



OUR GENDER REVOLUTION

MOVEMENT BUILDING CONVERSATION ON
GENDER EQUITY TO END GENDER VIOLENCE
FACILITATOR'S GUIDE

*We want to end gender inequality—
and to do that we need everyone to be involved.*

— Emma Watson

TABLE OF CONTENTS

Introduction to Facilitator’s Guide

Our Vision _____ 4

Movement to End Gender Violence _____ 5

Getting Started _____ 5

Reach Out to Youth in School and in the Community _____ 5

Know Your Community and Prepare a Safe Space _____ 6

Empowering and Connecting Youth to Your Work _____ 6

Our Gender Revolution Conversation _____ 8

Feedback _____ 16

Appendix

National Hotlines _____ 17

Glossary _____ 17

Sample Group Agreements _____ 20

Gender Inequality Cards _____ 21

FACILITATOR'S GUIDE

Introduction

Social movements often begin with conversations about the changes people want to see in their lives, their communities, and in the world. The movement to end gender violence also needs to begin with conversations. Youth leaders have been essential to every historical and current social justice movements. *Our Gender Revolution: Movement Building Conversation on Gender Equity to End Gender Violence (Our Gender Revolution)* is for activists, advocates, teachers, and community members who are interested in sparking social change to end gender violence through conversations with youth and young adults (ages 14-25).

Our Gender Revolution uses conversations to explore concepts of gender, inequality, and gender violence and to engage young people as social change agents. This guide will support facilitators to lead conversations to achieve the following objectives:

- Participants will understand the ways gender is socially constructed and reinforced through rigid and strict gender roles and norms.
- Participants will understand gender inequality or unequal distribution of power between men and women, transgender, and people who are gender non-conforming.
- Participants will understand how gender inequality creates the conditions for gender violence, such as abusive relationships and sexual assault, which disproportionately impacts girls and women, transgender, and people who are gender non-conforming.
- Participants will explore how they can become leaders in promoting gender equity in their school or community.

This guide outlines our vision and provides step-by-step instructions and activities about how to facilitate a productive and effective 60 to 120 minute conversation with youth and young adults.

Our Vision

We envision a world where all people have the ability to thrive and can fulfill their real potential. We envision compassionate communities with respect, equity, and justice for all human beings. In this vision, all people will work together to make our communities stronger as a whole; and in turn, create powerful future generations where gender violence is no longer a common occurrence and violence in any form is no longer accepted. In this vision, we stand together to fight injustice and oppression in all forms, even in the face of resistance.

We need to reach beyond what we think is politically feasible or culturally possible at the moment so that we can take an audacious stand in addressing root causes of violence, such as gender inequality. We need to embrace and lead with the positivity of hope and a belief in a better world.

We never know how our small activities will affect others through the invisible fabric of our connectedness. In this exquisitely connected world, it's never a question of 'critical mass.' It's always about critical connections.

– Grace Lee Boggs

Movement to End Gender Violence

Movements are calls for action when a fundamental injustice, such as abuse and rape, is felt deeply and widely enough to inspire people to organize for change. Movements can transform the way we think, the way our society and communities are structured, the way we live and even who we are.

Our movement to end gender violence needs to speak to, engage, resonate with, and activate all people in every community to end violence. We need to actively engage in intergenerational partnerships to imagine a world of gender equity, where everyone has their needs met regardless of gender and move away from stagnant, rigid and strict gender roles and norms.

We need to leverage the leadership and innovations of youth, particularly from communities most impacted by violence. Youth can be active and vibrant leaders, and serve as vital experts to their peers and adult allies to create a sustainable movement to end gender violence. Young people are the present and the future of our communities. Their attitudes and behaviors will shape future generations.

GETTING STARTED

Reach Out to Youth in Schools and in the Community

Marginalized voices have often been excluded from movement building conversations throughout history. Effective movements must value, consider, and intentionally advance the opinions of marginalized communities. Marginalized young people are critical to these conversations and can yield dynamic contributions. It is important to always partner with people from the school or community. Engage youth in this conversation by going to where they are:

High School/College – Contact the health teacher, counselor, or someone in the school or college you have a connection with to identify opportunities to facilitate the conversation. Reach out to student leadership groups or clubs, such as academics, athletics, band, or after school programming to find youth to participate.

Marginalized Communities – Contact organizations who work with youth who are racially or culturally diverse, youth with disabilities, youth who identify as LGBTQ, youth who experience low-income households, and/or youth who have been suspended or have had behavioral issues in the school or community. If you have experience working with youth in juvenile correctional settings, consider facilitating this conversation in juvenile correctional institutions or with juvenile probation groups.

Youth and Community Organizations – Identify youth organizations, youth of staff at your own organization, faith congregations, or community centers that would be interested in hosting a conversation.



Know Your Community and Prepare a Safe Space

Be aware of any recent incidents of abuse, sexual assault, rape, sexual or street harassment, hate crimes or other violent acts that have occurred in the school or community. Ask adults or students at the school, college, or organization if they are aware of any incidents that have affected local youth.

It is important that participants are committed to creating a safe space for open and honest discussion with each other. Participants will need to commit to a level of confidentiality in the group agreements and should not repeat personal information outside of the discussion.

Some of your participants may have had personal experiences of violence. Pay attention to body language that may indicate that a participant is upset or uncomfortable. Approach that person privately after the conversation and ask if they would like to speak to someone at the school or in the community.

If you are facilitating the conversation in a school, it is recommended to obtain support from an administrator and to notify the counselor in advance. If possible, invite the counselor to be in the room or at the facility during the conversation to help students who need support. It is a good idea to have local resources available, such as brochures, so that you can offer help to youth who disclose abuse or discrimination during the conversation or indicate a need for additional support.

Post information for local resources and hotlines at the start and end of the conversation. Do the research necessary to ensure that the resources being provided share your ideology and are working towards equity and ending violence in all forms. It can do harm to send someone experiencing violence to an agency that does not acknowledge their experience due to their age or chosen gender, sexual orientation, or an organization which ignores the ways race intersects with identity and experience. If you do not have any local resources, provide the national helpline numbers. See the *Appendix* for the National Hotlines.

In preparation for conversation please remind participants of the following:

It is possible that the content of the conversation may trigger emotional feelings or memories of experiences of one's own trauma or that of someone close to you. It is difficult to discuss the topic of abuse or sexual assault and trauma because it is considered personal as well as shameful to do so in our society. Recognize your own reactions and response to the conversation.

Laughter among discussion participants, which is interpreted as disrespectful when discussing such serious subjects, may reflect discomfort with the topic.

Offer participants ideas for self-care in case this conversation overwhelms them. Cultivate a safe environment for any possible discomfort by normalizing discomfort and recognizing both the difficulty and importance of these conversations. Incorporate regular breaks so not to out someone who wants to leave the conversation or needs to take a moment for self-care. Offer youth helpful ways of responding to their peers such as giving space, active listening, or silence. Encourage the youth to use creative expression, such as drawing, crafting, or journaling to process the conversation. Remind youth that they are welcome to leave the conversation at any point. Make sure other youth know not to ask the person why they left or to view leaving as disrespectful. Any participant can choose to opt out of any activity or talk to a supportive peer after the conversation. If you provide techniques for self-care such as deep breathing, offer a demonstration.

If you are a mandated reporter, be sure to disclose that information at the outset of the conversation and the type of information that would be reported if someone were to disclose.

Empowering and Connecting Youth to Your Work

Empower youth voices by considering ways you can incorporate young people into your social change efforts and at all levels of your organization. Reflect individually and organizationally on how youth leadership is vital to ending gender based violence and what you might need to do to further engage youth as partners and leaders.

Develop and plan ways for the youth to connect with your organization after the conversation, or alternatively, to an organization in your community to create social change.

Conversations are a movement building strategy *if they connect us to something else that inspires organization or action*. For example, your conversation can build the capacity of young people through:

Education – a strategy to educate youth and adults on gender inequality as a deeply rooted cause of gender violence.

Support and Community Building – a strategy primarily to help youth break the silence in their community and create a circle of ongoing support in communities.

Social Action – a strategy to support youth who are ready to articulate a vision for something different and plan how to get involved. Identify service and leadership opportunities for youth and assist them in getting involved:

- Invite young people for internship opportunities at your organization; create meaningful opportunities for youth activism such as conducting a Gender Equity/Gender Violence Analysis of their school or community. Go to www.lovewhatsreal.com.
- Connect youth and young adults with adults at school, college, or in the community who care about this issue.

Adult Allies

In the same way that gender violence is built upon power over a group of people based on gender, so too, in adult/youth relationships there exists a power dynamic that can easily get in the way of our ability to work with young people. We may see young people as change agents or view their role as leaders with a very small or limited lens due to youths age and/or experience. Though we will not go into depth here about the ways that this may manifest, we do strongly recommend doing the personal and communal work with adults to be mindful of our adult privilege and the way that this manifests itself when working with young people. Key movements in our history have both imploded and offered life-changing opportunities depending on how they dealt with this issue. To that end, consider recruiting and meeting with one or two youth leaders in advance to have them co-lead the discussion with you.

Language!

Make sure the language you use reflects your community and is accessible to the age of the youth or young adults participating in the conversation. Language is a significant communicator of our values and intentions. Be very mindful of the language you choose to use in your conversation. Are you using varied gender pronouns? Consider using the language - girls, women or female-identified persons and boys, men and male-identified persons - in prompts and questions. Are your examples illustrative of all types of people in all kinds of scenarios? The language we choose has a lot of power and impact in our dialogue and should be very intentional. Review the glossary of terms in the *Appendix*.

OUR GENDER REVOLUTION CONVERSATION

Facilitator Tip

Practice each lesson thoroughly; be organized and ready to facilitate conversations without distractions. Ground yourself with deep and low breathing exercises prior to the conversation. Hydrate and be fully present!

Time

Schedule approximately 60-120 minutes for the conversation. Keep the conversation moving at a relaxed pace so people feel free to express themselves and get to know each other. Please feel free to customize the guide by omitting sections based on your time, capacity and your community.

Materials List

Our Revolution Conversation Guide

Flip Chart or Butcher Paper and markers (Group Agreements, 30/60/90 Graffiti Activity)

Clock or watch with second hand (30/60/90 Graffiti Activity)

Definitions on the Wall (Shuffle/Huddle Activity)

Gender Inequality Cards in Appendix (Gender Inequality Teach Back Activity)

Variety of art supplies, paper and pens, crayons, paper, fabrics, computer with Internet, speakers for music from phone (Gender Inequality Teach Back Activity)

Optional - props for youth theatrical performances

Sticky notes/Post It Notes (Conclusion)

Adult Ally Facilitator/Youth Ratio

An optimal adult ally facilitator to youth ratio would be one adult ally to 10 to 15 participants to create opportunities for every youth to meaningfully engage in the conversation and to be able to effectively address any disclosures or discomfort in the group. It can also be a great idea to have a youth to co-lead the conversation. If you are facilitating in a classroom with more than 15 participants, we would recommend a second facilitator or having the school counselor or teacher in the room.

Setting Up the Physical Environment

Create a safe, comfortable, and easily accessible place without distractions. If possible, have the group sit in a circle without tables. Provide snacks and bottled water if possible.

Opening – Group Agreements (5 minutes)

Introduce yourself and the purpose of this conversation: explore concepts of gender, inequality, and gender violence and engage young people as social change agents.

Discuss the need for group agreements to ensure a safe and comfortable group environment. Ask the participants to agree that personal information shared during the conversation will be confidential and that participants should not disclose any information about other people by using names or other identifying information. Feel free to ask the participants what other agreements they feel they would need to create a safe space for themselves and their peers. Remind them to only share what they are comfortable sharing. Ask participants to show agreement by raising their hand or signing the large paper agreement. Invite participants to speak to a counselor after the session if they have more they want to say or something they want to share in private. Be sure to give participants the opportunity to state a preferred gender pronoun or not disclose gender. A sample Group Agreements is in the *Appendix*.

Ice Breaker – Shuffle/Huddle Activity (25 minutes)

Common Core State Standards

SL.9-10.1, SL.11-10.1, L.9-10.6 and L.11-12.6

Purpose

Get the conversation started! This activity is geared at helping participants learn about the ways gender impacts their lives and to give the facilitator a baseline for how much the group knows about biological sex of males/females and gender as being socially constructed. Participants are encouraged to think about the ways gender roles have become normalized and often go unchallenged.

Objectives

Participants will understand the ways gender is socially constructed and reinforced through rigid gender roles and norms.

Set Up

Have definitions on a large paper on the wall and read through the definitions. Check for understanding by asking youth to give examples of definitions.

Sex – biological and physiological characteristics that define male and female

Gender – socially constructed roles, behaviors, activities, and attributes that a given society considers appropriately masculine or feminine

Gender Identity – personal view or experience of one's own gender or how you feel and experience your gender

Gender Expression – behaviors and ways of acting a person uses to perform or express gender or the way you behave and act out your gender in public or private

Instructions

Ask young people to shuffle randomly around the room. If possible, play music while they are moving. When you say "stop" or stop the music, ask them to huddle in groups of three to four, and then ask one question. Each person should give a 30 second or less response in their huddle. After the conversation quiets down, ask the youth to shuffle again, then huddle – each time asking the next question. Let them know they are not obligated to share or disclose gender if they do not feel comfortable sharing or would rather choose to listen during the activity.

- Share something about yourself that you feel proud of
- Share an early memory where you had awareness of your gender identity or expression
- Share a time when you felt included because of your gender identity or expression
- Share a time when you felt excluded because of your gender identity or expression

Debrief

After this large group activity, ask everyone to resume their places and debrief the activity. Below we have listed questions that can help guide you through the reflection. You are welcome to use these or change them as you see fit and in accordance to the needs of your group. The intentions of the questions are to:

- Raise awareness about their lived experiences
- Demonstrate commonality of experiences as well as where people experience differences

- Create connections between their stories and the ways in which they were socialized by society to have those experiences
- To begin to reflect on, and feel the impact of, the social construction of gender in our lives

Sample Debrief Questions

- How was your experience in huddle, what did you learn, what were some of the challenges?
- How young were you when you were aware of your gender?
- Who influenced you in learning expectations of gender? Can you mention any specific examples?
- What are some situations where you may be pressured to 'act like a man' or 'be a lady'?
- What messages do you think the media says about gender?
- Do you think the ideas about gender you have been taught have a purpose? Why or why not?
- Why do you think rigid or strict gender roles – feminine/masculine - exist?

30/60/90 Graffiti Activity (25 minutes)

Common Core State Standards

SL.9-10.1, SL.11-10.1

Purpose

To explore the cultural and societal pressures placed on all of us based on rigid or strict gender roles and expectations.

Objectives

Participants will learn how gender is socially constructed and reinforced through rigid or strict gender roles and norms.

Set Up

Three stations around the room with flip chart sheet of paper or butcher block paper hung. Write one of the statements below on the top of each piece of paper. Place a marker at each station. For large groups, set up six sheets paper for six teams. For this activity, you will need a clock or watch with a second hand or a stopwatch.

Three Statements:

- Masculine gender norms or behaviors look, feel, or sound like?
- Feminine gender norms or behaviors look, feel, or sound like?
- Gender non-conforming youth are pressured to look, feel, or sound like?

Alternative Statements:

- When everyone across the gender spectrum is empowered it looks, feels, or sounds like
- Boys/men/male-identified persons are pressured to act, look or feel like
- Girls/women/female identified persons are pressured to act, look, or feel like

Instructions

Read these statements to the group *before* they start the exercise:

- This exercise is meant to explore the pressures we all experience as a result of social norms, not who we choose or want to be.
- Social norms are the behaviors and cues within a society or groups- both stated and unstated.
- While the pressures are often limited to "men/masculine" and "women/feminine," not all of us fit into these narrow categories. Gender exists on a wide spectrum and we all have the right to choose how we express our gender.
- These pressures come from a variety of places. Think about the pressures (good or bad) you have received from family, friends, the media, teachers, coaches, and your community.

Divide into three groups and have youth gather each station. Each group selects someone to write down the groups answers. Tell participants some questions may be harder to answer than others. Encourage them to write down something on each sheet of paper even if they are not sure what the right answer is. This activity is about the participant's perceptions. There is no "right answer."

During the first rotation, give each group 30 seconds to write or draw all the ideas that they can come up with to answer the question on their paper. At the end of 30 seconds, ask groups to rotate to the station. At the second and third stations, ask the participants to read what the groups before them wrote, and to avoid writing what has already been written. During the second rotation, give each group 60 seconds to do the same thing. Repeat this step, giving the students 90 seconds for the final question.

Debrief

After the 30/60/90 activity engage the group in conversation and reflection about what you all experienced. You may choose to host this with the entire group or you may vary the method of engagement depending upon what they may be ready for. For example, you may want to invite the participants to share the answers or the facilitator can highlight themes. Whatever method you choose, remember that you're guiding participants through an experience that may be triggering some reactions they were not expecting or that may be overwhelming for them in some way.

In addition, your conversation should be guided by clear intentions. We have listed some questions you may want to include in your dialogue below. Again, feel free to shape these to your groups' needs. The intentions of these questions are to:

- Raise awareness about their lived experiences
- Demonstrate commonality and differences of experiences
- Create connections between their stories and the ways in which they were socialized by society to have those experiences
- To begin to reflect on, and feel the impact of, the social construction of gender

Sample Debrief Questions

- What were the differences? Were there any surprises?
- How are people who do not identify as masculine or feminine expected to act?
- How are gender identities aside from male and female portrayed made invisible in our schools and communities? For instance, lack of a gender neutral bathroom, strict senior yearbook photo dress options of tux or drape, etc.



Gender Inequality – Teach Back Activity (30 minutes)

Common Core State Standards

RH.9-10.2, RH.11-12.2

SL.9-10.4, SL.11-12.4

Purpose

Build a common understanding of the unequal distribution of power between men and women, transgender, and people who are gender non-conforming.

Objective

Participants will explore the unequal distribution of power between men and women, transgender, and people who are gender non-conforming.

Set Up

Print the five Gender Inequality cards in the *Appendix* along with a variety of art materials (markers, crayons, paper, fabrics, computer with Internet, radio, etc.).
Optional - Props for youth theatrical performances.

Instructions

Divide the group into five small groups - political participation, work, income, media, and gender violence. Give each group a card with the information below on the card and ask them to create a way in 10 minutes to teach these facts by creating a creative skit to humanize and share the information in a story format.

Debrief

There is a clear and indisputable history of oppression and discrimination that brings us to this place of inequality in present day. We also need to see people in the entirety of their lived experience. It is important that this recognized and brought into the conversation. Ask the participants to discuss the impact of inequality on their personal lives:

- How do they see inequality play out in their families, their neighborhoods, their schools?
- Ask youth to reflect on their experience. What did they learn from the skits, what were some of the similarities in the dialogue, what are some of the difference? What did you feel about the skits? Did you feel powerful or powerless?
- What does it mean that women, transgender, and people who are gender non-conforming who do not share opportunities or power with men in the leadership of our society?
- If there were more diversity, gender and racial equity in media, political participation, workforce and health, how would our world be different?

Making the Connection – Gender Inequality and Gender Violence Common Ground Activity (20 minutes)

Common Core State Standards

SL.9-10.1, SL.11-10.1

Purpose

Build a common understanding of the connection between gender inequality and gender violence.

Objective

Participants will understand how gender inequality creates the conditions for gender violence, such as abusive relationships and sexual assault, which disproportionately impacts girls and women, transgender, and people who are gender non-conforming.

Set Up

Have the statements below for the activity to read out loud. Review the definition of gender violence in *Glossary*.

Instructions

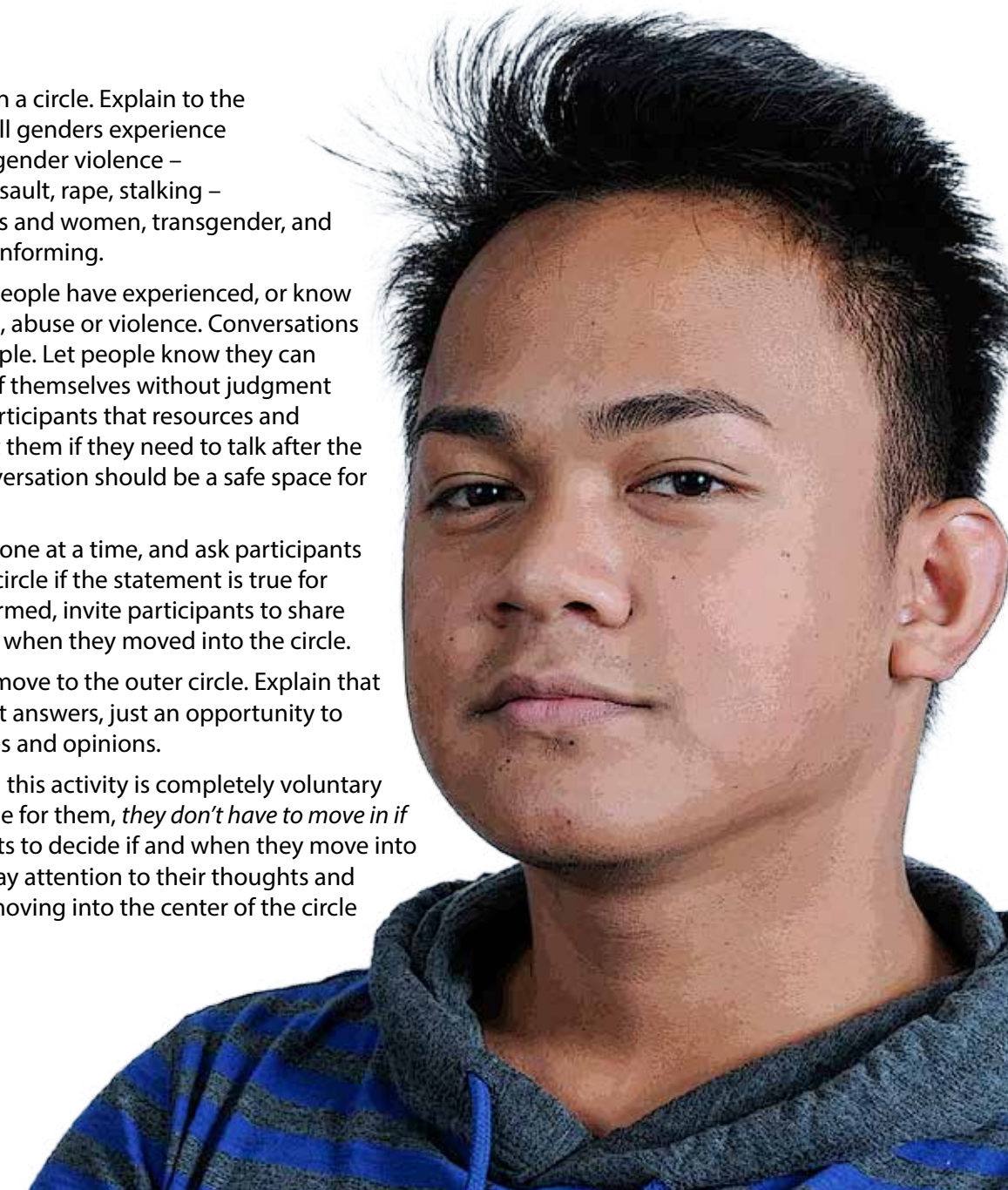
Ask the participants to gather in a circle. Explain to the students that while people of all genders experience violence, research tells us that gender violence – abusive relationships, sexual assault, rape, stalking – disproportionately impacts girls and women, transgender, and people who are gender non-conforming.

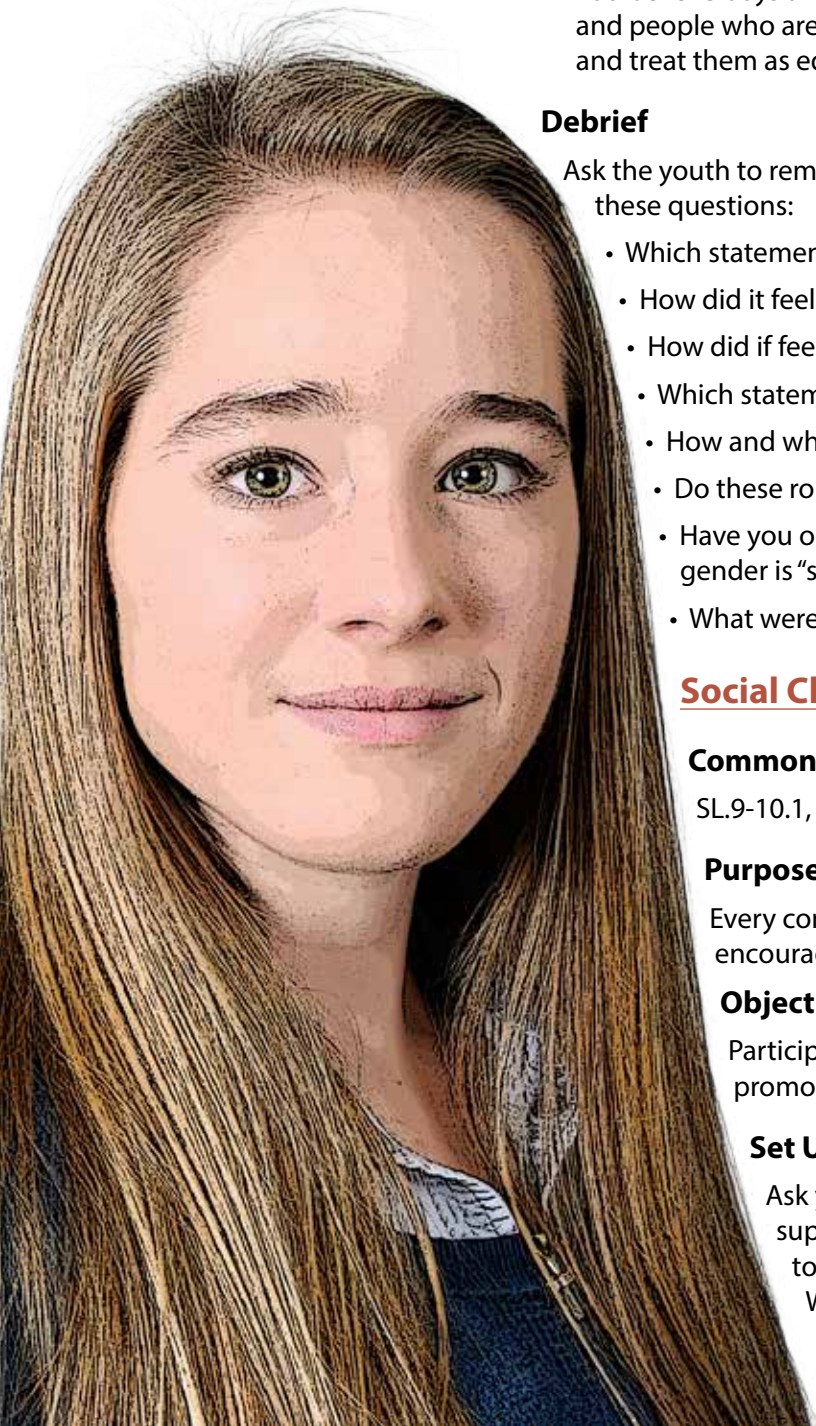
Let everyone know that most people have experienced, or know someone who has experienced, abuse or violence. Conversations can be triggering for some people. Let people know they can leave at any time to take care of themselves without judgment from the group. Remind the participants that resources and people are available to support them if they need to talk after the conversation and that this conversation should be a safe space for engaging with difficult issues.

Read the following statements one at a time, and ask participants to move into the center of the circle if the statement is true for them. Once an inner circle is formed, invite participants to share what they were thinking about when they moved into the circle.

Then invite the entire circle to move to the outer circle. Explain that there are no correct or incorrect answers, just an opportunity to reflect on their own experiences and opinions.

Emphasize that participating in this activity is completely voluntary – so even if the statement is true for them, *they don't have to move in if they don't want to*. Everyone gets to decide if and when they move into the circle. Ask participants to pay attention to their thoughts and feelings about moving or not moving into the center of the circle for each statement.





Statements – Move into the center of the circle if . . .

- You have seen boys and men valued more than girls and women
- You have been called or heard someone call a girl or woman disrespectful or sexist names
- You have been called or heard someone call a boy or a man sexist names
- You have seen transgender or a people who are gender non-conforming called disrespectful, homophobic or transphobic names?
- You have seen girls or women disrespected or objectified in advertising
- You have seen boys or men hyper-masculinized in advertising
- You have seen girls and women who were being sexualized and subjected to violence in media – television, movies, video games, music
- You have seen men portrayed as bad fathers and/or bad communicators with their partners in media
- You believe boys and men are less likely to respect girls, women, transgender, and people who are gender non-conforming if they are not encouraged to see and treat them as equals

Debrief

Ask the youth to remain in the circle for discussion. Discuss some of these questions:

- Which statements were hardest to answer?
- How did it feel when you chose to move into the circle?
- How did it feel when you chose to stay out?
- Which statements made you feel most powerful or hopeful?
- How and where do we learn our perception of male and female roles?
- Do these roles and descriptions limit or enhance us in life choices?
- Have you or someone you know ever acted differently from how your gender is “supposed” to act?
- What were thoughts you shared or heard that were surprising to you?

Social Change Paired Conversations (10 minutes)

Common Core State Standards

SL.9-10.1, SL.11-10.1

Purpose

Every conversation should have a call to action where facilitators encourage participants to *do something in the next 24 hours!*

Objective

Participants will explore how they can become leaders in promoting gender equity in their school or community.

Set Up

Ask youth to pair in twos or threes to generate ideas and to support one another. The youth will be asked to report back to the group what they are going to do in the next 24 hours. Write the report back on a list on the wall.

Instructions

Social change is creating a different future - *a world where all people have the ability to thrive and can fulfill their real potential*. Can you think of a something you can do in the next 24 hours to work towards addressing gender inequality as a way to begin to end gender violence?

Write a few ideas on flip chart paper to generate ideas. Sample ideas could include:

- Conduct the **Our Gender Revolution Challenge** to find out if your school promotes gender equity. Go to www.lovewhatsreal.com to download tool.
- Distract, disrupt or directly confront anyone who is disrespectful towards girls, women, transgender, or people who are gender non-conforming by making a sexist or homophobic remark or joke.
- Watch the YouTube video of Emma Watson speaking at the United Nations on Gender Equality. <https://www.youtube.com/watch?v=p-iFl4qhBsE>
- Movements begin with conversations – speak to your friends, family, and community members about gender equity as a way to create a better world.

Debrief

Have each group report back one action they will take to address inequality in the next 24 hours. Write a list on the wall as the ideas are shared or have youth write their idea on a post-it-note and compile them on the wall.

As youth share what they would like to do, be sure to have them think through what accountability and support would look like for them to follow through. What would people need to feel supported? How are we holding each other accountable? Think through obstacles and opportunities to follow through on actions generated.

Conclusion – Moving Forward: What You Can Do (5 minutes)

Purpose

To bring the conversation to a place where ideas can be summarized, participants can reflect on what they have done, what they will do, and how we can solidify the community we created through next steps and by sharing resources and supports.

Objective

Participants will explore how they can become leaders in promoting gender equity in their school or community

Set up

Ask participants to move into a circle.

Instructions

Summarize the conversation and move into the closing. Allow enough time to end the session – this is especially important if the conversation has been emotional. Consider scheduling another time for further conversation with the youth who are really excited by this conversation. Help them take the initiative for further conversations in other settings.

Close by asking the participants to share one word to describe how they are feeling about the *Our Gender Revolution* conversation. Thank the young people for their commitment to being a leader in their community and envisioning a better world.

FEEDBACK

We would love to know what happened when you facilitated a movement building conversation! As a facilitator, let us know what was most interesting or valuable. What worked and what did not? What would you change? After each conversation you facilitate, complete the brief process and outcome survey on www.engagingvoices.org/gender_revolution_conversation_survey.

And for all of our adult allies and facilitators, we thank you and remind you to set aside time for yourself to pursue interests that nurture you. Our hope is that we can learn together to maintain balance in order to sustain our energy over a lifetime of activism.

Our Gender Revolution: Conversation Guide Series

For more copies of the *Our Gender Revolution* conversation guide or related materials such as pocket brochures or stickers or for information on the Idaho Coalition Against Sexual & Domestic Violence, go to www.engagingvoices.org.

Over the next few years this series of conversations guides for youth will be launched, diving deeper into the conversation on how girls and women are disproportionately impacted by abuse and rape and how we need to integrate conversations about structural and institutional systems of oppression into our work to end gender violence. We hope you will continue these vital conversations with youth and young adults in your communities. For more information, go to www.engagingvoices.org.

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APPENDIX

National Hotlines

National Dating Abuse Helpline

1-866-331-9474 or www.loveisrespect.org to chat online

National Suicide Hotline

1-800-273-TALK (8255)

National Sexual Assault Hotline

1-833-656-HOPE (4673)

Trevor Project (LGBTQ Youth)

1-866-488-7386

Glossary

Adolescent Relationship Abuse – Refers to behaviors in an adolescent relationship that are physically, sexually, and/or psychologically/emotionally/verbally abusive.

Feminine – Socially constructed attributes, traits, characteristics or ways of behaving that our culture usually associates with being a girl or a woman, such as caring, nurturing, sensitive, dependent, emotionally passive, quiet, graceful, innocent, weak, flirtatious, self-critical, soft, submissive, supporting, delicate, or pretty.

Gender – Socially constructed attributes and opportunities typically associated with being male and female, and the relationships between women and men, as well as the relationships between women and those between men that are learned through socialization processes. They are context/ time-specific and changeable. Gender is not a binary, but instead is on a spectrum with an infinite variety of expressions, representing a more nuanced, and ultimately truly authentic model of gender.

Gender Equity – Involves trying to understand and give people what they need to enjoy full, healthy lives. Specific measures must be designed to eliminate inequalities and discrimination against anyone across the gender spectrum and to ensure equal opportunities. Gender equity takes measures to correct past inequalities and root out structural privilege. Gender equity leads to a truer and more impactful equality. Equality, in contrast, aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same places and needs the same things.

Gender Identity – Personal view or experience of one's own gender or how you feel and experience your gender. One's innermost concept of self as male or female or both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth. Individuals are conscious of this between the ages 18 months and 3 years. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally and/or surgically change their sex to more fully match their gender identity.

Gender Expression – Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.

Gender Fluidity – Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, a child may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.

Gender Inequality – Unequal access to power and often limited access of girls women, transgender and people who are gender nonconforming in all aspects of life, including but not limited to health care, education, legal protection, the ability to earn a living, and the ability to make decisions in their households and communities.

Gender Normative/Cisgender – Refers to people whose sex assignment at birth corresponds to their gender identity and expression.

Gender Role - This is the set of roles, activities, expectations and behaviors assigned to females and males by society. Our culture recognizes two basic gender roles: Masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females). People who step out of their socially assigned gender roles are sometimes referred to as transgender. Some cultures have three or more gender roles.

Gender Stereotypes – Generalized and/or assembled conceptualizations about people based on gender. Stereotypes depict simplified and rigid view of others and are centered on a limited number of characteristics. Stereotypes create an impression that everyone in the group has the same characteristics. Stereotypes create expectations of what males and females should look, think, feel, and act.

Gender Violence – Gender violence is expressed through physical, sexual, verbal, emotional, and economic abuse that results in harm, injury, and even death. Legal definitions of sexual assault, domestic violence, and sex trafficking are included in the term gender violence as an inclusive way to encompass all of these forms of violence. Gender violence occurs as a result of the normative role expectations associated with the gender binary (the incorrect idea there are two genders male/masculine and female/feminine) and unequal access to power associated with each gender. Gender violence perpetuates a climate of fear for girls and women and all people who challenge the norm of heterosexual male dominance through their actions or because of who they are. Gender violence is part of the continuum of gender oppression and is the extreme expression of oppressive practices. The roots of gender violence and gender oppression are in patriarchy, a system of male, heterosexual dominance, supported by and interconnected to other social structures of domination, including racism, classism, homophobia, heterosexism, ableism, adultism, and/or anti-immigrant policies and beliefs to maintain gender, heterosexual, racial and class and other forms of privilege and power.

Masculine – Attributes, traits, characteristics, or ways of behaving that our culture usually associates with being a boy or man, such as independent, non-emotional, aggressive, strong, overly competitive, experienced, active, self-confident, hard, sexually aggressive, and rebellious. Masculinity is socially constructed

Patriarchy – Family, community, society, and nation based on a system in which men govern and have authority over women and children. While patriarchy refers to gender and sexual inequality that privileges men over women, it maintains male authority through individual, collective, legal, and institutional behaviors.

Preferred Personal Pronouns – In addition to the traditional pronouns (he/him, she/her, they), some people prefer to use gender-neutral pronouns, such as ne, ve, ze/zie and xe. If you don't know a student's preferred personal pronoun, it's always best to ask.

Sexual Assault – Each state has a different criminal definition that details the circumstances surrounding this concept. Sexual assault is when any person forces someone to participate in a sexual act when they either did not want to or did not have the capacity to give consent.

Sex – Biological differences that distinguish males from females determined by chromosomes (XX for females; XY for males); hormones (estrogen/progesterone for females, testosterone for males); and internal and external genitalia. Given the potential variation in all of these, biological sex must be seen as a spectrum or range of possibilities rather than a binary set of two options.

Sexual Harassment – Sexual harassment is a broader construct of sexual assault in that primarily involves unwanted sexual advancements, requests for sexual favors, or other inappropriate verbal or physical conduct.

Sexual Orientation – Term that refers to being romantically or sexually attracted to people of a specific gender. Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. Although a child may not yet be aware of their sexual orientation, they usually have a strong sense of their gender identity.

Social norms – Behaviors and cues within a society or group, this sociological term has been defined as “the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors. These rules may be explicit or implicit.

Transgender – Sometimes used as an umbrella to describe anyone whose identity or behavior falls outside of stereotypical gender norms. More narrowly defined, it refers to an individual whose gender identity does not match their assigned birth gender. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender.) Therefore, transgender people may additionally identify with a variety of other sexual identities as well.

Sample Ground Rules

Group Space a Safe Space – A Long Walk Home

When discussing matters of gender violence ground rules must be established to ensure a safe and comfortable group environment. Below are the following group rules for the conversation.

“One Person, One Mic”. No interrupting. One person will speak at a time.

Respecting our peers. Agreeing as a group to be respectful of each other’s feelings and our own. We must be respectful of all cultures, races, sexual orientations, gender identities, religions, conversation backgrounds, abilities, and perspectives when speaking and creating art.

Speaking in “I” statements. Don’t tell others what to do or think as if it is a command. Instead, describe your own experience. Agreeing to challenge people who make hurtful comments.

Guaranteeing a safe space. It is important that the youths are committed to creating a safe space for open and honest discussion with each other. To keep the conversation open, the youths will need to commit to a level of confidentiality and should not repeat personal information outside of the discussion. *NOTE: Tell youths that as facilitators you have a legal and moral responsibility that is greater than the rule of confidentiality. If you believe a youth’s life or well-being is in serious danger because of abuse or a threat of suicide, you cannot keep this knowledge a secret.*

Put-down statements are not acceptable. We need to respect one another. Remember that a negative comment is a form of verbal violence and your conversation experience should never be traumatic.

Using gender-neutral language in conversation. For example, partner instead of boyfriends or girlfriends etc. This language is meant to be inclusive and sets a respectful tone regardless of their sexual orientation.

No Direct Questions. Youths should be free to speak as much or as little about themselves as they choose and should not be put on the spot by other conversation mates asking direct personal questions. A question like “Did you experience abuse?” is inappropriate. Youths and facilitators should not direct personal questions to youths or facilitators.

Assume Good Will. Believe that youths and facilitators have each other’s best interest at heart. Most people do not come to school or conversation with the intention of harming another person or saying mean things to one another. So assume that everyone comes to the room with good will and well-meaning intentions.

Step Up. In the conversation room, we would like everyone to feel comfortable participating in the conversation. This creates a better learning environment for both youths and facilitators. Everyone’s voice is valuable and would like to encourage those who do not normally speak out a lot to speak more and those who speak a lot to help other speak up more.

Self-care and group care. Be aware of the content of the discussion because it may trigger some youths who have a history of trauma. Youths can also be triggered not from just their own memories but memories of friends, family or significant other. Please allow the youths to take care of themselves first. As a conversation, don’t judge anyone who needs to step out either for a few minutes or for the remainder of the conversation.

GENDER INEQUALITY CARDS



Political Participation

Women make up 51% of the US population; however women comprise only 20% of Congress

35 women have served as US governors compared to 2,319 men

71 countries in the world have had female presidents or prime ministers; the US is not one of them

<http://therepresentationproject.org/resources/statistics/>

Work

Women continue to earn 77¢ to every dollar that men earn

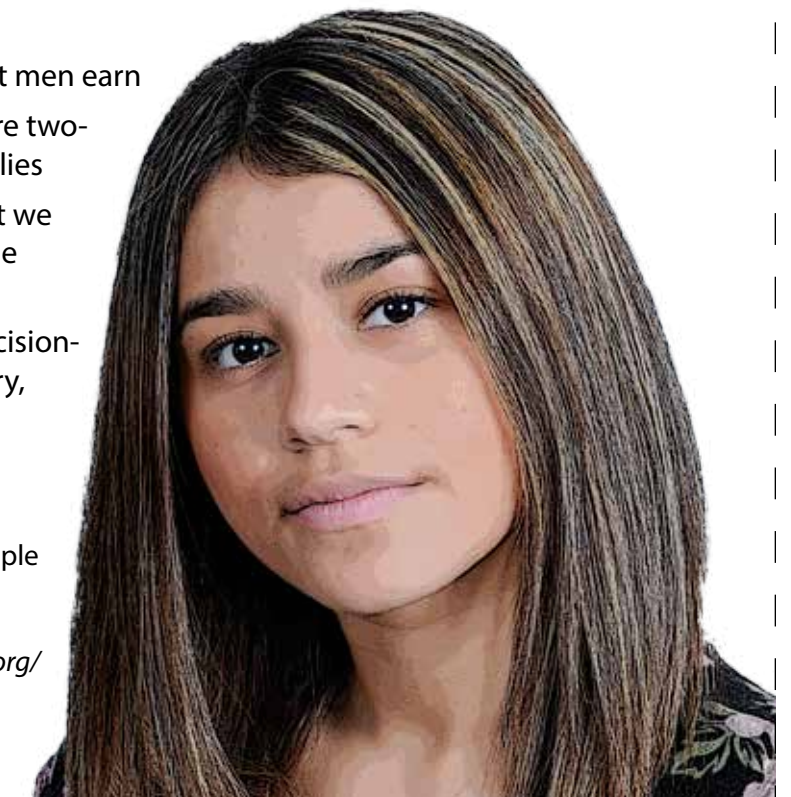
Women make up half of the US workforce and are two-thirds of the primary or co-breadwinners in families

70% of women in the workforce are mothers; yet we have no national paid leave child care or flex time policy

Men occupy 80 to 95-plus percent of the top decision-making positions in politics, business, the military, religion, media, culture, and entertainment

<http://therepresentationproject.org/resources/statistics/>

90% of transgender and gender nonconforming people report experiencing harassment, mistreatment or discrimination on the job or took actions like hiding who they are to avoid it. Source: http://transequality.org/PDFs/Executive_Summary.pdf)



GENDER INEQUALITY CARDS



Income

1/3 of all American women are living at or near poverty, less than 200 percent of the federal poverty line, or about \$47,000 per year for a family of four

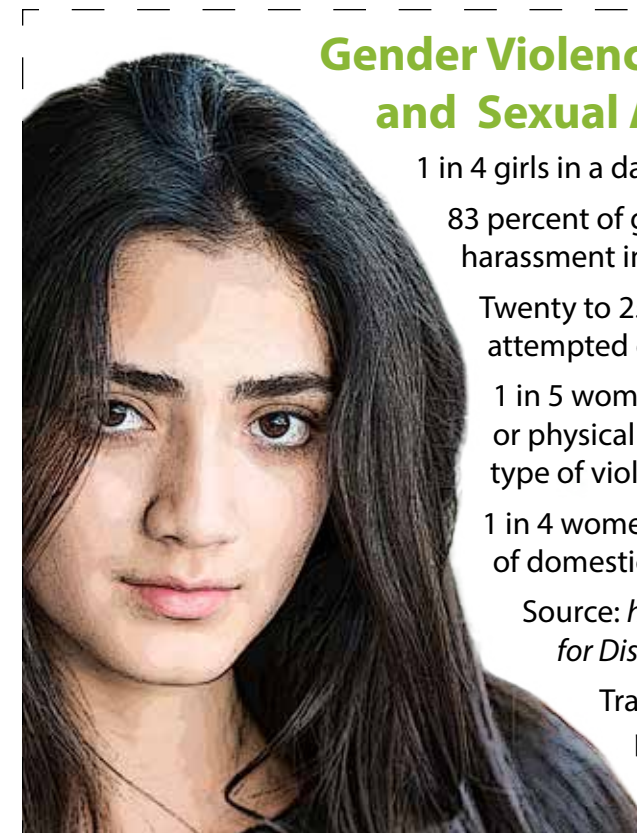
Forty-two million women, and the 28 million children who depend on them, are living one single incident—a doctor's bill, a late paycheck, or a broken-down car—away from economic ruin

Women make up nearly two-thirds of minimum-wage workers, the vast majority receive no paid sick days

<http://therepresentationproject.org/resources/statistics/>

Transgender and gender nonconforming people are four times more likely to have a household income of less than \$10,000 year compared to the general population. Source: http://transequality.org/PDFs/Executive_Summary.pdf

GENDER INEQUALITY CARDS



Gender Violence – Relationship Abuse and Sexual Assault

1 in 4 girls in a dating relationship experience physical violence.

83 percent of girls aged 12 to 16 experienced some form of sexual harassment in public schools

Twenty to 25% of female college students report experiencing an attempted or a completed rape in college

1 in 5 women and 1 in 7 men who experienced stalking, sexual assault, or physical violence by an intimate partner, first experienced some type of violence between 11 and 17 years of age

1 in 4 women are victims of severe intimate partner violence; 85 percent of domestic abuse victims being women and 15 percent men

Source: <http://therepresentationproject.org/resources/statistics/>; Center for Disease Control & Prevention 2011 www.cdc.gov

Transgender and gender nonconforming people were victims physical assault (61%) or sexual assault (64%). Source: http://transequality.org/PDFs/Executive_Summary.pdf

Media

In 2011, only 11% of lead characters in films were female

Between 1937 and 2005 there were only 13 female lead characters in animated films...all of them except one had the aspiration of finding romance

Male TV characters (41%) were more likely to be shown "on the job" than female characters (28%). Men were more likely to talk about work than women were (52% vs. 40%) and less likely to talk about romantic relationships (49% vs. 63%)

Women own only 5.8% of all television stations, 6% of radio stations, and only 3% of powerful positions in the mainstream media (telecommunications, entertainment, publishing, and advertising)

<http://therepresentationproject.org/resources/statistics/>

Since 2002, 102 episodes and non-recurring story lines of scripted television contained transgender characters, and 54% of those had negative representations. Source: <http://www.glaad.org/blog/glaad-examines-ten-years-transgender-images-television-more-half-were-negative-or-defamatory>





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