

Our Gender Revolution **CHALLENGE**

"We are the leaders we have been looking for."

— Grace Lee Boggs



**Over \$10,000 in prizes
for Idaho high schools**

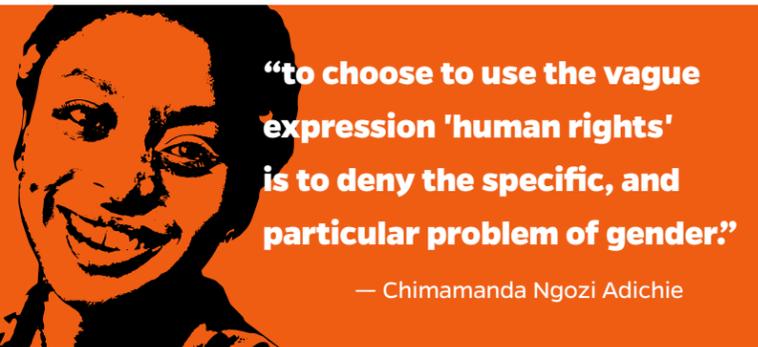
Individual students, student council,
classes, or clubs are eligible

Deadline April 15, 2016

Our Gender Revolution Challenge

Our Gender Revolution re-imagines communities where all genders are valued, everyone is able to be their authentic self, and power is shared. *Our Gender Revolution* re-imagines communities where we see the humanity in everyone.

Unfair treatment or discrimination of people - including gender violence —simply because of how a person expresses their gender is wrong.



Our Gender Revolution Challenge

Gender equity is a way to understand and make sure that all people have 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 leads to a world where everyone can thrive and reach their full potential!

Step One: Act as a Revolutionary Individual or Organize a Team!

You can participate in the *Our Gender Revolution Challenge* as an individual or as a team of two or more Idaho high school students 9th through 12th grade. Big changes toward gender equity can occur in your school or in your community! While adult involvement is not required, youth-adult partnerships can be effective to create lasting change!

Step Two: Explore Gender Equity in Your School or Community!

Explore gender equity in a setting or environment where youth are the primary audience (e.g., your school, youth organization, faith-based

organization, etc.).

Your goal is to figure out what the setting is doing well and what changes you think would make things more equitable for all genders. The *Our Gender Revolution Challenge* is a chance for you to be a revolutionary leader in creating social change.

Suggestion: Take a moment to think about the following, and discuss with your friends or team before moving on to the Action-Exploration Questions:

- Why is gender equity an important topic in your community and all communities?
- What is the connection between gender equity and creating a positive climate that supports equity for girls, boys, and gender non-conforming individuals?
- On the flip side, how can inequity create circumstances that could result in gender oppressive behaviors, and gender violence-- abusive relationships, sexual harassment, sexual assault, and other forms of oppressive behavior?

There are definitions in this guide so, check out the *Appendix*. **And, if you have questions, reach out to the Idaho Coalition for help** (See page 6 for contact information).

Gender Equity Action-Exploration Questions

Your Action-Exploration about gender equity needs to examine all of the following questions about your chosen setting:

Physical Environment:

1. How does gender equity exist within this setting?
 - a. What are the signs you are seeing that reflect gender inequity?

Activities/Clubs:

2. What kinds of youth-activities (i.e., books or articles you read, sports, class topics, etc.) promote gender equity in this setting?
 - a. What kinds of youth activities, in this setting, do not promote gender equity?

Policy & Procedures:

3. How is gender equity supported through the policies and procedures?
 - a. Does the setting have a policy to promote gender equity or to prevent and respond to adolescent relationship abuse and sexual assault? If not, is the setting ready for one, and why?

Leadership:

4. Does there seem to be a balance of different

gendered people in meaningful leadership roles? Remember to look at both adult and youth leadership roles.

Language:

5. What kinds of words do you generally hear from people within the setting when they talk to, or about, the different genders?
 - a. How do you think these words make people feel? What is the impact of this language?

Re-imagine Equity in Our Communities:

6. What would it look like if the setting improved its gender equity, overall?
 - a. What immediate change could happen?
 - b. What are long term changes that need to happen?
 - c. What are the implications and the overall conclusions of your findings?
 - d. How does what you found relate to the levels of gender equity, and the prevention of gender violence?

Collecting Information for the Action-Exploration:

Answer the Action-Exploration questions by **selecting at least two (2) of the following methods**, and be sure to check out the *Appendix* for areas to explore, or come up with your own. Do not include any names or information that could identify people you talk to, observe, or survey. We want to respect privacy.

- **Interview** a diverse group of youth and/or adult leaders that include all gendered individuals, and persons from different backgrounds.
- **Create a survey** and distribute it to youth and/or adults for feedback.
- **Observe** people and how they interact within the setting with regards to gender equity.
- **Review photos**, artwork on the walls of the setting, the website, and/or yearbooks or other reading materials to capture information about gender equity.
- **Take photos** of people, places, and other representative aspects of the setting that depicts gender equity and/or inequity. (Make sure this option is within the setting's use of technology policy, and you have written permission from people who may be the focus of the photos).

Your Revolutionary Act!

Share Findings

After you finish exploring gender equity in your community, share the results to a larger community.

Let other youth and adults in on your findings, to start a movement in your community, toward gender equity!

Some examples of how to share your findings, or be creative and develop your own!

- Create an arts-based response (artwork or photography) and send us photographs!
- Create a movement-based on a theatrical response and send us a video!
- Host an interactive booth at lunch or a special event.
- Create a series of school video or PSA announcements.
- Report out to individual youth and/or adult groups to engage as many people as possible (for example, FAA, FCCLA, NHS, parent groups, or athletic teams).
- Post your findings on social media with a request for action towards gender equity, and count how many of your friends share your post, or comment and/or like your post.
- Hold a press conference with local media to let them know what you found and how the community can support gender equity!

Decode the Information and Submit Your Entry! Submission is due by April 15, 2016.

Go to www.OurGenderRevolution.org and click on the *Our Gender Revolution Challenge* entry link to enter the answers to the Gender Equity Action-Exploration Questions based on your findings and send us documentation (summary, photos, video) on the innovative ways you shared your findings!

(If you do not have access to the internet, use the written entry form in the *Appendix*, and follow the directions for submitting.)

Winners will be posted on www.OurGenderRevolution.org by **midnight May 1, 2016**.

Prizes

Submission Awards

Everyone who sends in a submission receives an *Our Gender Revolution* – Revolutionary Act T-shirt.

Individual Award

\$1,000, \$500 and \$250 the top three individual students.

Team Award

\$1,000, \$500, and \$250 to the top three scoring groups.

Submissions for individuals or teams must score a minimum of 40 points out of 60 points to be eligible for a prize! Teams scoring below 40 points will not be eligible for a prize.

There are no limitations on the number of individual or group submissions per school.

How Are Winners Selected

Submissions will be evaluated on the following criteria:

Up to 30 points total – Action-Exploration Research (Steps 1 & 2 completed), based on the following:

- An organization or setting (school, community) that engages youth ages 14 to 19 years was identified (5 points)
- The exploration is about how gender equity and inequity in the setting reflects multiple methods for gathering information (10 pts)
- The findings regarding gender equity in the setting was clearly explained and youth-led recommendations for improvement were addressed? (15 pts)

Up to 30 points total – Do a Revolutionary Act! Share Findings

- How did you let youth and/or adults in your chosen setting know about the results? Creativity counts! (15 pts)
- How many youth did you reach? (15 pts)

Up to 10 Bonus Points – 2016 Our Gender Revolution Toolkit

Idaho's high school principals received an *Our Gender Revolution* campaign toolkit. Make sure your school displays the posters and distributes the materials!

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 and 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 that is self-identified.

Gender Equity – Involves trying to understand and make sure that all people have 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. Not everyone

needs the same things to thrive—so, equity tends to be the most appropriate lens.

Gender inequity – An imbalance of access to power exists by girls, women, transgender and people who are gender nonconforming in all aspects of life. This includes, but is 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 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 how 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 (male/masculine and female/feminine) and unequal access to power associated with female/feminine.

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

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.

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.

Examples of Areas to Explore for Information on Gender Equity

Physical Environment

- Review photos on the walls of the school – What percentage are of males versus females?
- Artwork on the walls of the school – What percentage are by female artists?
- Whose photos appear on the school’s website and other materials and what do they represent? Are girls shown in the same kind of active, energetic, and intelligent roles as boys? Are girls shown engaging in sports, math, science, and leadership?
- What adjectives are used to describe girls and boys in newsletters, websites, report cards, and public events? Often girls are commended for being caring, kind, or giving, while boys are praised for their intelligence, athletic ability, and courage.

Leadership

- Review the student government percentage of females vs. males as leaders over a period of time.
- Review clubs and percentage of males vs. females as officers/leaders over a period of three to ten years.
- Review adult leadership gender representation within the setting. What positions are held by men? What positions are held by women?

School Culture

- Go to your library and look at the yearbooks from the past three to four years. Look at the photos of the senior class – is their clothing specific to gender? (i.e., females wearing the same dress/males wearing the same tuxedo)?
- Artwork or posters in the halls—what is the distribution like for different genders in the artwork or posters? What are different gendered people shown doing in pictures in the sports or athletics section of the yearbook?
- Observe the activities/sports/clubs in the setting—what types of activities/sports/clubs are offered to girls? What types of activities/sports/clubs are offered to boys? What are the extra-curricular activities or clubs where everyone – no matter their gender – is equally valued and work together for

their mutual success? What activities/sports/clubs are most funded or attended?

Overall Experience

- Look for gender equitable spaces—what are the spaces where everyone –regardless of their gender identity– is equally valued, for example where everyone’s opinions are valued no matter their gender? In what spaces do people work together for their mutual success?
- Review reading materials available or assigned. Review the number of girls or boys, or gender non-conforming individuals that are featured. How they are generally portrayed? How many required books are authored by females versus males? Do they feature females or males in non-traditional roles?
- Does your chosen setting encourage non-traditional choices when student’s select classes. Are both girls and boys encouraged to take shop classes and life skills/home economics? How can you tell?

Questions? Contact Us!

We can answer questions and provide assistance on the *Our Gender Revolution Challenge!* Contact us by email or phone at the Idaho Coalition Against Sexual & Domestic Violence and we will connect your team with an adult staff member, teen activist, or a research consultant - all who believe in the power of young people to create social change - that can answer your question or provide help to your team. It’s simple! Just email Yara@engagingvoices.org or call her at 208 384-0419, ext 304 and let us know your question or how we can help.

Common Core State Standards

Step One: Act as a Revolutionary Individual or Organize a Team! – SL.9-10.1, SL.11-12.1

Step Two: Explore Gender Equity in Your School or Community! – SL.9-10.1, SL.11-12.1, L.9-10.6, L.11-12.6

Collect Information – RH.9-10.9, RH.11-12.9, W.9-10.7, W.11-12.7, W.9-10.8, W.11-12.8, SL.9-10.2, SL.11-12.2

Decode – RST.9-10.9, RST.11-12.9, W.9-10.9, W.11-12.9, WHST.9-10.9, WHST.11-12.9

Step Three: Your Revolutionary Act: Share Findings! – SL.9-10.4, SL.11-12.4, SL.9-10.5, SL.11-12.5, L.9-10.1, L.11-12.1.

Submission – SL.9-10.4, SL.11-12.4, SL.9-10.5, SL.11-12.5, L.9-10.1, L.11-12.1, W.9-10.6, W.11-12.6

Our Gender Revolution Challenge Submission Form

(Use this form only if you do not have access to the online submission found at www.OurGenderRevolution.org)

Individual or Team (List the names of students and/or school organization)

Chosen Setting: _____ Address: _____

Point of Contact for the Team:

Student Name: _____ Email: _____

Adult Sponsor (If Applicable): _____ Email: _____

On a separate piece of paper, write at least a one-page summary of what you found from the Action-Exploration Questions and Decode (30 points total):

1. How does gender equity exist within this setting?
 - a. What are the signs you are seeing that reflect gender inequity?
2. What kinds of youth-activities (i.e., things you read, sports, class topics, etc.) promote gender equity in this setting?
 - a. What kinds of youth activities, in this setting, do not promote gender equity?
3. How is gender equity supported through the policies and procedures?
 - a. Does the setting have a policy to prevent and respond to adolescent relationship abuse and sexual assault? If not, is the setting ready for one, and why?
4. Does there seem to be a balance of different gendered people in meaningful leadership roles? Remember to look at both adult and youth leadership roles.
5. What kinds of words do you generally hear from people within the setting when they talk to, or about, the different genders?
 - a. How do you think these words make people feel? What is the impact of this language?
6. What would it look like if the setting improved its gender equity, overall?
 - a. What immediate change could happen?
 - b. What are long term changes that need to happen?

Decode! What are the implications and the overall conclusions of your findings? In other words, how does what you found relate to the levels of gender equity, and the prevention of gender violence? In addition to your written description, your team can include photographs, illustrations, or video statements to tell the story about your findings. (Be sure that no identifying information is included, unless you received written permission!)

Revolutionary Act! Share Findings (30 points total)

- How did you share your findings with students in your school – creativity counts! (15 points)
- What percentage of students did you reach? (15 points)

Our Gender Revolution Toolkit (Bonus 10 Points!)

____ Check here to confirm Our Gender Revolution posters were displayed in your school and materials were distributed. Check with your school principal and/or counselor for the materials. If your team needs more free materials, go to www.OurGenderRevolution.org to order more!



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