, including TDV



Preventing ACEs

Strategy	Approach
Strengthen economic supports to families	<ul style="list-style-type: none"> • Strengthening household financial security • Family-friendly work policies
Promote social norms that protect against violence and adversity	<ul style="list-style-type: none"> • Public education campaigns • Legislative approaches to reduce corporal punishment • Bystander approaches • Men and boys as allies in prevention
Ensure a strong start for children	<ul style="list-style-type: none"> • Early childhood home visitation • High-quality child care • Preschool enrichment with family engagement
Teach skills	<ul style="list-style-type: none"> • Social-emotional learning • Safe dating and healthy relationship skill programs • Parenting skills and family relationship approaches
Connect youth to caring adults and activities	<ul style="list-style-type: none"> • Mentoring programs • After-school programs
Intervene to lessen immediate and long-term harms	<ul style="list-style-type: none"> • Enhanced primary care • Victim-centered services • Treatment to lessen the harms of ACEs • Treatment to prevent problem behavior and future involvement in violence • Family-centered treatment for substance use disorders



Preventing Suicide

Strategy	Approach
Strengthen economic supports	<ul style="list-style-type: none">• Strengthen household financial security• Housing stabilization policies
Strengthen access and delivery of suicide care	<ul style="list-style-type: none">• Coverage of mental health conditions in health insurance policies• Reduce provider shortages in underserved areas• Safer suicide care through systems change
Create protective environments	<ul style="list-style-type: none">• Reduce access to lethal means among persons at risk of suicide• Organizational policies and culture• Community-based policies to reduce excessive alcohol use
Promote connectedness	<ul style="list-style-type: none">• Peer norm programs• Community engagement activities
Teach coping and problem-solving skills	<ul style="list-style-type: none">• Social-emotional learning programs• Parenting skill and family relationship programs
Identify and support people at risk	<ul style="list-style-type: none">• Crisis intervention• Treatment for people at risk of suicide• Treatment to prevent re-attempts
Lessen harms and prevent future risk	<ul style="list-style-type: none">• Postvention• Safe reporting and messaging about suicide



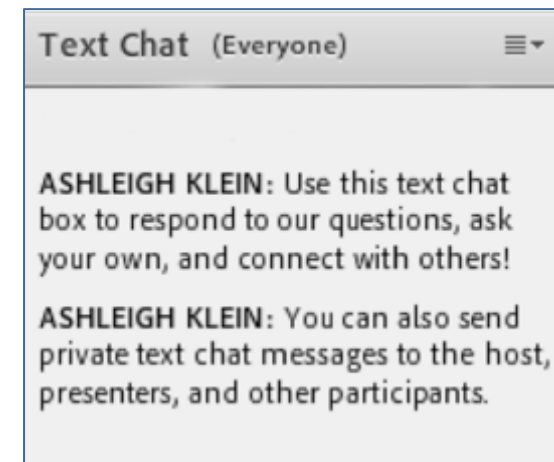
Preventing Youth Violence

Strategy	Approach
Promote family environments that support healthy development	<ul style="list-style-type: none">• Early childhood home visitation• Parenting skill and family relationship programs
Provide quality education early in life	<ul style="list-style-type: none">• Preschool enrichment with family engagement
Strengthen youth's skills	<ul style="list-style-type: none">• Universal school-based programs
Connect youth to caring adults and activities	<ul style="list-style-type: none">• Mentoring programs• After-school programs
Create protective community environments	<ul style="list-style-type: none">• Modify the physical and social environment• Reduce exposure to community-level risks• Street outreach and community norm change
Intervene to lessen harms and prevent future risk	<ul style="list-style-type: none">• Treatment to lessen the harms of violence exposures• Treatment to prevent problem behavior and further involvement in violence• Hospital-community partnerships

What ways are you providing opportunities to empower girls and support their leadership?

Text Chat Question

Use the Text Chat feature to answer the question.



Meet Our Guests



Britta Tonnessen

Community Services Manager,
AWARE, Inc.
She/her/hers



Natalie Watson

Girls on the Run Statewide Coordinator,
AWARE Inc.
She/her/hers

Helping to end domestic violence, sexual violence, and child abuse.

AWARE provides comprehensive intervention services, as well as outreach, education, and primary prevention programs for domestic violence, sexual assault and child abuse.

MISSION: AWARE is a non-profit organization that exists to provide safe shelter and supportive services for adults and children who have been subject to domestic or sexual violence; and to effect the social, political and legal changes needed to eliminate oppression and violence against women and children. We are located in Juneau, Alaska.

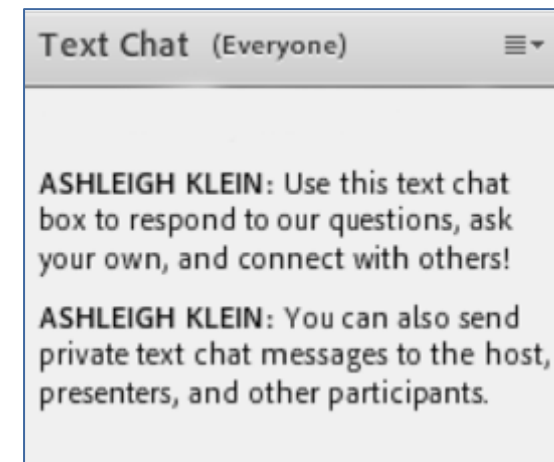


**Girls on the Run
of Greater Alaska**

What kind of supports
did you need as an
8-10 year old?

Text Chat Question

Use the Text Chat feature to
answer the question.



Why Girls on the Run matters

50%

of girls ages 10 to 13 experience **bullying** such as name calling and exclusion **at a time when peer relationships become more central to girls' lives**

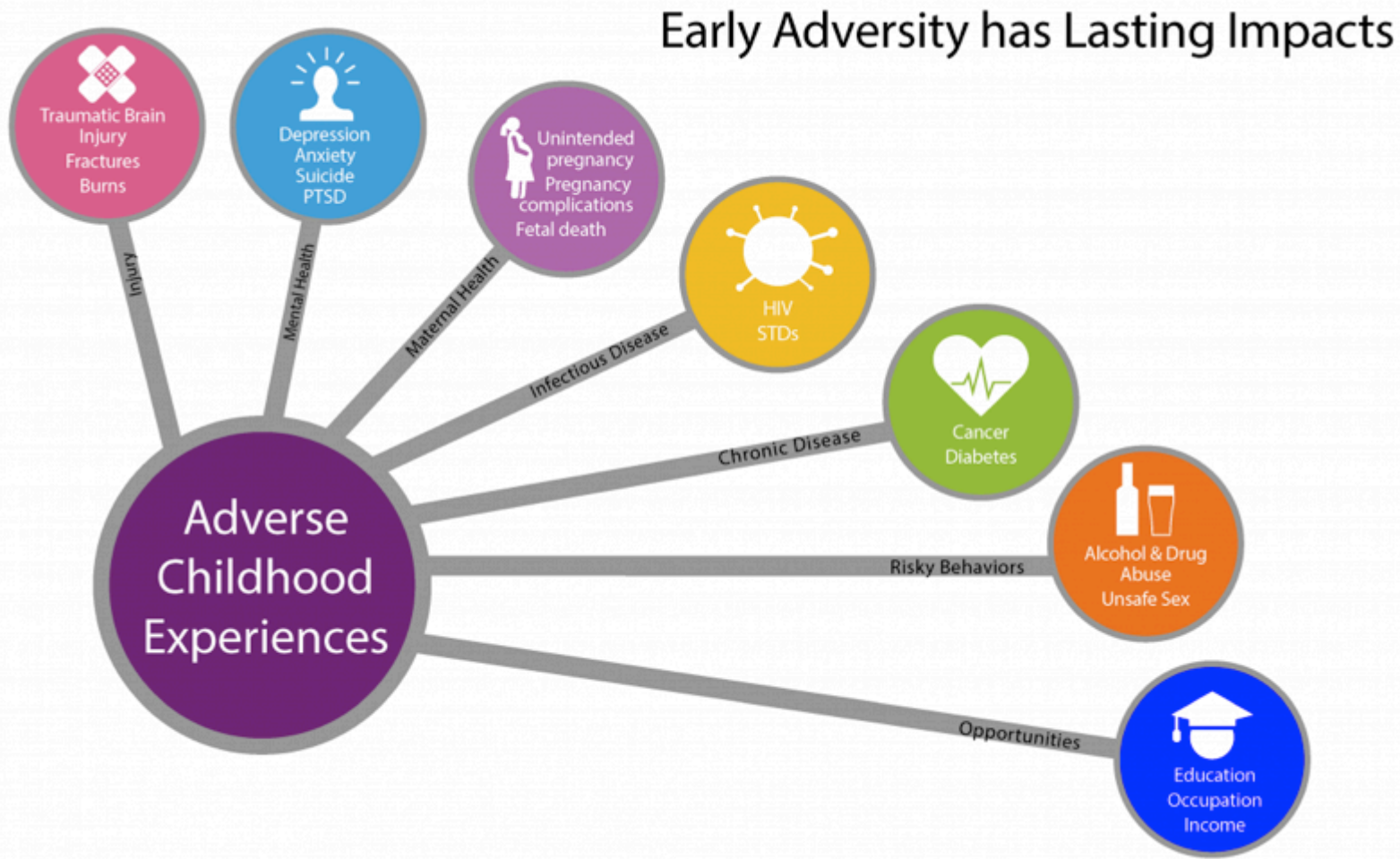
Girls' self-confidence begins to drop by **AGE 9**



Physical activity levels decline starting at **age 10** and continue to **DECREASE** throughout adolescence



ACEs & Resiliency



GOTR builds protective factors:

- Safe and caring adults
- Communication skills
- Social skills
- Peers that support healthy relationships





This program has not only **united girls of different backgrounds and abilities**, but it **has taught them how to work as a team**. Not only do the girls **encourage** one another, but they truly **respect** and **accept** each girl on the team for who she is.

Charnae, Girls on the Run Coach

Mission

We inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running.

Vision

We envision a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams.



Girls on the Run Core Values

- * Recognize our power and responsibility to be intentional in our decision making
- * Embrace our differences and find strength in our connectedness
- * Express joy, optimism and gratitude through our words, thoughts and actions
- * Nurture our physical, emotional and spiritual health
- * Lead with an open heart and assume positive intent
- * Stand up for ourselves and others



Core concepts of positive youth engagement

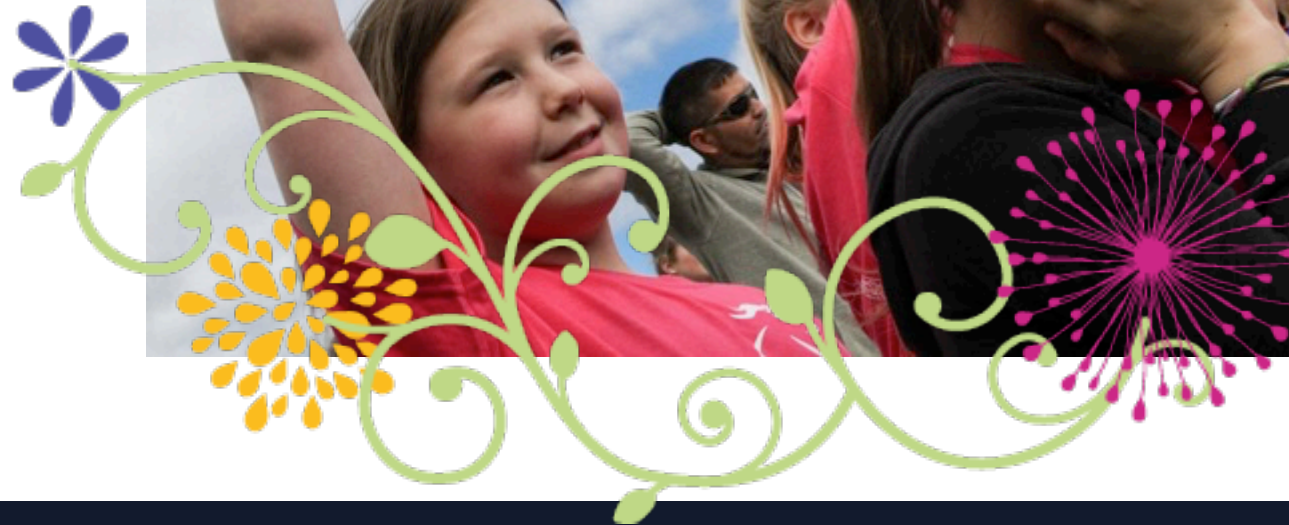
**Building
Relationships**

**Positive,
Inclusive
Environment**

**Mastery
Climate**

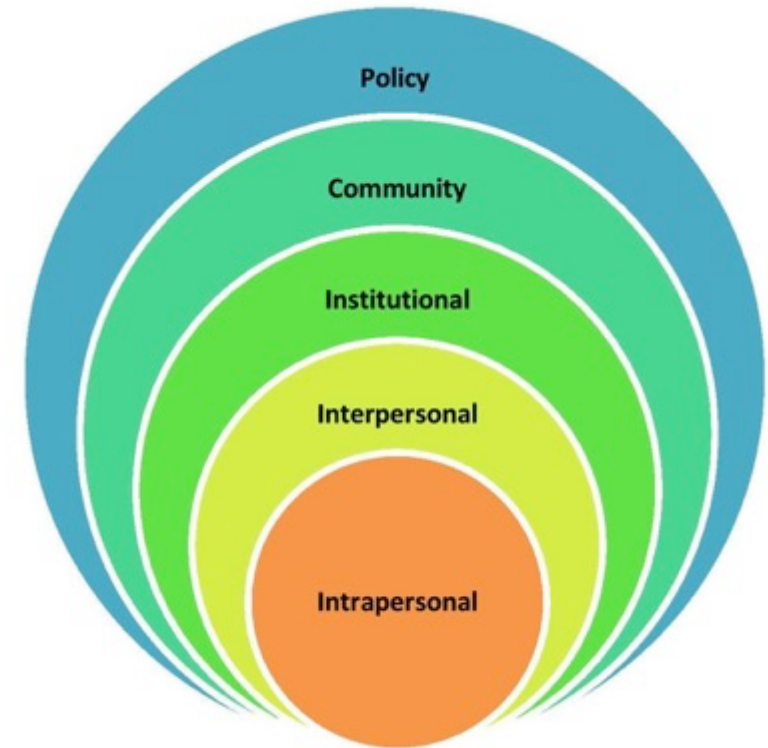
What are the essential elements of GOTR?

1. Curricula that intentionally focuses on building life skills
2. Influential adult
3. Community Impact





Essential Element #1:
Well-designed curricula that
focus on building life skills



Life skills taught:

- ▶ Standing Up for Self and Others
- ▶ Managing Emotions
- ▶ Self-Acceptance
- ▶ Positive Social Behaviors
- ▶ Making Good Choices
- ▶ Gratitude
- ▶ Empowerment





Essential element #2

Influential adult



Essential element #3

Community Impact

Why GOTR works

- **Varied teaching methods**
- **Sufficient dosage**
- **Theory-driven**
- **Promoting positive relationships**
- **Appropriately timed**
- **Evaluated**
- **Comprehensive**
- **Well-trained staff**
- **Socially and culturally relevant**



Varied teaching methods



Especially the 5k!



Sufficient dosage



Theory driven



Positive relationships





Appropriately timed

Evaluated



12. My coaches encouraged me to be myself

- Strongly disagree Disagree Agree Strongly Agree

13. I made new friends during Girls on the Run

- Strongly disagree Disagree Agree Strongly Agree

14. My coach encouraged me to solve problems with my teammates

- Strongly disagree Disagree Agree Strongly Agree

15. My coaches inspired me during Girls on the Run

- Strongly disagree Disagree Agree Strongly Agree

If yes, please describe how your coaches inspired you:

16. I was able to be myself during Girls on the Run activities

- Strongly disagree Disagree Agree Strongly Agree

17. I was encouraged to make my own choices during Girls on the Run activities

- Strongly disagree Disagree Agree Strongly Agree

18. My coaches helped me set goals during Girls on the Run activities

- Strongly disagree Disagree Agree Strongly Agree

19. Overall, my coaches made Girls on the Run a fun and positive experience

- Strongly disagree Disagree Agree Strongly Agree

20. I think all types of body shapes and sizes are beautiful.

- Strongly disagree Disagree Agree Strongly Agree

Comprehensive

<p>Lesson 5 Balance</p> <p>Why is it important to balance our unhealthy habits with healthy ones?</p> <p>How do you feel when your star is balanced? Unbalanced? (Share how you feel as well.)</p>	<p>Lesson 6 Emotions</p> <p>What did you learn about emotions today?</p> <p>During your workout, which emotions did you say were uncomfortable? Comfortable? (Share your own.)</p>
<p>Lesson 7 Stop & Take a Breather</p> <p>Tell me about the Stop and Take a BrThRR strategy. How does each part work?</p> <p>How could this strategy help you calm down and respond in a thoughtful way?</p> <p>When are some times when you might use this strategy in your own life?</p>	<p>Lesson 8 Empathy</p> <p>Did you learn some steps for showing empathy today?</p> <p>Is it always easy to put yourself in someone else's shoes? Why or why not?</p> <p>Has there been a time in the past when you've been able to show empathy towards someone?</p>



Well-trained staff



BRITTA TONNESSEN
COUNCIL DIRECTOR



NATALIE WATSON
STATEWIDE GOTR
COORDINATOR



HEIDI HERTER DAVIS
JUNEAU GOTR COORDINATOR



RIKKI MCKAY
PETERSBURG GOTR
COORDINATOR



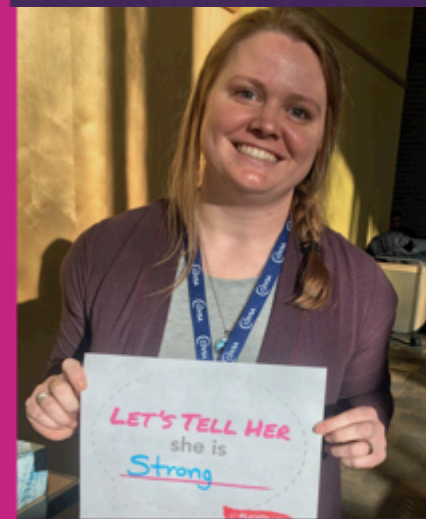
COURTNEY EVANS
FAIRBANKS GOTR
COORDINATOR



ALYSHA RICHARDSON
UNALASKA GOTR COORDINATOR



CHRISTINE COLL
UTQIAGVIK GOTR COORDINATOR



EMILY STODDARD
CORDOVA GOTR COORDINATOR



MAKAYLA SONGER
VALDEZ GOTR COORDINATOR



AMY MONTGOMERY
KETCHIKAN GOTR
COORDINATOR

Socially and culturally relevant



Who is doing the work?



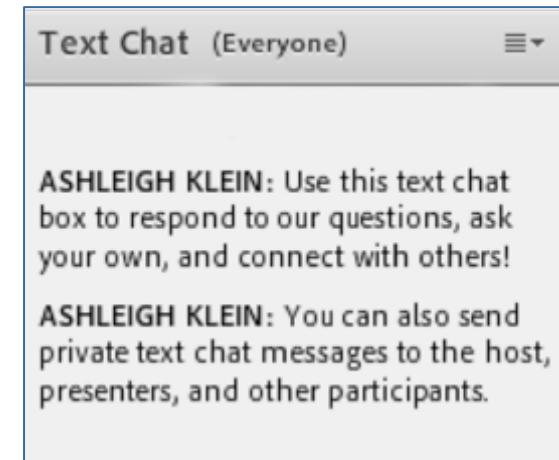


“ I will continue to **teach others what I learned** at Girls on the Run, and carry it with me **FOR THE REST OF MY LIFE.** ”

How can you make your programs that empower and support girls socially and culturally relevant and developmentally appropriate?

Text Chat Question

Use the Text Chat feature to answer the question.



Meet Our Guest



Jordan Faralan

Communications + Community Engagement

Manager

Powerful Voices

She/her/hers



POWERFUL VOICES

BECAUSE STRONG GIRLS
BECOME STRONG WOMEN

Presented by Jordan Faralan, Powerful Voices
Communications + Community Engagement Manager



POWERFUL VOICES

creates brave spaces with girls* of color to take charge of their own power as leaders, igniting their abilities to confidently express themselves, build community, and act against injustices affecting their lives.

*a girl is anyone who identifies as girls or is socialized as a girl

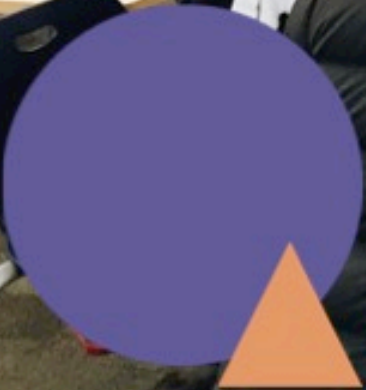




OUR PROGRAMS









STUDENT ADVOCACY



OUR CORE TENETS



OUR CORE TENETS

- anti-adultism
- strengths-based framework
- trauma-informed practices



it's all intertwined

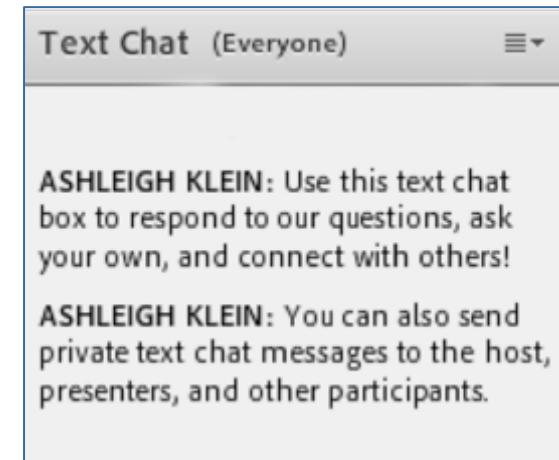


ANTI-ADULTISM

Reflect on your time as
a young person.
Name a time when you
felt powerful.
Name a time when you
felt powerless.

Text Chat Question

Use the Text Chat feature to
answer the question.





ADULTISM

Adults having unearned power over young people that is reinforced by institutions + social norms



BEING ANTI-ADULTIST IN OUR PROGRAMS

We live in a deeply adultist society, and it impacts the very ways we interact, engage, and connect with those younger than us.

We must shift our power to benefit young folks.

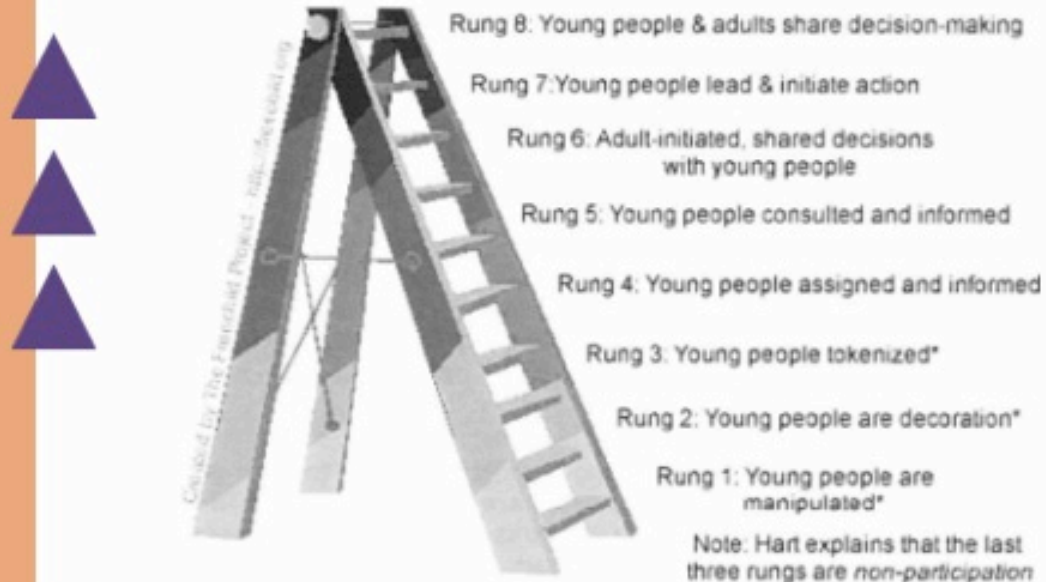


Ladder of Participation

About the Ladder

Sociologist Roger Hart wrote a book called *Children's Participation: The Theory And Practice Of Involving Young Citizens In Community Development And Environmental Care* for UNICEF in 1997. This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The "Ladder of Children's Participation," also called the "Ladder of Youth Participation," is one of many significant tools from the book.

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

STRENGTHS-BASED FRAMEWORK



Girls of color are often treated as deficit-based. As youth workers, we should change the narrative to be resilience-based.

DEFICIT-BASED

"You are loud and too much during program."

STRENGTHS-BASED

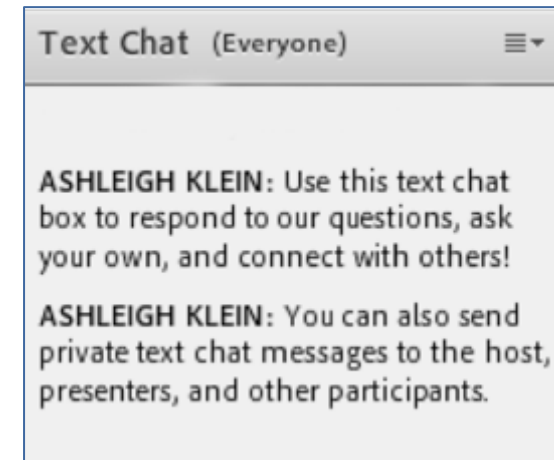
"You know the power of your voice, and I can tell you want to connect with folks. How can we make space so that other folks can also share their voices?"



How would you adapt this statement to be strengths-based:

“It is impossible to get any information from her. She is a closed book. Why is she here if she doesn't want to participate?”

Use the Text Chat feature to answer the question.



HOW WOULD YOU ADAPT THIS TO BE STRENGTHS-BASED?

"It's impossible to get any information from her. She is a closed book. Why is she here if she doesn't want to participate?"

"She has boundaries, and I respect that. I should employ different tactics to earn her respect."



TRAUMA-INFORMED PRACTICES

- *Deeply trust that young folks are the experts of their own experiences*
- *Practice vulnerability and normalize sharing emotional states and boundaries*
- *Do your own work*
- *Take care of your staff members. Secondary / vicarious trauma is powerful.*

QUESTIONS WE MUST ASK OURSELVES

Identify a strategy that young people use that is hard for you to work with - a strategy that you have less empathy for/more judgment about.

- **How do you usually respond in the face of this strategy?**
- **What – of your own life experiences / beliefs – does this strategy touch? How might your reaction be shaped by bias or privilege?**
- **How could you respond with more empathy and an emphasis on strengths? What support would you need to move towards this shift in response?**





THANK YOU!

QUESTIONS?

Jordan Faralan
Communications + Community Engagement Manager
jordan@powerfulvoices.org
1.206.860.1026 ext. 210

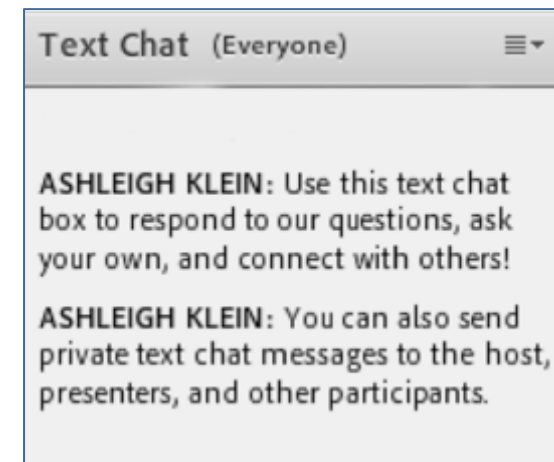
POWERFUL VOICES

WWW.POWERFULVOICES.ORG

How can you apply socially just processes to empowering and supporting girls in your programs?

Text Chat Question

Use the Text Chat feature to answer the question.



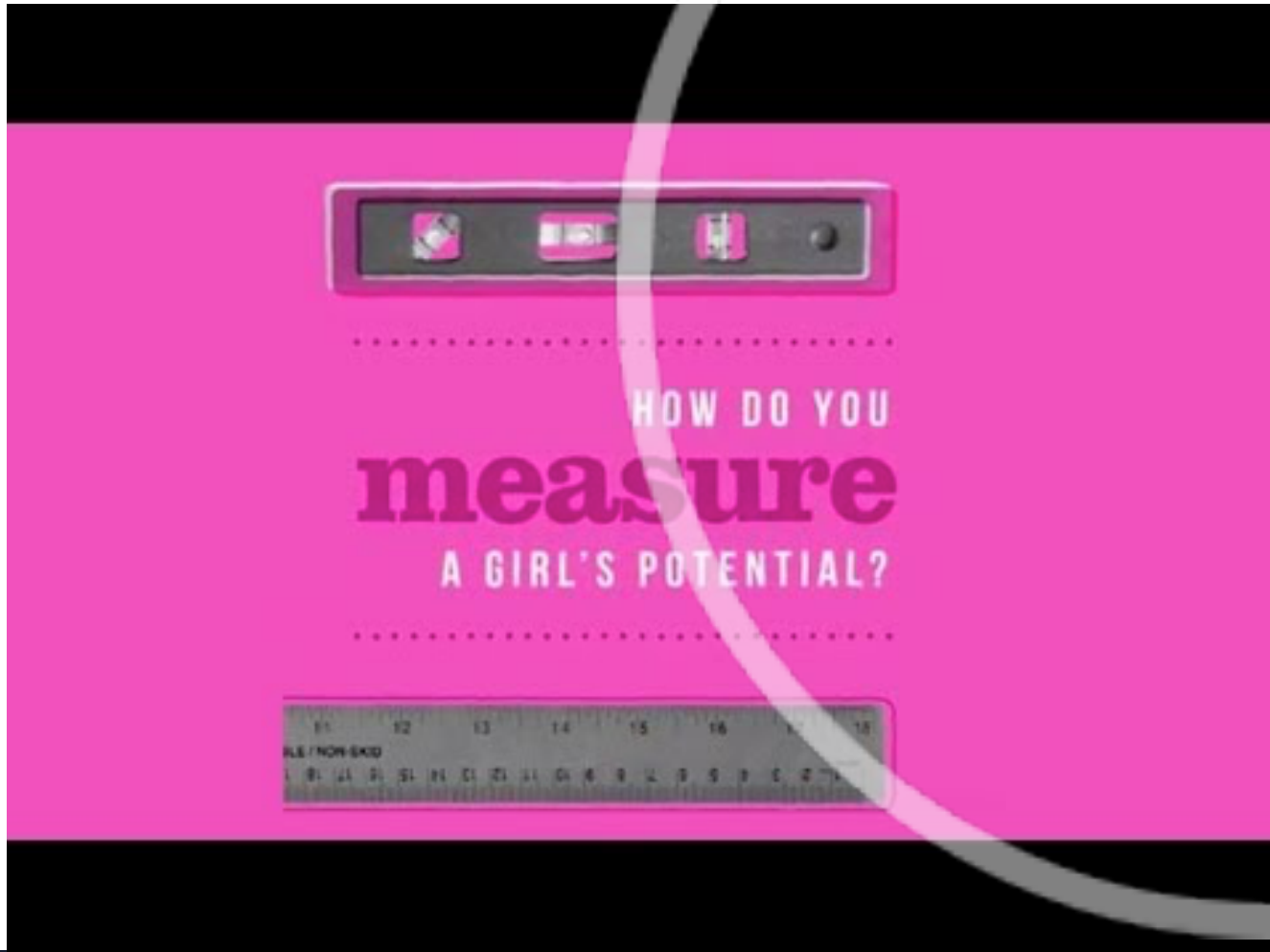
Impact of Girls on the Run and Powerful Voices

GOTR builds competence, confidence, connection, character, caring & contribution



- ▶ 85% of girls said that they were able to manage their emotions
- ▶ 80% were able to resolve conflicts
- ▶ 90% said they helped others
- ▶ 91% learned intentional decision-making
- ▶ 97% learned critical life skills

How does GOTR know?



From the STOP SV Technical Package

Strengthening leadership and opportunities for adolescent girls. These programs work by building confidence and leadership skills in young women as a way to influence their potential in education, employment, and community engagement. One example is *Powerful Voices*, a Seattle, Washington-based organization that provides opportunities for adolescent girls to develop individual leadership skills, while also seeking to address root issues for gender inequity through social justice. *Powerful Voices* offers several programs, including: *Powerful Choices*, a middle school curriculum for girls; girl justice training; *Girlvolution* Conference; community coalitions led by girls; and the *Youth Employment Program* for adolescent girls to build their marketability and job readiness. Evaluation results show that after participating in the program, the majority of girls had increased connection to their cultural identity and values, increased their ability to develop healthy relationships with peers and adults, received performance evaluations indicating “good” or “excellent” job skills, and had increased motivation to excel at school.⁶⁹ While there is not empirical evidence linking this program to reductions in SV, it is expected that school success and improved job skills in adolescence will lead to reduced risk of poverty and low educational attainment which are known risk factors for SV victimization.⁷

POWERFUL VOICES IMPACT

*Our programs are measured differently
because they each have different objectives!*

CULTURAL ENRICHMENT

- **90%** indicated that they could make safe and healthy choices that align with their values
- **90%** indicated that they could build safe and healthy relationships with others
- **100%** indicated that they could succeed in school and life

POWERFUL VOICES IMPACT

*Our programs are measured differently
because they each have different objectives!*

STUDENT ADVOCACY

Some measurements:

- *Progress to the next grade level or graduate from high school*
- *Increased positive family/peer/intimate partner interactions and/or reduced family/peer/intimate partner conflict for at least 90 days*
- *Complete pre-employment/job readiness training (80% attendance rate for program duration)*

POWERFUL VOICES IMPACT

Our programs are measured differently because they each have different objectives!

EMPLOYMENT PROGRAMS

- *100% of girls expressed that they had a positive relationship with other girls in group*
- *100% of girls expressed that they had a positive relationship with Adult Ally and other AA's*
- *86% reported that after being an Activista, they are more proud of who they are.*
- *86% reported that they increased their understanding of power, privilege and oppression*
- *86% reported that Activistas helped them become better leaders.*

Contact Our Guests



Britta Tonnessen
Community Services
Manager,
AWARE, Inc.
She/her/hers
brittat@awareak.org



Natalie Watson
Girls on the Run
Statewide Coordinator,
AWARE, Inc.
She/her/hers
nataliew@awareak.org



Jordan Faralan
Communications +
Community
Engagement Manager,
Powerful Voices
She/her/hers
jordan@powerfulvoices.org



prevent
connect

PreventConnect.org

info@PreventConnect.org

PreventConnect.org/email – email group

Learn.PreventConnect.org – eLearning

Follow Us

twitter.com/PreventConnect

facebook.com/PreventConnect