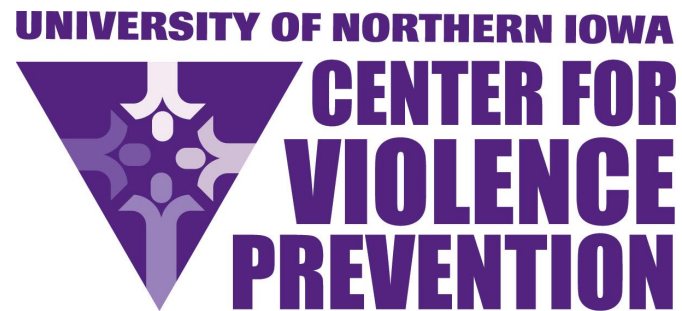


Leadership in Stopping Racism & Gender Violence



Background – Why This Lesson?

Today, our communities, our state and our nation struggle to effectively address long standing issues related to race and gender equality.

Our Purpose & Beliefs

The purpose of this module is to help create a conversation and discuss ways in which we can all play a part in preventing racial and gender-based violence in our schools and communities.

Definition of Terms

Anti-racist

Practices intentionally aimed at dismantling racism.

Equity-focused

Strategies aimed at improving equity in experiences and outcomes for all students and adults, across race, gender identity, ethnicity, language, disability, sexual orientation, family background, family income, and other characteristics.

Protective factors

Characteristics associated with a lower likelihood of negative outcomes or that reduce risk factor's impact. Oftentimes seen as positive countering events. Being proactive.

Racism

Prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

Gender Violence

Gender violence reflects the idea that violence often serves to maintain structural gender inequalities and norms. Gender violence disproportionately affects women and children, and those who identify as gay, bi-sexual, transgender and gender non-conforming. Includes sexual assault, relationship violence in heterosexual and same-sex partnerships, sexual harassment, stalking, prostitution and sex trafficking.

Institutional Racism

Policies and social norms that excessively punish people of color (POC); deny POC access to opportunities; prevent POC from advancing into positions of leadership and administrative roles.

Bystander Approach

We use this term to refer to all adults and students who identify as an observer or witness to bullying, harassment, racial slurs and all forms of gender violence and take responsibility to safely intervene in multiple ways.

Scope of the issues at-a-glance

Racial Inequality

- Black students make up approximately 16 percent of K-12 student enrollment, but account for 40 percent of suspensions.
- Incarceration rates and poverty among persons of color are higher than for whites.
- People of color experience lower rates of home ownership, 73 percent for whites, while only 42 percent for blacks.
- People of color are more often depicted in media as violent, aggressor, drug user, thug, gang member,

Gender Inequality

- One in 3 girls experience some form of physical or sexual harassment.
- 80% of all sex offenses committed are against girls between the ages 12-25.
- Non-gender binary students (LGBTQ) are 4 times more likely to be bullied and harassed than non-LGBTQ peers.
- Women make up 25 percent of U.S. Congress.
- Women earn \$0.81 for every dollar compared to a male colleague.

Race & mental Health Issues

- Suicide is the 2nd leading cause of death for African Americans between ages 15-24
- 6% of Black adults age 18 and older received mental health services compared to 19% of white adults same age.
- Among males ages 19-25 years, 80% of Whites, 62% of Blacks and 57% of Latinos had health insurance coverage.
- Latinos are less likely than non-Latinos to seek mental health treatment. Only 10% of Latinos with symptoms of mental illness contact mental health specialists.

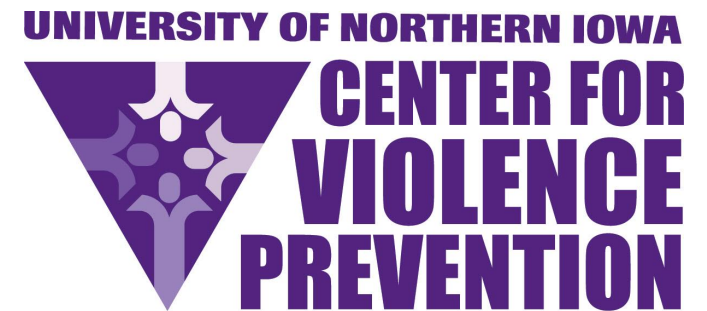
Protective Factors

Schools can develop and sustain positive school climates by adopting:

- Strengths-based programs: emphasis on leadership and empathy
- Ethnic and racial equality workshops
- Proactive Gay-Straight Alliances
- Engage in trauma-informed curricula
- Invest in family engagement programming
- School-based mental health screenings

Leadership Training Session

This session was designed with coaches and their student athletes in mind. However, the content and material presented here is relevant to anyone interested in supporting positive and healthy relationships in homes, schools and within the broader community.



Training Components

There are four (4) main artifacts that make up this training module.

- Video: Leadership in Stopping Racism & Gender Violence
- Training Scenario: [The Race for Equality](#)
- Training Scenario: [Down Over](#)
- Training Scenario: [Wild Pitch](#)

How to use the video:

Leadership in Stopping Racism & Gender Violence

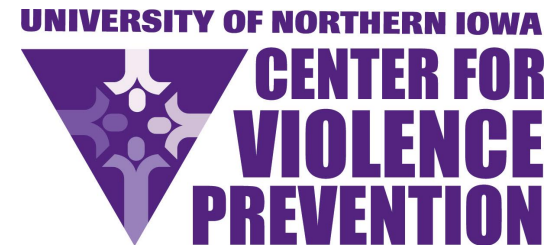
View the video together as a team (approximately 20 minutes). Then, consider asking the following questions:

1. Why is it important to talk about racial and gender equality?
2. What stood out for you as you listened to UNI Athletic Director, David Harris?
3. How does leadership influence the extent to which students will challenge or confront a friend's or teammates' racist or sexist language?
4. Move on to the three (3) training scenarios. (25-30 mins. for each)

What is the Bystander Approach?

Phases or Steps of Bystander Intervention

- **Notice**
- **Decide**
- **Responsibility**
- **Action**



Tools to Challenge & Interrupt Racist or Sexist Language

- **Directly**
- **Indirectly or Distraction**
- **Include a Friend or Ally**
- **After the Fact, or the Next Day**
- **Protocol**

Tips on Facilitating Scenarios

Steps to take:

1. Share introductory materials provided in each *Scenario* with your students, i.e., PSA video, statistics, background, etc.
2. Ask a volunteer to read the *Scenario* and thank him/her for doing so.
3. Ask someone else to volunteer to read the *Train of Thought*.
4. Proceed using the *MVP Strategies Questions* provided in the slides. For example, ask students if they think the scenario is realistic? Have they ever experienced or heard of a similar situation? Would anyone like to share his/her experience? And so on.
5. Remember that you do not have to be an expert on every issue to facilitate a discussion. Your goal is to open dialogue on the issue. What's important is that students hear the thoughts and beliefs of their peers.
6. After you have sufficiently discussed the *Scenario* using *MVP Strategies Questions* 1-9, use question 10 to brainstorm with the students what they would PERSONALLY do if they were in this situation. Remember – responses will differ. Remind students that the options listed at the end are not comprehensive and that their personal option may be the best one to utilize.

Resources Available

Additional resources to review and share can be found on the supplemental document titled:

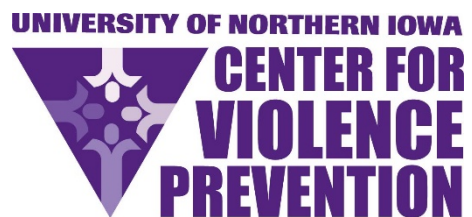
***Resources for Leadership in Stopping
Racism & Gender Violence***



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Thank you for
your leadership!

