

TAKE ACTION

FOR GENDER EQUALITY & RESPECT

A Student Guide



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The following guide was originally authored by GenderWorks, with additions from Inspiro, FVREE and Yarra Ranges Council. This guide was created following the 'Ambassadors for Gender Equality and Respect' pilot project, which engaged students from Cire Community School, Upper Yarra Secondary College and Little Yarra Steiner School in training and mentoring to become Ambassadors. These students also co-designed this guide, including the outline and focus.

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This toolkit includes references to a range of supplementary resources and activities from the Department of Education and Early Childhood Development 'Building Respectful Relationships: Stepping out against gender-based violence', and the Fitzroy High School Feminist Collective 'Fight Back: Addressing Everyday Sexism in Australian Schools' resources. When YouTube videos or audio clips have been included in this document, links and authors have been listed.

Project partners would like to acknowledge the traditional custodians of the land and offer their respect to Elders past, present and emerging.

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INTRODUCTION

Your voice matters. Young people can take action for respectful, diverse and inclusive communities - and put a stop to disrespectful behaviour. You can take a lead, develop knowledge and skills, and become an Ambassador for Gender Equality and Respect. This guide will show you how.

This guide supports secondary school aged students to reflect on what gender equality and respect means to them, engage with their peers on gender issues and take action to create change in their community. It is designed for young people who are interested in learning more about gender equality, understanding activism and becoming ambassadors for change in their school and community.

Why gender equality and respect?

Respect is the idea that we are mindful of the feelings, wishes, or rights of others. When we talk about respectful relationships we must acknowledge that throughout history respect has not been given to all people equally, and that some people have faced, and continue to face, discrimination more than others. This includes some groups of women who face more inequality and discrimination than others.

Gender equality means equal rights, choices and opportunities for all genders. Supporting young people to understand the importance of gender equality is important for many reasons. Research shows that gender inequality, including stereotypes based on a person's gender, can negatively impact all from a very early age.

Enabling young people to take action around gender equality, inclusion and respectful behaviour in a safe, supportive environment is an effective way to build a more equal and respectful future.

When we talk about gender broadly we must acknowledge that we are talking not only about women's rights. This guide is intended to be inclusive of all genders and support the rights of all.

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BEFORE YOU GET STARTED

FOR SECONDARY STUDENTS & YOUNG PEOPLE

If you are a student who wants to take action on gender equality and respect in your local or school community, this guide will get you started. You might want to work through this guide with a group of peers or with the support of a classroom teacher. If you do want to get your school involved, talk to a teacher or counsellor for guidance on making it happen!

You do not need any prior knowledge on gender equity to start using this guide, but what you do need is:

- An interest in learning more about gender equity, diversity and respect.
- A commitment to safe, respectful communications with peers and community members.
- A desire to create change in your local or school community towards a more respectful future!

For young people outside of the school setting:

Student interest groups, community groups, home education networks, sports clubs or youth groups might use the guide to support ongoing gender equity work.

If you are unsure about any of the terms used throughout this guide, see the 'key terms' section on page 47.

FOR SCHOOLS AND COMMUNITY GROUPS

If you are a teacher or group facilitator, you can use this guide to support students to learn about gender equity and respect. The guide can be used in the classroom or group settings, and encourages students to become ambassadors for gender equality and respect, by taking action to create change on an issue that is important to them. For facilitators using this guide, the following time allocations are suggested for each step:

Step 1: Engage your support crew: 1 x 60 minute session

Step 2: Educate yourself: 2 x 90 minute sessions

Step 3: Identify your issue for change: 1 x 90 minute session

Step 4: Create your action plan: 2 x 90 minute sessions

Step 5: Take action: 1 x 90 minute session to get started and 1 x 90 minute check-in session

FOR VICTORIAN RESPECTFUL RELATIONSHIP SCHOOLS

If your school is in Victoria, Australia, and is a DET Respectful Relationships school, this guide can be used as a student or teacher resource to supplement or enhance whole of school actions and tools. Lots of schools in Victoria have signed up to the Victorian Respectful Relationships program. Check in with a school leader or teacher to find out if your school has. This could mean there may already be action underway that you and your peers could get involved with or complement. Check out page 46 of this toolkit to find out more about how this student voice resource can fit into your school. There are also light grey boxes throughout this guide to support DET Respectful Relationship schools.



STEP 1 FIND YOUR SUPPORT NETWORKS

1.1 KNOW HOW TO STAY SAFE

Working on gender equality and respect can involve some tricky conversations. You might be discussing challenging topics and sensitive issues. You might not know how to approach these conversations. It is important to know how to create a safe space for inclusive, respectful discussions, and know who you can turn to for support if you or someone else needs it.

ACTIVITY: UNDERSTANDING 'SAFE SPACES'

Outline

A safe space is somewhere where you can feel welcome, supported, included and confident you will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm. This activity will guide you to think about the different elements of a safe space.

Instructions

Answer the following questions.

1. What do each of these words mean to you? **Diverse, Inclusive, Accepting and Welcoming.**

2. Why do you think these words are important to think about when creating a safe space?

3. What will you do to ensure a safe space when talking with peers about gender equity and respect?

ACTIVITY: MAPPING YOUR SUPPORT SERVICES

Outline

Discussions about equality and respect can sometimes bring up stories about disrespectful and harmful relationships or experiences. When challenges come up, there are many different organisations in the community that can provide counselling and support. These include 24-hr phone lines, online support services and local services in the community that can provide advice on issues you or someone you know are dealing with. This activity will help you create your own list of support services to keep on hand and share with anyone who joins your project team.

Instructions

1. Read through the following list of important national phone support lines and online services:

1800Respect

Free confidential information, counselling and support service for family violence and relationship abuse.
1800 737 732
www.1800respect.org.au

Kids Helpline

Free confidential counselling for Young People aged 5-25.
1800 55 1800
www.kidshelpline.com.au

Lifeline Australia

Free 24/7 crisis support and suicide prevention services.
13 11 14
www.lifeline.org.au

Sexual Assault Crisis line Victoria

1800 806 292
www.sacl.com.au

Men's Referral Service

A counselling and information service for men.
1300 766 491
www.ntv.org.au

2. Create your own list of support services to add to the numbers listed above. Include local networks and personal contacts. You can find these online, or by talking to your school counsellor, peers or other trusted people in your community. Take some time to find out who your local support services are:

Specialist Family Violence Service

Aboriginal Health Service

Centre Against Sexual Assault (CASA)

Youth Support Services

School Counsellor/Wellbeing Officer

Others

1.2 FIND YOUR COMMUNITY EXPERTS

One of the most important things to remember when you're working on social and political change issues, is that you are never alone. There are so many organisations working directly with the community on all kinds of gender equity and respect issues. Often, these organisations will also have dedicated outreach or youth workers who can provide advice, information, education and support to young people working on these issues. You just have to find them!

ACTIVITY: MAP YOUR COMMUNITY SERVICES

Outline

Local councils are a great place to start to find information about all the services available in your community. Most councils will have a youth service that may be able to help you directly, or send you in the right direction to places such as your local community health service or specialist family violence service. This activity asks you to find contact details for some of the services in your local area that might provide useful information resources (online or hardcopy) or have staff that provide education sessions for young people.

Instructions

1. Read the following profiles to get an idea of the support your local service providers and community organisations might offer.

Sam, Health Promotion Officer

Hello, I'm Sam and I work as a Health Promotion Officer in a local community health service. I work in a team of health promotion workers and we support schools, workplaces, sporting clubs and other setting to create steps for positive health and wellbeing. My role specifically involves designing community programs that promote positive, equal and respectful relationships for women, men and people of all genders. I can also support other organisations and schools implement their programs that do the same. This may involve providing advice on gender equity and preventing violence against women, helping plan actions or evaluate your program. I also have lots of colleagues and networks that I can connect schools with for more support. If this sounds helpful to you, contact your health promotion workers at your local community health service.

Jessie, Specialist Family Violence Advocate

Hello, my name is Jessie and I am a Specialist Family Violence Advocate at a specialist family violence service. My role involves supporting women and children (pets and animals) experiencing family violence. This means I can provide you with information and support around family violence. When I meet with you, I will listen to your experience, believe you and learn about what is important to you. Together, we will then create a plan to help you achieve your goals. I have lots of knowledge and connections with support services in your local community that will support you with your safety, housing, counselling, legal and/or financial needs. I will help you create a safety plan, so you can remain in a safe place. If you have any questions or concerns about you or someone else experiencing family violence, I encourage you to give us a call anytime.

2. Think about your local council, your local community health organisation or your local women's health organisations. Do some online research to find out who the best person to contact to ask for resources, support or advice throughout this process.

Local Council

Local Community Health Organisation

Local Women's Health Organisation

Specialist Family Violence Service

3. Once you completed this list, if you feel confident enough already, choose one service to contact. Share some information about your plans to be an Ambassador for Gender Equality and Respect, and ask them if they have any advice, materials or support to offer. Is there anyone else you should talk to? If you don't have any luck with your first contact, keep trying. Keep notes here:

For Victorian Respectful Relationships Schools

Remember, check in with your school too. There may be a teacher dedicated to the respectful relationships initiative. Often this is a wellbeing focused teacher. They may be able to connect you with other students who are interested in the same issues as you, support you to introduce your ideas within the Student Representative Council or link you into the school's Respectful Relationships Committee.

If your school is not a respectful relationships school, your teachers may know of another local school that is. You could connect with students from other schools in your area and work together.

1.3 GET YOUR ACTIVIST INSPIRATION

Support can also come in the form of inspiration. So take heart from some of the many inspiring activists already making a difference in your world. Activism comes in all forms. Individuals working to create change on issues can have many different skills and attributes. They might be right up front, behind the scenes, or somewhere in between. All roles are important and necessary. The one thing driving all activists is a belief in creating change on issues that are important to them.

ACTIVITY: HEAR THE VOICES OF YOUNG ACTIVISTS

Outline

When you are not sure where to start or what to do next, the stories of other activists can be a source of inspiration. This activity will build your awareness of some of the ways in which activists work and the different stories and issues that motivate them to keep working on important social and political change issues.

Instructions

1. Take a look at the names of all the activists below, then move to the following page for more details.



Bana Alabed



Jack Manning Bancroft



Marley Dias



Malala Yousafzai



Nyeeam Hudson



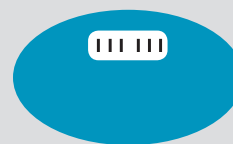
Basaam Maaliki



Aretha Brown



Caitlin Figueiredo



Jason Ball

2. If you don't recognise all these names, choose two from the boxes on the previous page, or others you know of. Take some time to find out who they are and the change they are trying to create in their local communities and the world. Write these details in the spaces provided below.

Activist Name

Issues

**What are they
doing to create
change?**

Activist Name

Issues

**What are they
doing to create
change?**

ACTIVITY: GET YOUR LOCAL GENDER EQUITY ACTIVIST INSPIRATION

Outline

Many individuals and groups who are working on gender equity issues have shared their stories online. These videos are a great source of information on the different ways people work to identify issues for change and how they get their change project started. This activity introduces you to just a few stories.

Instructions

1. Watch at least two of the following videos.



Fitzroy High Feminist Collective

Watch members of the Fitzroy High School Feminist Collective talk about why they set up their collective and what their goal is.

www.kickstarter.com/projects/fhsfightback/fhs-fightback-a-feminist-resource-kit-designed-by



Gender Equality Advocate

Watch Luke Ablett, former AFL player, talk about why he became a gender equality advocate.

www.youtube.com/watch?v=qxvCDaz0vqU



Everyday Sexism

Watch Laura Bates, founder of everyday sexism, talk about her motivations for creating 'Everyday Sexism'.

www.youtube.com/watch?v=LhjsRjC6B8U



Advice To My 12 Year Old Self: Georgie Stone

Watch Georgie Stone, transgender activist, talk about her personal activism journey as she gives advice to her 12-year old self.

www.youtube.com/watch?v=Srv591roL1M



STEP 2

EDUCATE YOURSELF

2.1 KEY TERMINOLOGY

Talking about gender equality brings a lot of new terms and ideas. You might have heard people use terms like gender equity, gender equality, sex and gender, non-binary or intersectionality. It can all feel very confusing. If you are going to work on a gender equality and respect project, it is a good idea to know and understand a few key terms. You might be explaining them to someone else, so let's take a look at the 'must-knows' to get you started.

ACTIVITY: UNDERSTANDING EQUITY AND EQUALITY

Outline

The words equity and equality are often used interchangeably, but there are some key differences in the meaning behind the two terms. If gender equality is the goal – a society where all genders are equal, gender equity refers to the process of allocating resources fairly (not equally) to make sure we can all access gender equality. This activity helps you to unpack the differences between equity and equality.

Instructions

Look at the two images below and answer the following questions.



1. What do you see are the differences between the two images?

2. Based on these two pictures, how do you think equity is different to equality?

3. Write down a definition of gender equity in your own words.

ACTIVITY: UNDERSTANDING SEX, GENDER, NON-BINARY, TRANSGENDER TERMS

Outline

There are so many new terms and concepts that you will come across when you start to read and talk more about gender equity. In this activity, you will hear from a group of young individuals who want to educate everyone on key concepts related to sex and gender.

Instructions

Watch the video at link to the right and write down the meaning of the terms below.



Trans 101 - The Basics

Watch Trans101 - The Basics to learn more about being Trans and Gender Identity.

www.youtube.com/watch?v=-3ZzPTxjgRw

Gender

Sex

Sexuality

Gender Diversity

Non-binary

Transgender

ACTIVITY: UNDERSTANDING INTERSECTIONALITY

Outline

Sometimes you might hear people around you using new terms and it can be confused about what they actually mean. Intersectionality is one relatively new term, and the application of new terms like this is an important way to make sure our language is inclusive of everybody's experiences. Don't be afraid to try out these new terms, they often sound more complicated than they really are!

Instructions

Watch the video to the right and answer the following questions.



Intersectionality

Kids explain what intersectionality means.
www.youtube.com/watch?v=WzbADY-CmTs

1. Write down your own definitions of intersectionality.

2. Why do you think the idea of intersectionality is important?

ACTIVITY: UNDERSTANDING GENDER EQUALITY & RESPECT

Outline

Do you ever talk with your peers about gender equality and respect? Talking to other people is a great way to begin to understand what you think about these issues. New conversations will also generate new ideas and help you identify new resources to help you learn more. It's an endless investigation.

Instructions

Think about your own answers to the questions on the next page, then think about another person (peers, family, teachers) who you can ask these questions.

1. What does gender equality mean to me?

2. Why do I care about gender equality?

Questions for your peer/family/teacher:

1. What does gender equality mean to you?

2. Why do you care about gender equality?

2.2 EXPERIENCING GENDER

Gender inequality is a collective and institutional problem. People of all genders are affected by gender stereotypes and gendered expectations. There is no 'us' verses 'them' in this work. As we begin to understand gender inequality, we need to think about how our society views gender, how different individuals experience privilege in different ways, and how different individuals are expected to behave in certain ways because of their gender. There are a number of resources to support teaching and learning on gender and equality. This section includes both introductory activities and links to other recommended resources.

ACTIVITY: INTRODUCTION TO GENDER-BASED STEREOTYPES

Outline

There are so many ways in which our use of everyday words and phrases allows harmful gender stereotypes to exist and grow. 'Man up', 'boys don't cry', 'you throw like a girl' are just a few examples. This activity introduces you to one example and asks you to think about other examples you might have heard in everyday life.

Instructions

Watch the video to the right and answer the following questions.



Run Like a Girl

Challenging the expression "like a girl".

www.youtube.com/watch?v=XjJQBJWYDTs

1. How has society developed this idea about how girls run?

2. Why can this phrase be harmful to people of different genders?

3. Can you think of a word or phrase that you use which is 'gendered' or creates gender stereotypes? Will you stop using it?

ACTIVITY: ACTIVITIES FROM OTHER RESOURCES

IMPORTANT NOTE

The activities on this page have been selected from other existing resources. They will help you understand more about sexism, gender stereotypes and objectification. There are lots of other activities within these documents that you also might find interesting. However, these activities have been designed for a classroom setting to be facilitated and undertaken in a group. A teacher at your school, or a community service identified in the 'Activity: Map Your Community Services' may be able to work through these with you.

Sexism and Gender Stereotypes

By Victorian Department of Education

The Victorian Department of Education (DET) has developed the 'Respectful Relationships' initiative to support schools to embed a culture of respect and equality across the school community – in classrooms, staff rooms, sporting fields, fetes and social events. 'Building Respectful Relationships: Stepping out against gender-based violence' is one of the program's teaching resources, designed specifically for students in years 8-10. It can be freely downloaded from the department's website and contains information to guide young people through topics of gender, power and respect.

Unit 1 of this guide (pp. 13-75) contains a range of activities (including background, learning outcomes, procedures and handouts) which support young people to begin to examine gender, respect and relationships from their own perspective.



Find the 'Building Respectful Relationships' resource here:

www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx

Understanding Objectification

By Fitzroy High School Feminist Collective

Fitzroy High School Feminist Collective has developed the teaching resource 'Fightback: Addressing Everyday Sexism in Australian Schools' with the aim of educating secondary school students about gender inequality, the objectification of young women's bodies and the use of sexist language. The resource also addresses the link between gender inequality and violence against women.

Unit 2 of this guide (pp. 47-105) contains a range of activities (including background, learning outcomes and procedures) which support young people to examine the idea of 'objectification'.



Find 'Fightback: Addressing Everyday Sexism in Australian Schools' here:

<http://fhsfemco.com/portfolio-type/resources/>

For Victorian Respectful Relationships Schools

You may have already commenced using the 'Building Respectful Relationships' resource or other respectful relationship resources published by the Victorian DET. Talk to your teachers about what you have learned or any issues you see. Share any ideas you have for creating energy and change towards gender equality and respect in your school or the wider community.



ACTIVITY: DIGITAL RESOURCES

Outline

There are some great resources online, which explore gender, equality, and the impact of gender stereotypes on all genders. Check out the following YouTube clips and website to learn more. The online world can sometimes present mixed messages on gender and equality. If you have any questions or concerns about something you might have read or seen, we encourage you to speak to your community experts or a trusted adult (refer to the 'Activity: Map Your Community Services').

Gendered Marketing

www.youtube.com/watch?v=3JDmb_f3E2c

#ReDraw the Balance

www.youtube.com/watch?v=kJP1zPOfq_0

Women leaders in sport and business matter

www.youtube.com/watch?v=Jv1QcNV08CE

Boys and Girls on Stereotypes

www.youtube.com/watch?v=aTvGSstKd5Y

Emma Watson's Speech on Gender Equality

www.youtube.com/watch?v=dSHJYyRViIU

Gender Equality in Australia- Behind the News

www.youtube.com/watch?v=PRdEcR2IDeY

Norway Child Experiment about Gender Equality

www.youtube.com/watch?v=bH9AyDYbrEc

Girl toys vs. boy toys: The experiment – BBC

www.youtube.com/watch?v=nWu44AqF0il

The Line

www.theline.org.au



2.3 THE BIGGER PICTURE

Set ideas around gender can lead to the expression of objectification, sexism and stereotypes. These things can lead to disrespectful behaviors that go beyond hurtful words or images. The disrespect that comes from gender inequality causes violence in our society. Understanding this link between violence and gender inequality can be confronting, however there are a number of resources that will support you and young people safely through this process. Some of these activities and videos may trigger unexpected emotions and feelings for yourself or peers. Remember to keep the list of supports services you created in the 'Activity: Mapping Your Support Networks' on hand and share with anyone who participates in these activities.

ACTIVITY: MAKING THE LINK BETWEEN GENDER INEQUALITY & VIOLENCE

IMPORTANT NOTE

The following activities on this page have been designed to be delivered by an experienced, trained facilitator in a group setting. It's important that you don't work through these on your own. A teacher at your school, or a community service identified in the 'Activity: Map Your Community Services', may be able to work through the activities with you.

Outline

A number of government and community organisations have developed education resources - including videos, posters and other written materials – to support all members of the community to understand the links between gender inequality and violence in our society. 'Building Respectful Relationships: Stepping out against gender-based violence', referenced in the previous section, contains a range of activities which support young people to begin to understand the nature of gender-based violence. Unit 2 of this 'Building Respectful Relationships' resource (pp.76-157) includes activities which support students in:

- Developing a shared understanding of the concepts of violence and power.
- Identifying the influence of power on gender-based violence.
- Identifying community attitudes to violence and reflecting on the impacts and outcomes of gender-based violence.



Additional Activity

After completing relevant activities from the 'Building Respectful Relationships' resource, you may wish to explore the following video resources to facilitate further discussions. Note for facilitators: Please be aware that while these videos are suitable for viewing by young adults, it will be important to ensure that follow-up support and a safe discussion space is provided to students.

1. Change the Story

This video was developed by Our Watch, VicHealth and ANROWS. You may wish to ask students to note down 2-3 points from the video that they remember most clearly and work individually, in pairs or in groups to consider how these points relate to things they have learned while working through this student guide.

www.youtube.com/watch?v=fLUVWZvVZXw

2. Challenging the Foundations of Violence Against Women

This video was developed by Gippsland Women's Health as part of the 'Make the Link' campaign. It aims to highlight the everyday attitudes and behaviours which support men's violence against women and the importance of challenging these foundations.

www.youtube.com/watch?v=dZHKQkdQs8E

2.4 RESPONDING TO DISCLOSURES OF ABUSE

Talking to your friends or family about gender equality and respect can sometimes prompt them to talk to you about their experience of violence or abuse. It is important that you have the knowledge to recognise, respond and refer appropriately and safely. Remember to use your list of support services you created in the 'Mapping Your Support Services' activity. You do not have to look after the person on your own. Your role is to believe them, listen to them and provide support and information on where they can seek help. Take a look at the tips below to find out more about your role.

DO	DON'T
• Believe them • Listen to them • Respect their privacy and confidentiality • Remind them that they are not to blame • Let them know there are organisations that can help • Encourage them to seek help • Know where to refer them	• Be judgmental or blame them • Look after the person on your own • Force them to talk when they are not ready • Tell them what to do • Pressure them to leave • Never intervene – do not confront the violent person

Remember: Your role is to believe them, listen to them and provide support and information on where they can seek help, so they can be counselled and supported by a professional.





STEP 3

CHOOSE YOUR ISSUE FOR CHANGE

3.1 FORM YOUR COMMITTEE

No matter how many people are working together in a group, it is important to make sure that you all agree on the level of commitment each individual will make and how each individual chooses to be engaged. Some people might want limited responsibilities, some might want them all – the most important thing is to be aware of everybody's commitment and the responsibilities you're taking on as part of a group. Depending on your school and thoughts, you may like to consider forming a committee earlier in this process, especially if you are starting with a group of interested people. If you get to this stage and you do not yet have interested people to work with, you can use the results from your audit in the next activity to approach the school for support and advertise the opportunity to other students. You might also like to consider approaching the Student Representative Council.

ACTIVITY: FORM YOUR COMMITTEE

Outline

Creating change towards gender equality can take time. Setting up a project committee will help this project continue on into the future. It's also a good idea to spend some time to set up the expectations and roles of the committee as they begin to work together on a change project. This activity will guide the group towards a shared agreement on what roles and responsibilities each individual group member will play, how often you will be meeting and who will do what while the group collectively develops and implements their change project.

Materials Needed

- 3 pieces of butchers paper and markers.
 - 3 question lists, 1 for each butchers paper.
1. What are the committee's values? How do we expect committee members to behave?
 2. What roles or positions do we need for our committee (if any)? Who does what? How do we make decisions if we don't all agree?
 3. When will meetings be held? How many people need to be in attendance for a meeting to go ahead?

Instructions

1. Set up 3 separate tables, each with a piece of butchers paper and a question list. Break the group up in 3 smaller groups to complete this activity.
2. Select one member of each smaller group to be the note taker. This person will stay in the same spot throughout the activity, keeping notes of the discussions.
3. Each smaller group will sit at a table for 5 minutes, discussing answers to the questions on the question list.
4. After 5 minutes the group will then move on to the next table and look at answers/ add to the next question list.
5. After groups have been to each table, place the 3 butchers papers on the wall and ask each note taker to present the discussion back to the group. Agree on all the terms of your committee by highlighting or ticking. Someone may like to type your notes up into a 'Terms of Reference' for your committee.

For Victorian Respectful Relationships Schools

If your school is a Respectful Relationships school we recommend you link in with your schools Respectful Relationships Committee which might have teachers and leadership on board. Your student committee may like to consider electing a representative to sit on the whole-school Respectful Relationships Committee. It is important both committees share ideas and plans and have the support of the school, so you can all work together to create change.

3.2 CHOOSE YOUR ISSUE

As soon as you start thinking about gender, it's hard to stop and it's hard to 'unsee' things in the community. When there are so many issues to consider, it's hard to know what to focus on. How do you identify what you think are the most pressing issues? How do you agree which issues you want to take action on? In this section we will focus on investigating gender at school, understanding the ways in which your school supports and/or undermines gender equity and prioritising the issues for more immediate action.

ACTIVITY: INVESTIGATING GENDER ISSUES AT SCHOOL, PART A

Outline

Different aspects of your school's physical and social environment can support or undermine gender equality in a range of different ways. This activity will help you look more closely at this idea and start to investigate the ways in which your school environment already supports gender equality, and where more work is needed to address spaces and behaviours that continue to undermine gender equality. You will work together in a group to come up with a list of issues related to gender in your school and some suggested ideas for positive change and improvement on these issues.

Materials Needed

For this activity you will need two documents:

- A copy of a map of your school (you will need to supply this).
- A copy of Handout 1 – School Gender Equality Audit (included on the following pages).

Instructions

Go through the following steps to begin to understand gender issues at your school.

Using the school map:

1. Work in groups of 3-5, with one copy of the school map per group.
2. Mark any areas that feel unsafe or uncomfortable (physically, emotionally or socially).

3. Colour code any parts of the school which you see as 'gendered areas'. For example, you might feel based on your experience that sports fields or libraries or certain classrooms are gendered areas, only used by/comfortable for a particular gender.

Using Handout 1 – School Gender Equality Audit:

1. Read through the list of 'Areas of School' (left-hand column).
2. For each of the 'Areas of School' think about how it undermines or supports gender equality. Discuss your ideas as a group and work together to fill in any positive examples (supporting gender equality), negative examples (undermining gender equality), and ideas for improvement.
3. Once you have filled in positive and negative examples, give each of the 'Areas of School' a score out of 5 (right-hand column) – with 5 being the most positive, and 1 being the area that needs the most work. These scores will help you recognise areas of the school which perhaps need more attention. To see changes in these scores, you might repeat the audit after your project or activity is completed.

The discussions and information recorded during this activity (Part A) provide the basis for coming up with 1-2 priority issues for action, in the next activity (Part B).

For Victorian Respectful Relationships Schools

If your school is a Respectful Relationship school, it may have already conducted an audit, or may be planning an audit. You could talk to your teachers about student involvement in the audit process. You could also request a copy of any existing audit, review it and provide feedback. However, we still encourage you to do your own audit as you may see things a bit differently to teaching staff or leadership.

School Gender Equality Audit

How does our school support or undermine gender equality?

School Name	
Date Completed	

Areas of School	Positive Examples	Negative Examples	1 = A lot to be done 2 = Below average 3 = Average 4 = Good 5 = Excellent	Ideas for Improvement	Score / 5
Communications / Responses to Problems - Is the school actively challenging gender stereotypes in its communications? - Does the school actively make sure it is equally representing the achievements of all genders? - Does the school seek feedback about/have processes in place to respond to gender inequality at school?					
Curriculum and Learning - Do we see gender stereotypes in the materials given or classes available to us? - Are we actively taught about gender equality and respectful behaviour?					

Areas of School	Positive Examples	Negative Examples	Ideas for Improvement	Score / 5
1 = A lot to be done 2 = Below average 3 = Average 4 = Good 5 = Excellent				
Teaching - Are teachers using supportive language & behaviours? - Do teachers have the knowledge to support gender equality?				
Policies / Rules - Does the school have policies or rules about behavioural expectations? Are these used? - What happens if someone doesn't follow the rule/expectation?				
Leadership / Governance - Do the school leaders 'walk the talk' and show respect and demonstrate that they value equality? - Is the whole school working on improving in this area? - Do senior students set a good example?				
Environment and Facilities - Do all students have equal access to facilities? - Who uses which spaces? Who uses sporting equipment and spaces? - Are there some spaces dominated by one group over another?				

Areas of School	Positive Examples	Negative Examples	Ideas for Improvement	Score / 5
1 = A lot to be done 2 = Below average 3 = Average 4 = Good 5 = Excellent				
Values - What are the school values? - Do they relate to respect? - Does the school community understand them? - Are they displayed?				
Student Behavior - Are there areas of the school where people don't feel comfortable going? Why? - Is negative behavior used to exclude some people or make them feel uncomfortable? - Are sexist or violent jokes or behaviour tolerated?				
Total Score				

Additional Comments:

ACTIVITY: INVESTIGATING GENDER ISSUES AT SCHOOL, PART B

Outline

Once you have made a list of a range of gender issues to address, it might feel quite overwhelming. It's important to realise that you can't fix everything at once. In this activity you will work as a group to agree on 1-2 priority issues from the list. These are the issues that you will focus on when taking action to create change in your community.

Materials Needed

The following additional materials are required for this activity.

- Butcher's paper and markers
- Post-it notes

Instructions

Go through the following steps to begin to prioritise issues identified in the previous activity.

1. As a group, discuss responses to the following questions:

1. What are key issues different groups have identified in your gender audit?
2. Which of the issues identified makes you feel passionate, annoyed or angry?

2. Using post-it notes, ask individuals to write down the theme or issue that has resonated most with them – this is the main thing they most want to change.

3. Ask individuals to stick their ideas on the wall.

4. Use a 'tickocracy' method to identify the top 1-2 issues: Each student has an opportunity to read the issues on the board and vote by placing a tick next to their top 2 issues.

5. As a group, spend some time discussing the 2 issues that receive the most ticks, and agree on the specific statement that describes this issue (eg. teachers don't understand gendered language, our school doesn't have non-gender specific toilets, there is sexist language in graffiti in the toilets, only boys are able to play sport on the oval at lunchtime).

6. Write your agreed statement/s below.

Statement 1

Statement 2

For Victorian Respectful Relationships Schools

If your school is a Respectful Relationships school it may have already prioritised issues and developed an action plan for addressing gender equality and respectful relationship issues. This plan may or may not have had student engagement during its development. If students have not previously had a voice in the development of the plan and priorities at your school, you may like to take your findings to the school Respectful Relationships Committee. Plans can always be reviewed.

3.3 CHECK IN WITH YOUR COMMUNITY

Once you start to narrow down your issues, it is a good idea to have some informal discussions about these specific issues with fellow students and people in the community. They might have some great ideas which could help strengthen your own and they might share insight into how the issues affect them differently to you.

ACTIVITY: INTERVIEW YOUR COMMUNITY MEMBERS

Outline

There are lots of different ways to understand what your community thinks and feels about an issue. This activity will support you through the process of running an informal interview to explore a fellow community member's ideas and thoughts on your priority issue. First you will practice with classmates, and then you will be asked to identify one person outside this group to interview.

Materials Needed

- A copy of 'Handout 2 – Interview Guide Template' (included on the following pages).

Instructions

1. The first thing you need to do is prepare your question guide. This includes all the information you will need to use to conduct the interview:
 - a. Introduction
 - b. Consent to participate in the interview
 - c. Question guide
 - d. Clarification on what happens next
2. Think first about the introduction. This should include an introduction of your personal details, information about the project you are participating in, why you are conducting this interview, and the specific issue you are focusing on. Use and complete the introduction section of 'Handout 2 – Interview Guide Template' to get your thoughts in order.
3. Next you need to think about where and how this information will be shared. It is important to clarify this information during the interview and check in that the interviewee (the person you're interviewing) is okay to proceed. Complete the consent section of 'Handout 2 – Interview Guide Template'.
4. The next step is to think about the key questions you want to explore in the interview. It is important to remember to ask open-ended questions (a question that encourages an answer longer than yes or no) and follow the thoughts of the interviewee. You don't need to ask every question in the interview guide, but you can use them to make sure the interview stays on track. Complete the interview questions section of Handout 2.
5. Once you have completed all sections of 'Handout 2 – Interview Guide Template', it's time to practice your interview skills on a fellow group member. Work in pairs and take turns to be the interviewer and the interviewee. Ask each other for feedback on how you felt. Take notes on some of the feedback you received.
6. Next step is to find someone outside your group and arrange to interview them. Make sure you choose a space where they feel comfortable and take notes while they speak. It might even be a phone interview if it suits them best.

Interview Guide Template

Introduction	
Your name	
Your school	
Program name	
Issue you are investigating	
Change you want to create	
Why you are doing this interview	
Consent	
How will the information you collect be used?	
Where will this information be shared?	
Check in whether the interviewee is happy to proceed:	Yes / No

Interview Questions

Some example questions could be:

- How important is this issue to you?
- What would you like to see changed?
- What do you think of the ideas we are proposing? (Be open to constructive feedback)
- What advice do you have for us when undertaking this project?
- What support or change would you like put in place for people?

Next Steps

What happens next? How will you report back to the interviewee?



STEP 4

CREATE YOUR ACTION PLAN

4.1 RESPONDING TO BACKLASH

As an Ambassador for Gender Equality and Respect you can expect some tricky questions. So how do you deal with them? And how do you talk about your plans with people who might challenge you or question that gender inequality even exists? If you expect that you might face some tricky questions when presenting your ideas, it is useful to be prepared. You might like to consider: Who will you be talking to – who is your audience? What message do you want them to hear? What story can you tell that will have power and impact upfront to minimise the chance of challenging questions?

ACTIVITY: LISTENING

Outline

Storytelling can be a powerful way to convey your message. Stories can build empathy and show the lived experience behind facts and figures. They also tend to bypass the critical mind so can be a useful way to respond to criticism or questioning of gender inequality. You can use stories to show people that their bias or opinion is not 'truth' for everyone and also to help explain complex issues simply.

Instructions

Discuss the following questions with a friend.

1. **When have you ever experienced backlash for your views on gender equality? How did you respond?**
2. **Have you ever used a story to strengthen an argument or help convey your meaning?**

Listen to 'Pink Stallion' by Malic White from The Moth (link right). Thinking about effective story telling and considering Malic's story, answer the following questions.

3. **What worked well about how Malic told the story?**
4. **How did the story capture you?**
5. **What about it was compelling or interesting?**



Pink Stallion

Listen to 'Pink Stallion' by Malic White.
themoth.org/stories/the-pink-stallion

Points to remember when telling stories:

Be careful of ethical considerations when telling stories. Ethical considerations include:

- Protecting privacy.
- Getting consent from someone whose story you would like to use.
- If using someone's story, be transparent about any risks and let them choose if it's okay to go ahead.
- Consider if your story or pitch might trigger a bad memory for someone. If so, provide a warning or change the story.
- Test your story for intersectionality & diversity. Are you presenting just one dominant view point?
- Check your story for stereotypes or messages that reinforce harmful gender stereotypes.

ACTIVITY: TALK IT OUT

Outline

This activity will give you a chance to practice responding to backlash and criticism. There are four characters with different opinions. For the purpose of this activity, the characters are members of your school community and have heard about your Gender Equality & Respect Committee and Project. Each character card below gives you a background to the character, followed by a question that this character asks of you – the Ambassador. If you find any of the scenarios below difficult to develop a response to, speak to a teacher or community partner for guidance.

Instructions

It is recommended that this activity is run in a group/ with your committee.

- Each person takes 5 minutes to read and choose a character card below. If you have a large group, you might like to brainstorm some other scenarios.
- Once you've read the cards below, there are more instructions and questions on the following page.

School Principal

Character Introduction

Charlie is your school Principal and is supportive of the Ambassador project. However, Charlie is worried about how the broader community will respond to the establishment of a Gender Equality and Respect Committee within the school.

Character's Question to the Ambassador

'I can see why you are proposing a committee but is the issue important enough to risk receiving criticism from the parents and school community?'

Health Teacher

Character Introduction

Mr Main is a teacher who believes that there is no such thing as gender inequality anymore. He believes that overseas there might be examples of inequality, but that in Australia, we have moved past that. He doesn't believe he should have to discuss gender equality or sexual diversity in his health class.

Character's Question to the Ambassador

'This group is creating an issue that's no longer important. Why should we have a group like this in our school?'

Student 1

Character Introduction

Billy was born in Sudan and moved to Australia when he was 5. He believes in gender equality and identifies as a feminist. He is considering joining the student Gender Equality and Respect Committee however feels it lacks diversity and can't see how the group considers issues of intersectionality. Billy comes to an Ambassador meeting and says...

Character's Question to the Ambassador

'How does this group understand privilege? How is it trying to improve the situation for all students?'

Student 2

Character Introduction

Frankie is a non-binary student who questions why so much feminist and gender equality material focuses on women's rights as a binary. Frankie believes in equality but is worried about joining the committee for this reason.

Character's Question to the Ambassador

'What about gender diverse people? What is the position of the committee on this and how do you make sure it is inclusive?'

More Instructions

- Once you have read all the character scenarios on the previous page, move into groups of 2, making sure both people in the group have a different character.
- Working individually, write out answers to the following questions.

1. What information does this person need to be able to better see your point of view?**2. How would you respond? Is there a story you can respectfully tell? What would you like to say?****3. Write a response to the character's question.**

- Role play your responses. In your pair, one person is the character and reads out the question. This person also provides feedback at the end. The other person uses their notes to respond to the character.
- Switch roles so that everyone has a turn responding and providing feedback.

4.2 CREATE YOUR ACTION PLAN

Action plans are an essential ingredient of a successful project or campaign. They help you focus on the 'end point', the change you are trying to create and also break down this change into smaller, manageable tasks. Creating a cake would seem like a daunting task if you only had a picture of the cake to guide you. However, with a step by step recipe, the cake becomes more achievable. An action plan is like a recipe for the change you want to create. Action plans can be a very simple to-do list, or something more that details the roles and responsibilities of large groups of people working together in a movement.

ACTIVITY: LEARN FROM THE STEPS OTHERS HAVE TAKEN

Outline

There are so many people and groups out there that have become ambassadors and activists for change in their community. There is so much we can learn from their experience – from their successes and their mistakes. Patrisse Cullors and Tarana Burke, co-founder of Black Lives Matter and founder of the #MeToo movement have interviewed each other on the steps they took to plan, launch and grow their campaigns, how they turned plans into action and became ambassadors in their local and global communities. This activity introduces you to their story and helps you think about the journey through anger, inspiration, decision, planning and action.

Instructions

Watch the video to the right and answer the following questions.



Anger, Activism, Action

How #BlackLivesMatter and #MeToo Went From Hashtags to Movements.

www.youtube.com/watch?v=_omi9JgKnnw

1. What was the most important thing you feel you heard in watching this video?

2. What advice do they give you about 'picking your issue'?



ACTIVITY: CREATE YOUR ACTION PLAN

Outline

Once you've picked your issue, and formed your committee, it is time for the hard work to begin! It's important to map out an action plan for getting things done. An action plan can take many forms, but all you need to get started is a simple template. This activity will guide you to complete a simple action plan template, to use as you become an ambassador for change in your community.

Instructions

1. Work together with your group and complete 'Handout Three: Action Plan Template' on the next two pages to create your program plan. Before you work on your action plan, take a look at some of the examples below of ways students in other schools are taking action for gender equity and respect.

Gender Equity Action Ideas

- Develop and distribute a survey to your peers finding out more about their knowledge and interest.
- Co-facilitate a teacher professional development session with a community organisation.
- Run a student event for your peers, teachers and parents during Youth Week, IDAHOBIT Day, or the 16 Day's of Activism Against Gender Based Violence.
- Present to your peers at a school assembly.
- Run an all gender soccer match at lunch time.
- Review school facilities.
- Work with teachers and run a school social media campaign.
- Run a school photography competition with images that promote gender equality and respectful relationships.
- Develop a display in your school library with books that break down gender stereotypes.
- Raise money for a local organisation that supports gender diversity.
- Showcase the stories of gender diverse people through an event.

Whatever you choose to do, think about what you can realistically achieve and what will be supported by your school.

For Victorian Respectful Relationships Schools

If you are a Respectful Relationships school, your school would most likely already have a whole-school action plan. You might like to consider modelling your action plan from this school action plan, or even talk to your school about embedding your ideas into the existing plan.

Action Plan Template

Handout Three

Planning for Action	
Issue/ Priority What is the issue we have chosen to focus on?	
Change What is the change we will create? • What / who will change? • What will it look like?	
Focus/ Target Group Where will we target our actions? Who do we need to engage to make this happen? • Teachers • Students • Parents • Community organisations	
Focus How will we reach or speak to our target group ? What will they engage with? • Newsletters • Posters • Events • Trainings • Videos • Social media	

Key Steps for Action: What steps will we take? Who will be responsible? When will they happen? What resources do we need?				
Steps	By Who?	By When?	What do we need to make this happen?	
1.				
2.				
3.				
4.				
5.				
6.				



STEP 5 TAKE ACTION

5.1 PITCH YOUR PLANS

Your 'pitch' will be a key part of building support for your project. Preparing your pitch is also a great way to get clear on exactly what you want to do and how you plan to do it. You might want to pitch your plans to the student representative council, to your principal, your classroom teacher or to a community partner. The audience for your pitch will depend on who you are looking to support you. Regardless of who you are pitching to, it's important to make sure your message is clear before you get going. It is okay to receive feedback and you will probably be asked questions. People will want to make sure that what you are proposing will work well with what is already happening. You may need to review and edit your plan following your pitch – that's okay – it's just part of the process when you are a community change maker.

ACTIVITY: WHAT'S IN THE PITCH?

Outline

A 'pitch' tells a story, it hooks the listener by communicating your 'why' – why this issue is important to you, and why it should be important to the listener. A pitch is concise, well-prepared, and easy to understand. This activity supports you to work through a range of questions to build the content for your pitch.

Instructions

1. Read through some of the pitch tips below:

A Pitch

- Tells a story – creates imagery and symbols.
- Gets the pace just right.
- Has a 'hook' or reveal moment.
- Makes it simple and easy to understand the issue.
- Leaves it open-ended for further discussion.

2. Answer the following questions. The notes you wrote for your action plan will be very useful here. You might want to do this as a group using butchers paper on the wall, or as individuals.

1. Why is your project important (for you, for others)?

2. What will it achieve? How will it benefit the community?

3. When will it happen, who will be involved, what will happen?

4. What are you asking for (support, money, resources, access)?

5. What do you need to do?

More Instructions

3. Write up or type up your pitch, using responses to the previous questions as a guide.
4. Practice, practice, practice!

5.2 SHARE YOUR SUCCESS

Great job on getting to the end! Once your plans are in full swing, it's important to celebrate and share your successes along the way. Even if you might feel like progress is slow or that you have experienced real challenges in making your plans happen, sharing the lessons you've learned might help other young people who also want to make change in their community. Keep talking about your plans and sharing your work. And don't forget to congratulate yourself on where you are right now!

HERE ARE SOME KEY TIPS TO MAINTAIN YOUR MOMENTUM:

1. Continue to meet as a committee regularly.

2. Promote your goals and get new members to join your committee.

3. Keep teachers and community partners in the loop about your progress. Don't forget to get in touch and ask for their support when needed.

4. Promote what you've done in your school newsletter, at assembly, staff meetings or even with local media.

5. Don't be disheartened if you don't achieve all your plans at once, real change takes time!

EXTRA INFORMATION FOR VICTORIAN RESPECTFUL RELATIONSHIP SCHOOLS

This guide has been developed in Victoria, Australia during the roll out of the State Government funded Respectful Relationship (RR) Initiative. This initiative is evidence based and uses a whole-school approach to respectful relationships, meaning that school environments are being examined holistically to ensure culture, practices, curriculum and policy promote and model respect and gender equality. Students in RR schools have begun learning how to build respectful relationships, their resilience and confidence.

Student Voice

Young people have a powerful opportunity to be change makers in their community. The Department of Education and Training (DET) Victoria identify that “student voice acknowledges that students have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape their own education”¹.

The education system provides a unique opportunity to empower young people to question social norms and standards while their attitudes and beliefs are developing, and use their voice to influence their peers, adults and the community. This ‘Take Action for Gender Equality and Respect: Student Guide’ strives to support young people to learn more about respectful relationships and develop ways they can influence change in their own community.

The Whole-School Approach Model

Having students actively involved in your school’s RR program will enable students to become a driving force behind your school’s student leadership and commitment to respectful relationships. The image (right) provides an overview of the Victorian Whole-School RR Initiative approach. It is anticipated that this guide and a student voice model would contribute to the following areas of the model: school leadership and commitment; teaching and learning; and community partnerships.

For more information about how student voice and this guide could fit into your school’s whole-school approach model, please contact your regions DET RR Program Leads, other lead or partner schools or your local community partners. More information about the RR program, including the whole-school approach can be found at: www.education.vic.gov.au/about/programs/pages/respectfulrelationships.aspx



¹ DET 2018, 'Student Voice', Victorian State Government: Education and Training, retrieved 29 October 2018, <www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/studentvoice.aspx>.

KEY TERMS

Equality/ Gender Equality	Refers to women, men and gender-diverse people having access to equal opportunities, resources and services.
Equity/ Gender Equity	Is the process where all genders receive fair and just access to the same opportunities in life. It recognises that historically certain genders have experienced disadvantage, and thus, that they should be provided with the means and resources to overcome inequalities.
Sex	Identifies the biological differences between women and men.
Gender	Refers to the socially-constructed differences between masculinity and femininity.
Intersex	Intersex people have reproductive organs, chromosomes or other physical sex characteristics that are neither wholly female nor wholly male. Intersex is a description of biological diversity and may or may not be the identity used by an intersex person.*
Transgender	Refers to a person whose gender identity, gender expression or behaviour does not align with their sex assigned at birth.*
Non-Binary	Non-binary and gender diverse refers to people who do not identify as a woman or a man.*
Intersectionality	Refers to the different, overlapping forms of discrimination a person may experience. This may include gender, race, age, social status, disability or religion. To put simply, a person doesn't experience life as one identify - there are many interwoven factors impacting a person that can result in discrimination and be amplified when experienced together.
Sexism	Refers to comments, harassment or unfair treatment of a person because of their sex.
Gender Stereotypes	Simple generalisations about what it means to be female, male or gender diverse.*
Objectification	Refers to the treatment of a person as an object or thing.
Terms of Reference	A key document for committees which may include the groups purpose, role, members, meeting details and decision making process, to help support strong functioning of the group.

Certain terms listed on this page with a * have been adapted from those written by the Victorian State Government in 'Free From Violence: Victoria's strategy to prevent family violence and all forms of violence against women'.

Take Action for Gender Equality and Respect

A Student Guide

For more information about the development of this tool contact Inspiro or FVREE:

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