



Addressing Gender Inequality: Opportunities to empower  
and support girls  
Monday, November 18<sup>th</sup>, 2019  
11 AM-12:30 PM PT  
2 PM-3:30 PM ET

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AKJ: HI everyone! Thank you so much for joining us today. We will be getting started right at the top of the hour.

TV: You can download the PowerPoint slides for this session here: [http://www.preventconnect.org/wp-content/uploads/2019/10/Addressing-Gender-Inequality-11.18.2019\\_final.pdf](http://www.preventconnect.org/wp-content/uploads/2019/10/Addressing-Gender-Inequality-11.18.2019_final.pdf)

TV: For audio over the phone, please call 866-866-2244, passcode 9053509#.

TV: Submit a workshop proposal for the 2020 National Sexual Assault Conference: <http://www.nationalsexualassaultconference.org/proposals/>

AG: Fall and foggy in Lynnwood, WA north of Seattle. Project Coordinator of a Violence Prevention program at Edmonds Community College.

TV: Violence Prevention in Practice approach page on Strengthening Leadership and Opportunities for Adolescent Girls: <https://vetoviolence.cdc.gov/apps/violence-prevention-practice/node/143#!/>.

TV: STOP SV Technical Package: <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>.

TV: Supporting Women and Girls' Leadership in Sport to Prevent Sexual and Domestic Violence: <http://www.preventconnect.org/2017/08/supporting-women-and-girls-leadership-in-sport-to-prevent-sexual-and-domestic-violence/>.

TV: Getting Started on Supporting Economic Opportunity for Sexual and Domestic Violence Prevention: <http://www.preventconnect.org/2018/11/getting-started-on-supporting-economic-opportunity-for-sexual-and-domestic-violence-prevention/>.

TV: From Paid Leave to Rent Stabilization: Research and practice on strengthening economic security for violence prevention: <http://www.preventconnect.org/2018/11/getting-started-on-supporting-economic-opportunity-for-sexual-and-domestic-violence-prevention/>

TV: Text Chat Question: What ways are you providing opportunities to empower girls and support their leadership?

AK: Ready to Run is developing a digital campaign school that empowers girls and young women to see themselves as leaders and to run for student government in their schools. <https://www.sheisreadytorun.org/>

RC: The work is local. Support Teen Advisory Councils that promote leadership opportunities for girls.

DT: Writing recommendation letters for different opportunities. Volunteering as a Sexual Assault Survivor Advocate at the Crisis Center of Tampa Bay.

RM: We are implementing athletes as leaders with athletes on girl's teams. We are also supporting a youth-led club, which is primarily led by girls of color in changing the social norms of their schools to prevent sexual violence.

CBL: Facilitate a Girls Group once a week at the middle school where I work.

RC: @Angela, I love that idea! Empowering girls to run for student gov't as a way to build their skills for future elected positions!

MW: working with students who identify as female grade 2-5. Facilitating Calm Coaches Allies in the Classroom to build leadership skills to support and ally with peers in the classroom.

VB: Weekly meetings with two small groups of girls. We are using the eight dimensions of wellness.

AKJ: Welcome, Teresa!

TV: Text Chat Question: What kind of supports did you need as an 8-10 year old?

DT: A healthy support system; strong, motivated, successful, and female role model.

MG: opportunities to explore my interests in a supportive, empowering atmosphere.

DT: As a young girl and even now my family taught me that "women should be seen and not heard" and we weren't allowed to be angry etc.

DD: family support and people who loved me.

JK: Ability to ask questions in a supportive, non-judgmental environment.

SP: Encourage our prevention club members in participating in community mobilization as well as putting their leadership skills to work during school events in order to engage their peers. They are also encouraged to present for different community organizations regarding our prevention work as peer educators.

CH: more body positivity, more support and representation for fat womxn.

LS: Encouragement to use my voice & state my opinion. My world consisted of women leaders.

MH: Better representation in media.

Dr.CB: An empowered mother.

KV: support from peers and adults.

TT: Role models of empowered women.

RF: I could have used a female to confide in.

BL: I remember being extremely tuned out to recognizing the supports I needed, as the supports offered were all for my assigned sex vs. my gender.

JE: needing trusting adults to talk about friendships, movement, and education and being heard and valued. Valued only feminine presentation.

MW: only girl, needed more present parenting to navigate changes.

MB: Milton Brown from the Washington county Florida Health Department Green Dot Program. We have partnered with the local high School college and career readiness counselor to present career nights. Our program focused on inviting female sports teams and cheerleaders to the events..

ME: encouragement, and support my likes.

SP: Support from family, peers and teachers.

HWH: Someone to believe in me, tell me that I could be what I wanted to be.

RM: Open communication with trusted adults and friends.

AM: alcoholic parents, support was there, but, not always and probably not what an 8-10 year old needed..

AG: Emotional support dealing with different feelings and mood management, Encouragement from teachers, family and friends. Being told I could do anything, Comprehensive sex education. Not focusing on how others view us..

CB: My dad wasn't around, and the men I did know were whoever my mom was dating at the time. Looking back on that time period now, I can tell that those men weren't very good role models..

DT: That's really amazing!

MJ: safety & caring.

DT: "Applause!!"

AK: thank you so much! [www.sheisreadytorun.org](http://www.sheisreadytorun.org).

AK: my email is [angelina@sheisreadytorun.org](mailto:angelina@sheisreadytorun.org) for anyone who wants to connect and collaborate on this work :)

TV: Text Chat Question: How can you make your programs that empower and support girls socially and culturally relevant and developmentally appropriate?

YC: For family fun nights we include a "chosen family" component.

MW: Talk to those around me who are more involved/knowledgeable on the information I lack. I recognize that I am lacking representation from many cultures, so keeping an open conversation with members of different social and cultural groups ensure I am providing the best programs for students.

AKJ: Thanks, Yakira. That's a great component to be inclusive.

TV: Text Chat Question: Reflect on your time as a young person. Name a time when you felt powerful. Name a time when you felt powerless..

DD: please discuss how you are evaluating the program? Thanks

AKJ: @Deborah we will talk about evaluation at the end.

DT: I felt powerful as an athletic, competitive cheerleader and soccer player.

AM: winning an art contest when I was in the 6th grade, won a stereo - felt powerful.

AP: I felt so powerful and cool when I got my drivers license and more independence!

BL: finding my community and fellow trans folk :)

TT: Powerful: when i got into the school of my choice despite being told I wouldn't.

DD: I felt powerful when my mom was sick and I was taking care of the family..

NJ: Any time that I spent on the stage performing I felt powerful.

AM: Felt powerless when my best friend committed suicide when we were 16.

AJ: I felt powerful when I was encouraged to do public speaking at a church event. I overcame a fear I didn't know I had. Our youth director encouraged me to take on a leadership role. I felt powerless when I would cower at confrontation..

BL: loving these answers..

CH: I felt very powerful when I started my journey in the fat liberation movement.

AB: Powerless: took my sister to a restaurant where we were ignored as patrons. Powerful: dancing..

DT: I felt powerless because the men in my family tried to control everything about my life and me..

AG: I felt powerful as a writer and orator in speech contests..

TT: powerless: when I won the top award in a scholastic activity, but the reward was given to a boy because they didn't expect a girl to win and had designed the reward for a boy..

AKJ: @Theresa :(

TT: it was the 1980s.

KS: Theresa-doesn't excuse it!

TT: true. I just hope things are getting better for young people today.

DT: What was the name of that book?

AJ: @theresa how did you bounce back from that experience as a young person?

AKJ: @Danielle I will ask

DT: Thank you

TT: Well, I was angry and decided to do things "despite" societal expectations. I challenged the status quo a lot. Then walked away from groups and organizations that advocated sexism and were unwilling to examine their beliefs.

DT: Thank you..

TV: [https://books.google.com/books/about/Medicine\\_Stories.html?id=EEKPswEACAAJ](https://books.google.com/books/about/Medicine_Stories.html?id=EEKPswEACAAJ)

TV: Chapter on childhood politics from Aurora Levins Morales "Medicine Stories: History, Culture, and the Politics of Integrity".

TV: Text Chat Question: 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."

ES: A need for a feeling of safety.

TT: "She gets to decide what and when to share. If she feels safe and has something to say, she will say it..

RU: assessing triggers, maybe she is opting out due to a protective factor, does she feel safe?

AG: I've observed that this client is withdrawn and I'm concerned about her. What would you suggest trying in order to help her engage more and feel comfortable?

DT: Often when we feel pain and have been betrayed by people we should have been able to trust, they protect themselves by keeping to themselves. This can be useful in traumatic situations. Thankfully, this is a safe space where she can open up, as she feels comfortable.

SBW: She is very careful about sharing information with those she doesn't feel safe with..

MG: She is making choices about her boundaries - what she feels comfortable and who she feels comfortable sharing it with.

AJ: I've experienced this with my girls. I understand that it is hard to open up when someone has hurt you and guess what me too.. I understand that some children have been in programs that judge them based on their behavior and sexist norms. I let them know that my environment is to learn from each other's experience.

BL: @Meg I really love that answer.

MG: Thanks @Beckett :)



PS: "It is great that she is here. She might be ready to talk when she feel comfortable and safe."

DT: Good one!

HM: Understand that she may be uncomfortable sharing information.

AJ: I love that!!! Earn their respect!!! I agree!

AV: Love your response! That's great.

HM: See what she feels comfortable sharing and go from there.

AJ: @haniyfa...right let them guide you.

PG: I totally agree that some young girls are not comfortable sharing so it is up to us as adults to try and make them comfortable enough to share.

TR:I love the idea of thinking about what positive messages to pass onto young girls.

TV: Text Chat Question: How can you apply socially just processes to empowering and supporting girls in your programs?

ME: Not sure if I missed it, but where do you have the meetings ? Do you work in the schools?

TV: More information about evaluations of Girls on the Run: <https://www.girlsontherun.org/What-We-Do/Evaluations>.

KV: I do not have any examples per se but I love the idea of strength based approaches for identifying different things about ourselves and for youth.

AKJ: @Kasandra me too!

MG: re: anti-adultism, create leadership opportunities within your programs. Peer leaders who are returning members mentoring and facilitating activities for other youth. Create intentional opportunities for them to make choices about the programming that facilitators implement with their support.

AKJ: @Meg yesss love all that.

DD: have you been able to implement and evaluate the program at the community level?

TV: I love that story about it being the favorite part of her year!

TV: View video explaining measures and impact of Girls on the Run: <https://www.youtube.com/watch?v=x6OX52kYe1Y>.

AKJ: @Deborah this approach and these programs focus more on the individual/relationship levels of the SEM with potential outcomes for social cohesion and community connectedness.

DT: That's so accurate!

TV: CDC Violence Prevention Technical Packages: <https://www.cdc.gov/violenceprevention/pub/technical-packages.html>.

TV: Preventing IPV Technical Package: <https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>.

TV: Preventing ACEs Technical Package: <https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf>.

TV: Preventing Suicide Technical Package: <https://www.cdc.gov/violenceprevention/pdf/suicideTechnicalPackage.pdf>.

TV: Preventing Youth Violence Technical

Package: <https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>

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DT: Thank you all for this amazing presentation and all the awesome information and programs!

DS: Thank you

TT: Thank you so much!

AV: Thank you to all the great presenters!

CO: Thank you, great information

AKJ: Thanks everyone!