



This Girl Can!

How Empowering Girls in Rural
Communities Can Prevent Sexual Violence

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ICE BREAKER ACTIVITY

Getting to know the audience



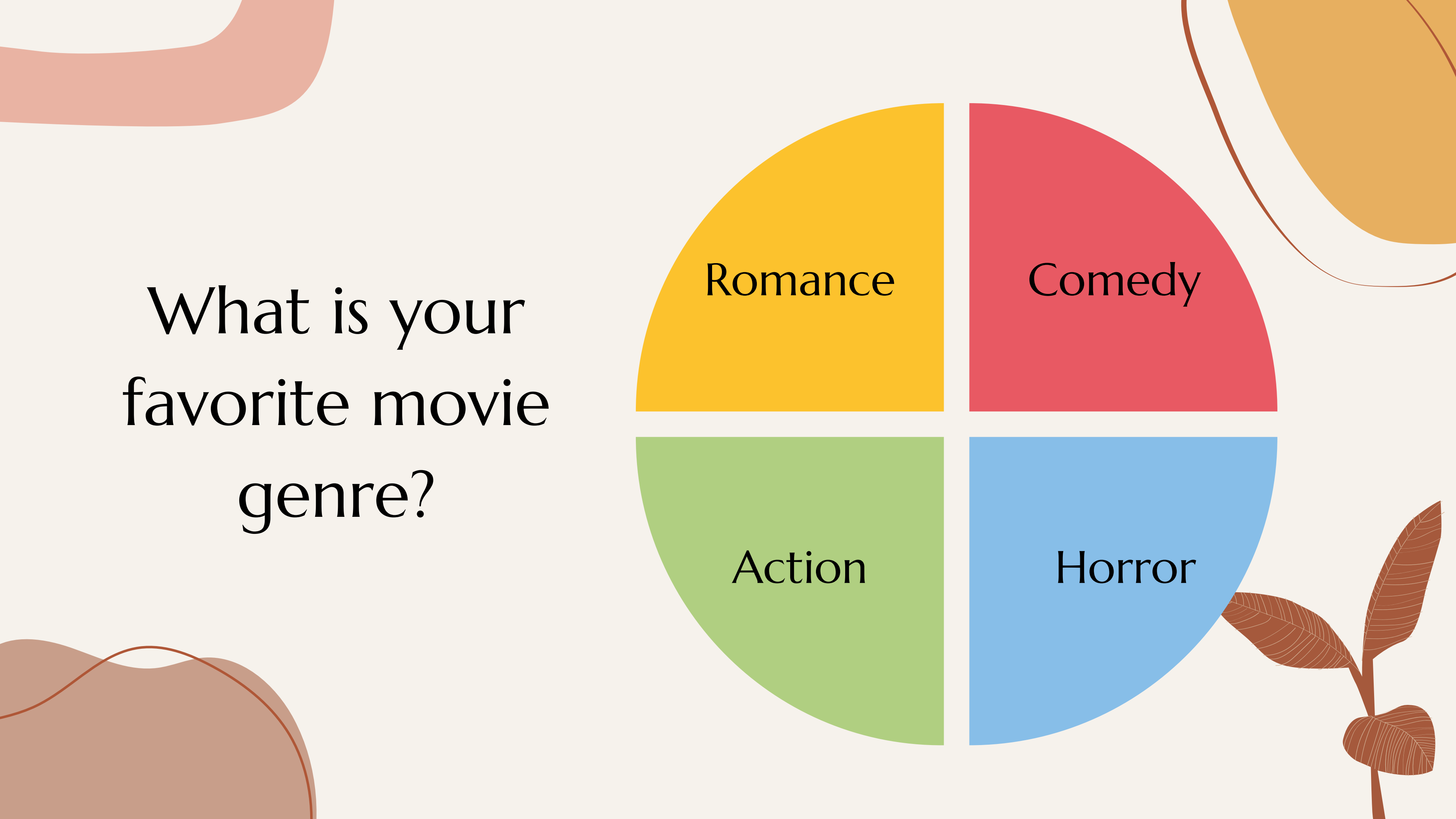
What is your
favorite movie
genre?

Romance

Comedy

Action

Horror



You primarily
work in which
setting?

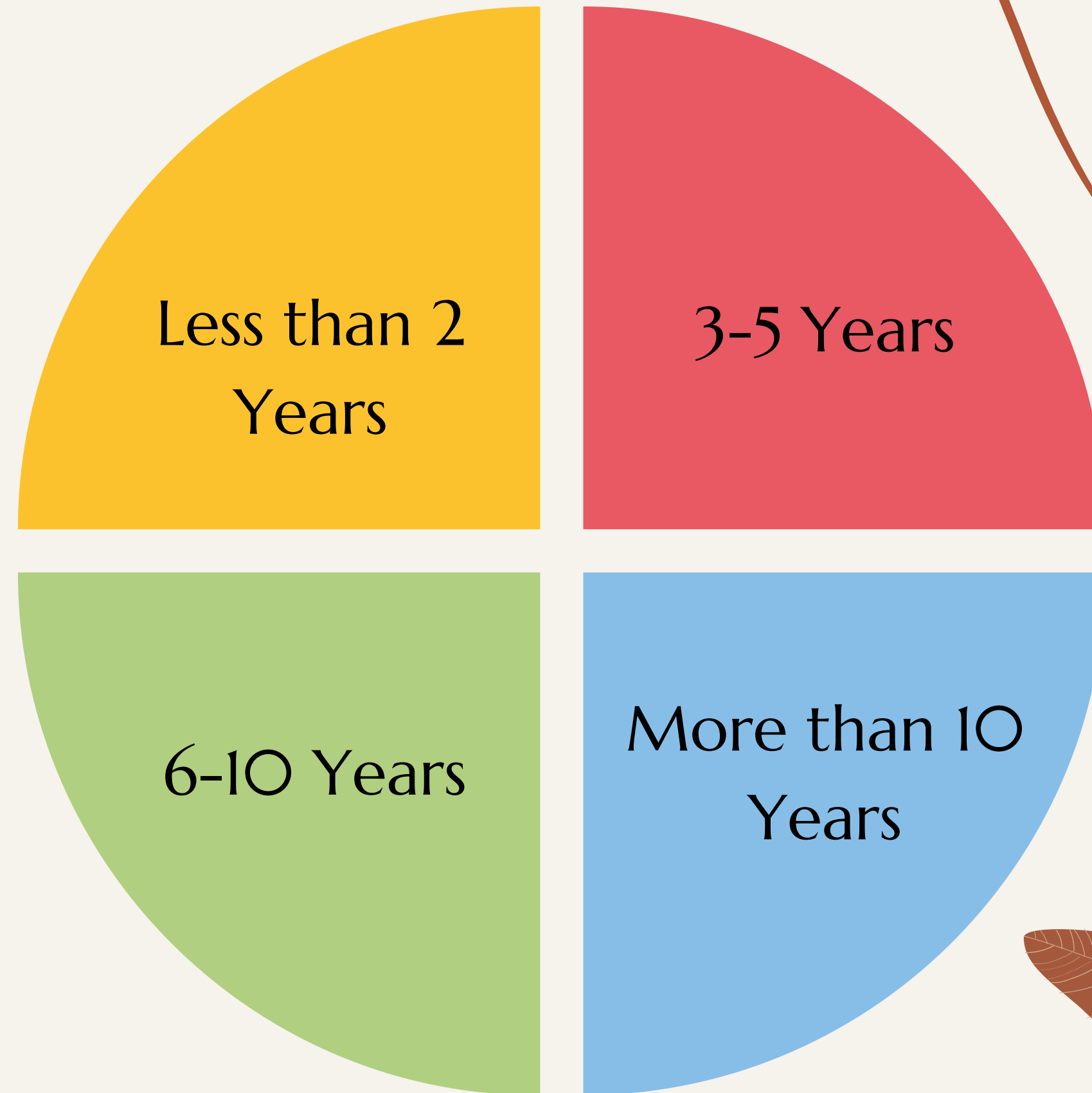
Sexual Assault
Crisis Center

School or
Community-Based
Prevention
Education

State/County
Health
Department

Other?

How long have you worked in the area of violence prevention or intervention?



What is your
favorite way to
work on personal
wellness?

Spending time
with loved ones

Going on
walks/exercising

Spending time
alone through
meditation/
yoga/prayer

Reading/learning
new skills/hobbies



Session Outline

- Highlight the need for female-targeted sexual violence prevention strategies.
- Give overview of our school-based violence prevention program.
- Provide an example of a girls empowerment curriculum based on SAMHSA's 8 Dimensions of Wellness.
- Present a summary of results from an evaluation of our girls empowerment program.
- Discuss implications of female empowerment trainings.

The need for female-targeted sexual violence prevention strategies

- Sexual Violence disproportionately affects women and girls.
- Building **protective factors** for women can be more empowering and less threatening than perpetrator focused prevention and intervention strategies.
- Increasing **critical consciousness** and **future orientation** for girls can increase protective behaviors through assertiveness and bystander behaviors, and long term in reaching future goals leading to decreased financial dependence

(Basile, et al., 2016; Edwards et al., 2022; Wilkins et al., 2014)

Strategies and Approaches to STOP SV

CDC Technical Package

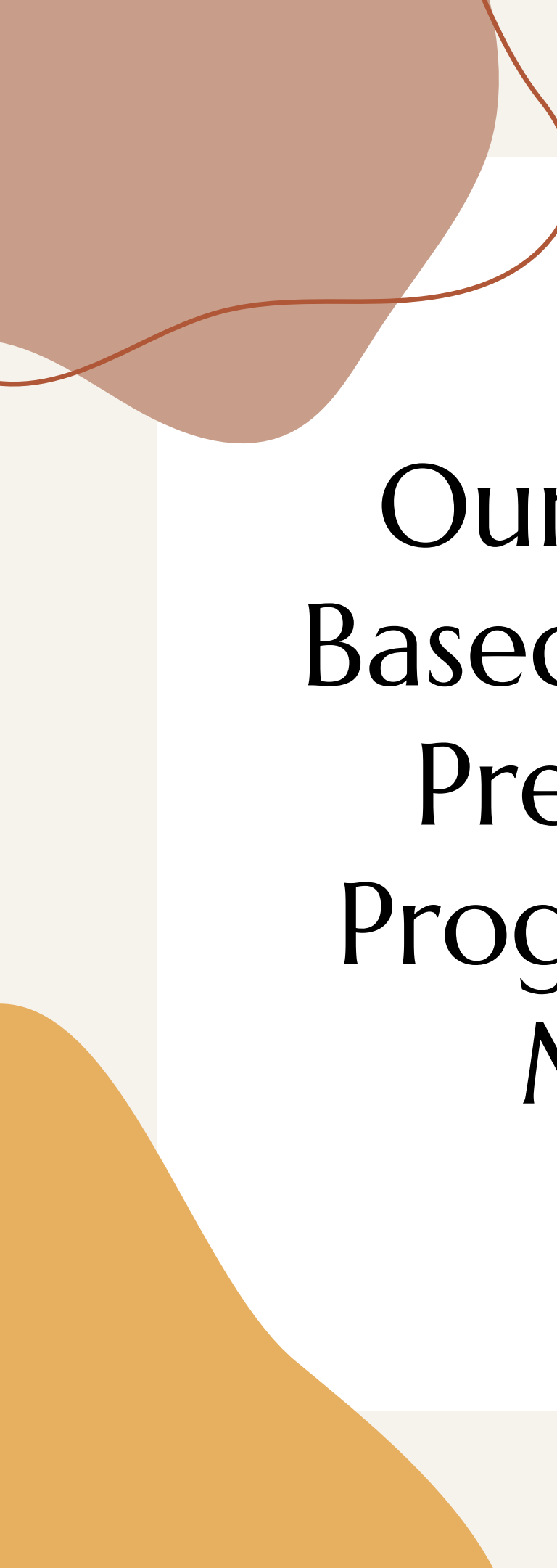
Social Norms, Teaching Skills, Protective Environments (ST-P)

- Bystander Approaches
- Social-emotional Learning
- Proactive Culture Change Campaigns

Provide Opportunities to Empower Young Women and Girls (O)

- Empowerment-based Training
- Strengthening leadership and economic opportunities for girls

(Basile, et al., 2016)



Our School- Based Violence Prevention Programming Model

Green Dot
Bystander
Intervention

Booster Sessions
and Social
Marketing



This Girl Can
Female
Empowerment
Assembly and
Campaign

Girls Groups with
8 Dimensions of
Wellness

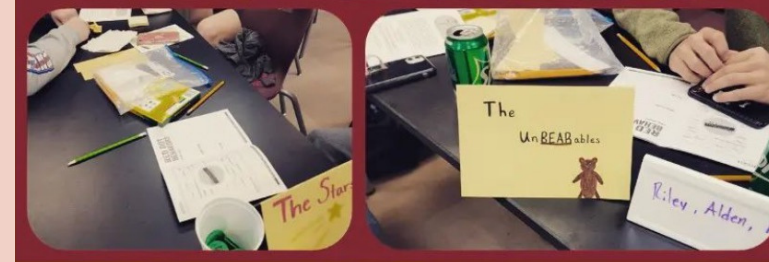


Green Dot Bystander Intervention

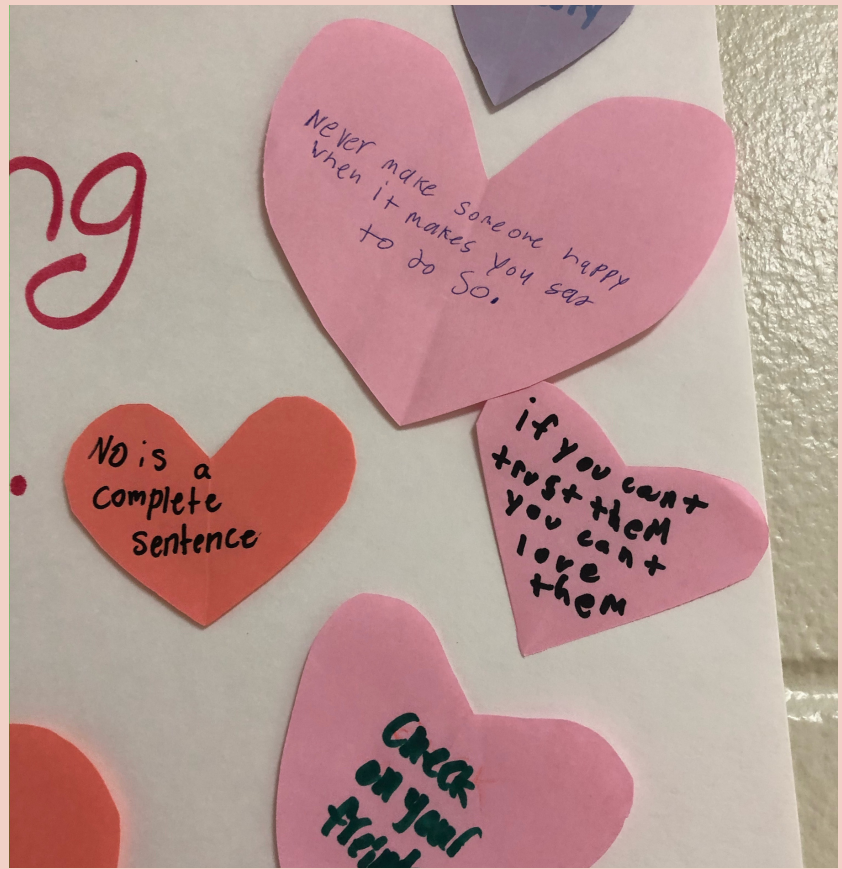
Green Dot Bystander Trainings give students skills to intervene in situations that have the potential to harm their peers. Through the 3Ds, Direct, Delegate, and Distract students learn to be active bystanders

Proactive Green Dots shift the culture away from accepting violence around campus

Classroom Overviews, Full Day Bystander Trainings, and Action Events
(Edwards et al., 2020)



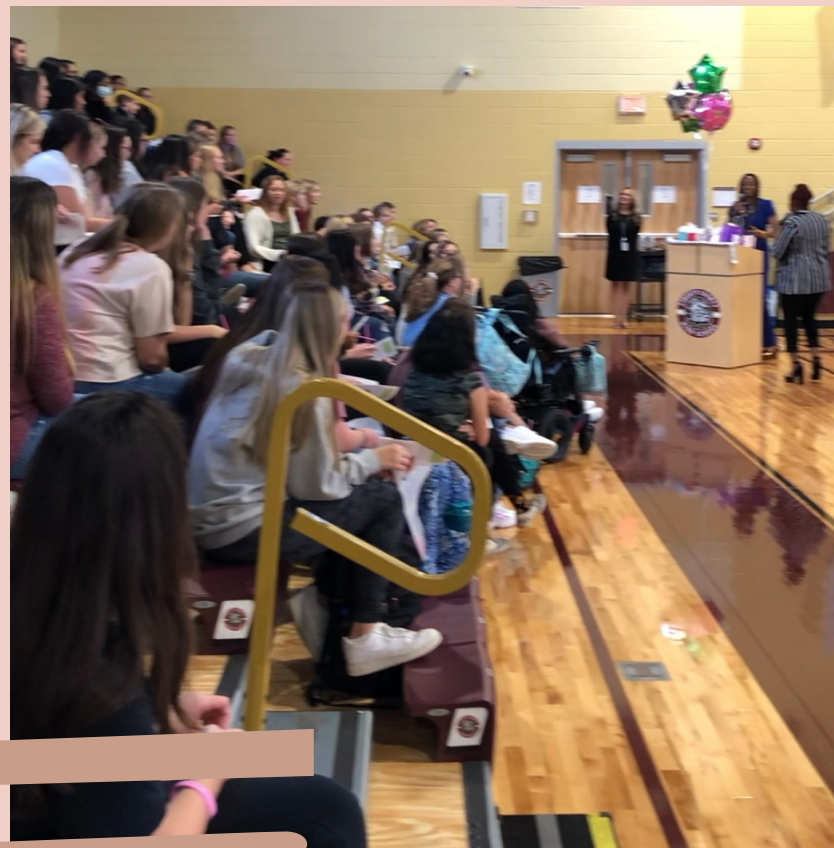
Booster Sessions and Social Marketing



Booster Sessions and Social Marketing Campaigns act as skill refreshers and reminders of the goals to prevent violence on their school campuses.

This can be fully planned activities or branded items like shirts, keychains, or Patio Umbrellas!

"This Girl Can" Assembly



Kia Loggins and Catherine Clark hosted an assembly for all female students in three panhandle high schools

The entrepreneurs and motivational speakers shared their experiences succeeding as women

The activities and anecdotes engaged the young girls to be empowered as women to pursue their own passions and careers

Girls Groups

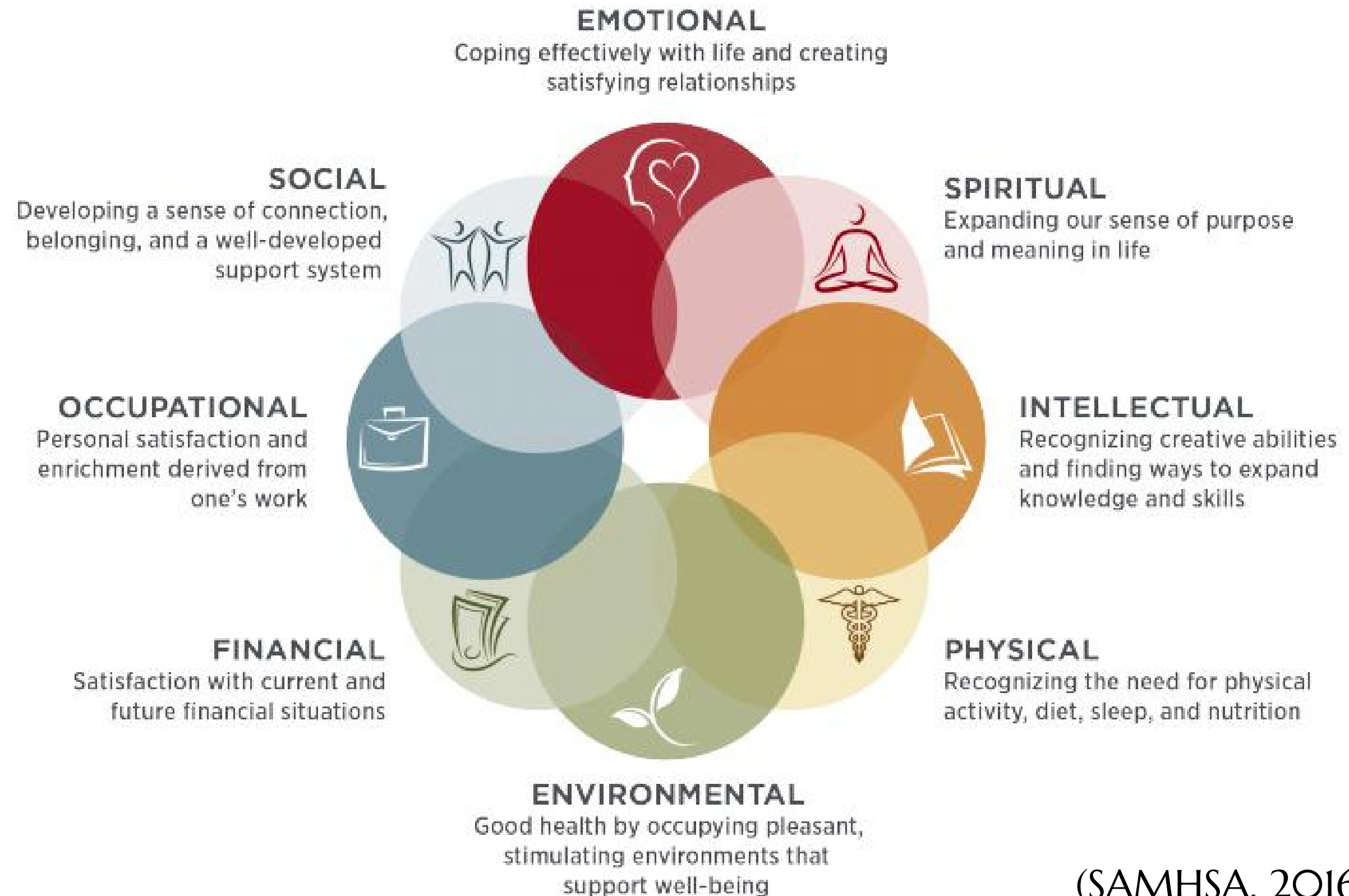


Girls groups are classes that take place during the school day specifically dedicated to spreading the message of female empowerment and future success to girls.

Specially developed lesson plans teaching the **8 Dimensions of Wellness** in creative and engaging ways.

8 Dimensions of Wellness

As an approach to Violence Prevention



(SAMHSA, 2016)





EXAMPLE LESSON PLAN

Spiritual Wellness


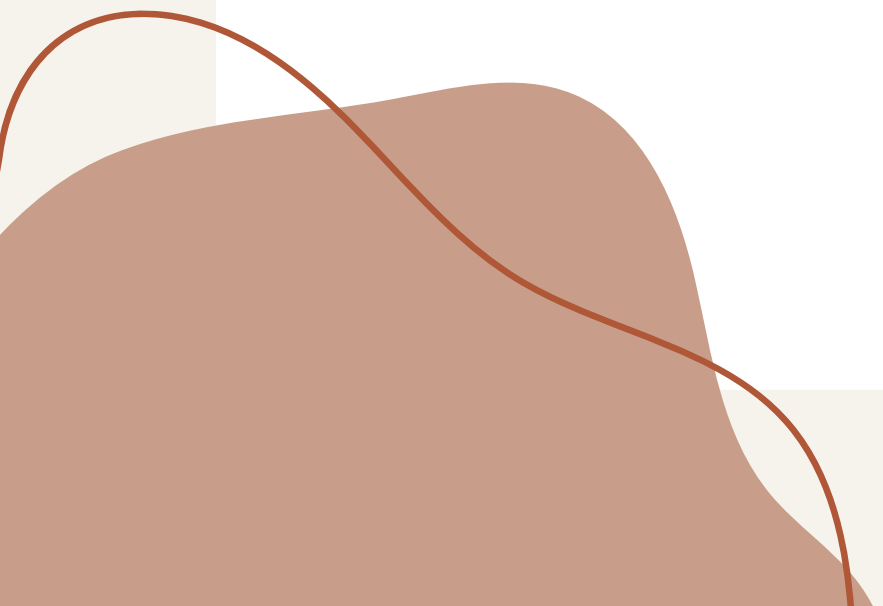
VALUES AND MEANING ACTIVITY



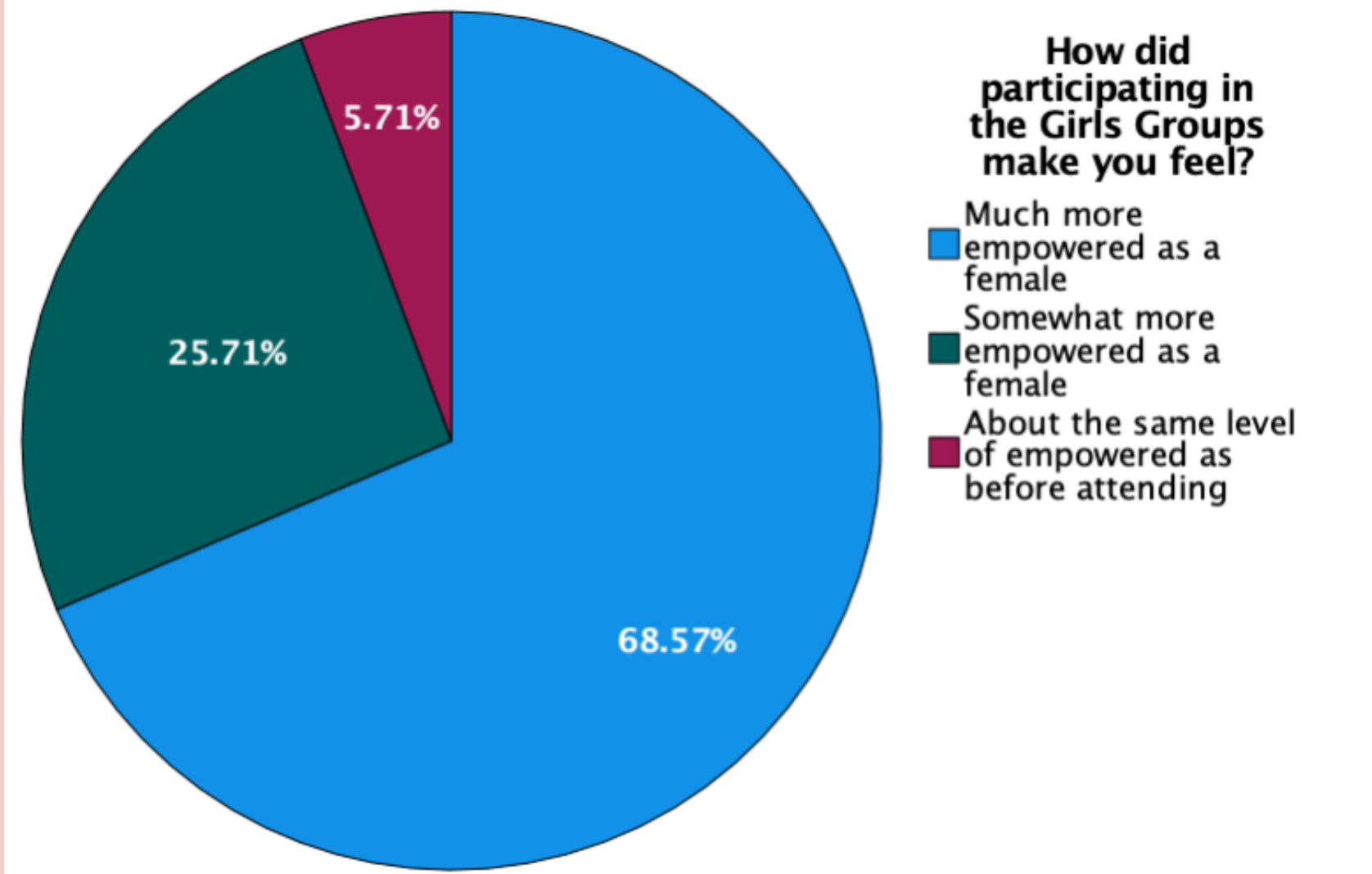


Let's Hear What The Students Have to Say...

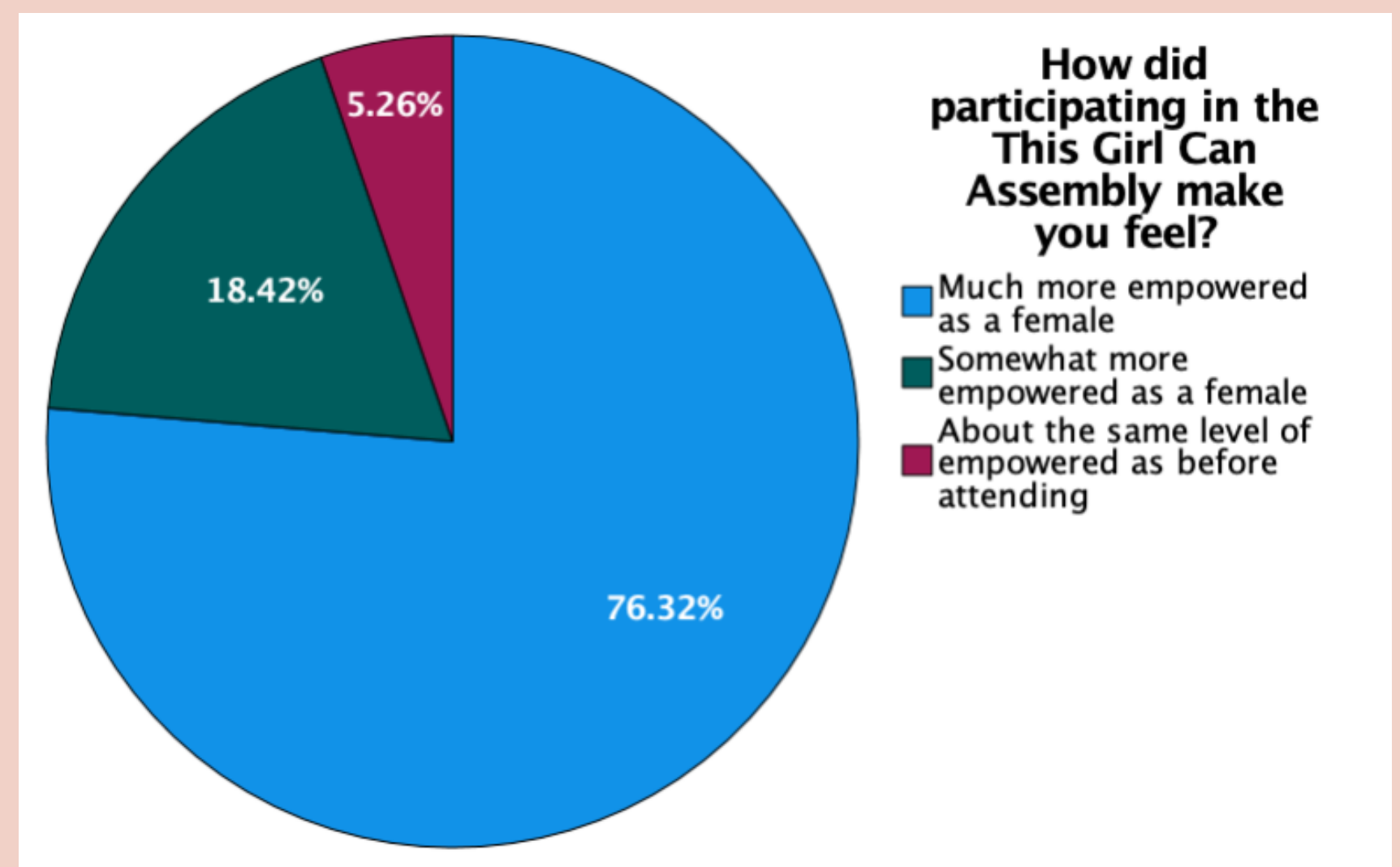
Based on *Qualtrics* survey data provided by
students who identify as female in Calhoun and
Liberty County High Schools



Empowerment Outcomes



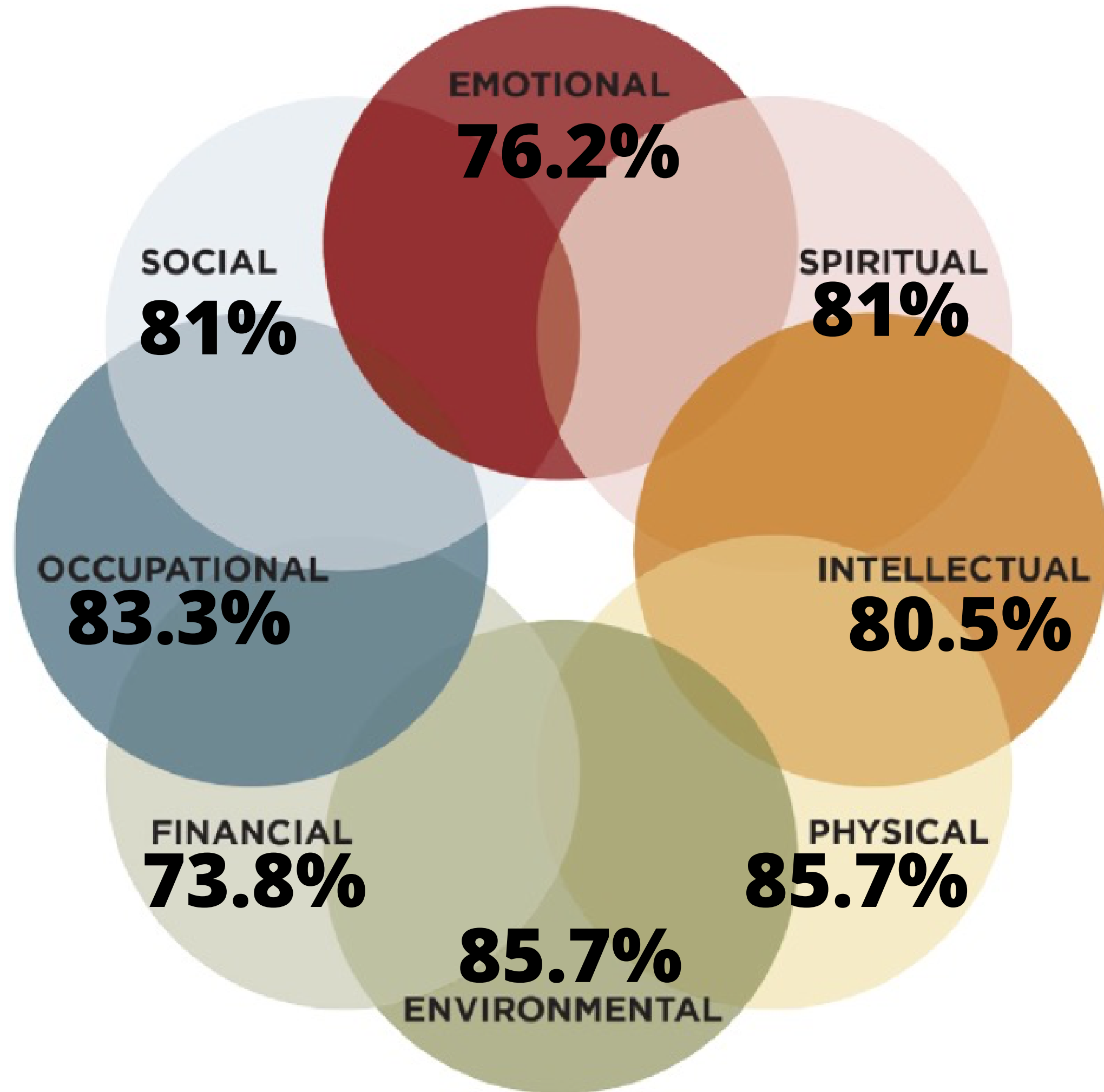
94.3% of students surveyed felt Much More or Somewhat More Empowered after Girls Groups (N=35)




94.7% of students surveyed felt Much More or Somewhat More Empowered after the *This Girl Can* Assembly (N=38)

8 Dimensions of Wellness Outcomes

Percentage of students who responded "Agree" or "Strongly Agree" on items about improvement in the 8 wellness outcomes.
(N=42)



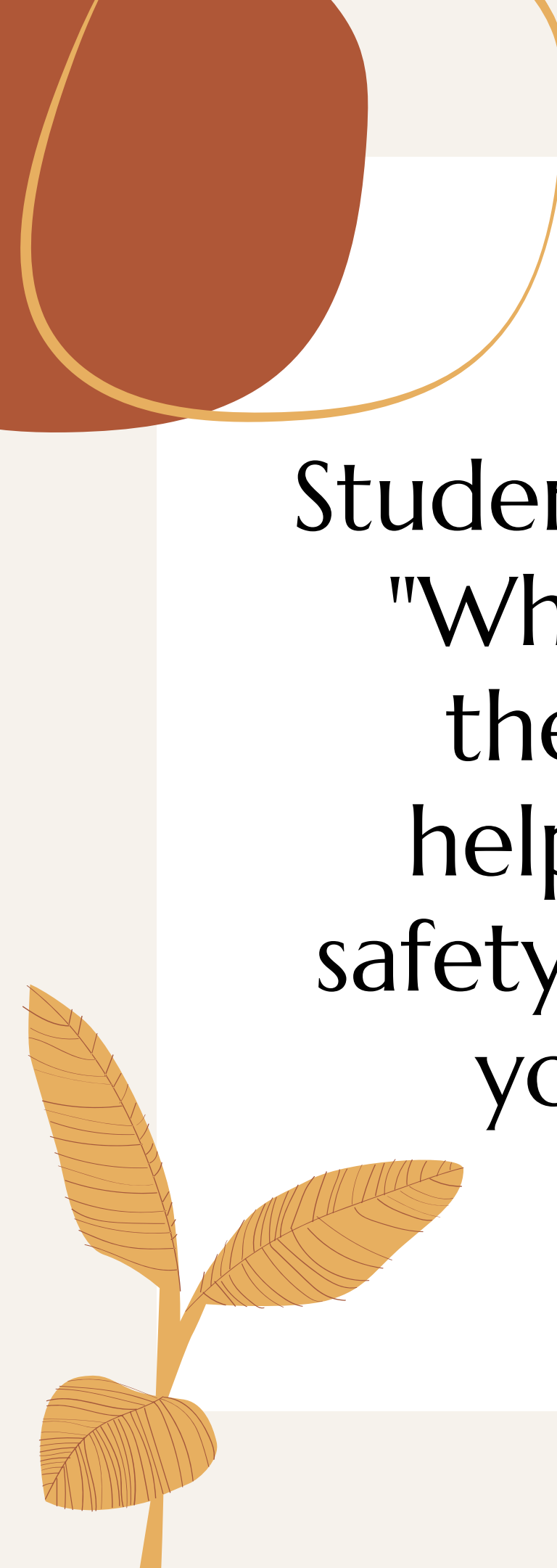


Students were asked:
"What is one way
these activities
helped empower
girls in your school?"

"These activities make girls at least think for a second that they are worth something. Because of course everyone has a purpose!"

"The assembly helped make me feel powerful and in control"

"We were able to learn about each other and get an understanding of what each believes and values which allows us to connect together and see one another for our true selves"

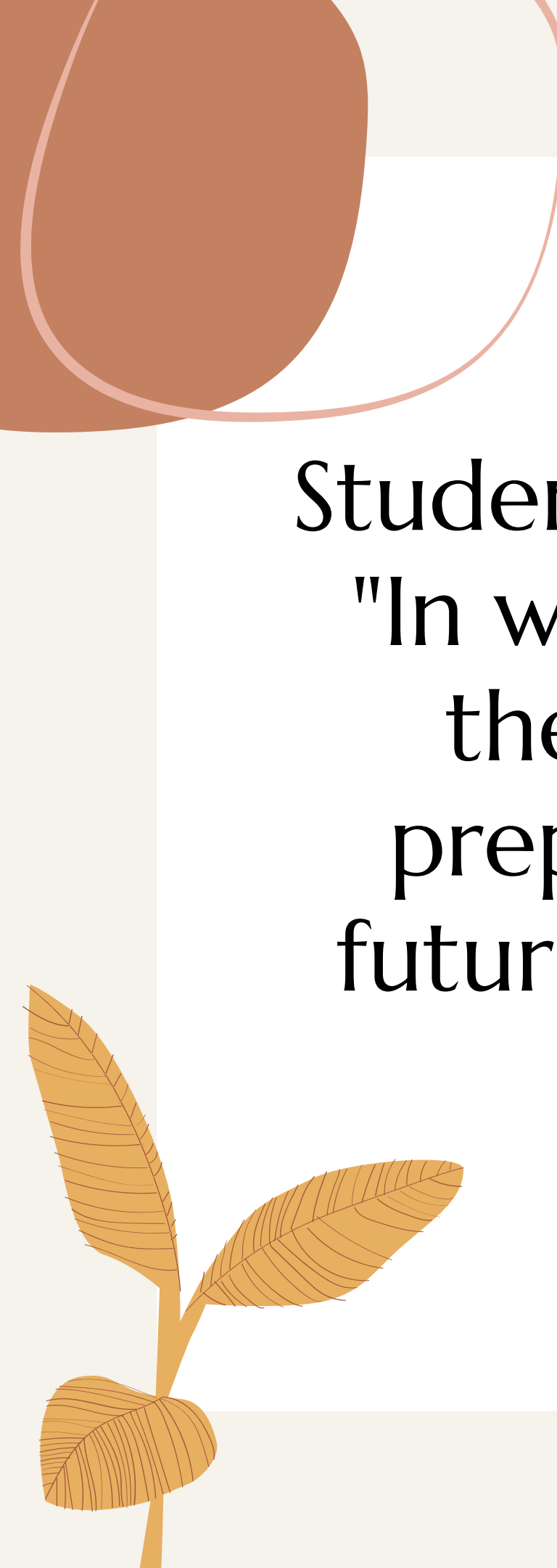


Students were asked:
"What is one way
these activities
helped promote
safety for the girls in
your school?"

"Giving out information that not all people have the best intentions with you as you think. People you love can be abusive and you not know it."

"We can stand up for one another; it has brought us closer together"

"By showing us how to stay safe in any situation that may happen in the world today, and to inform us on what to do in those situations "



Students were asked:
"In what ways have
these activities
prepared you for
future success as an
adult?"

"I have learned how to love myself more and realize that I am my own person."

"It helped me come up with some goals and ways to achieve those goals by being kind to myself and trying my hardest."

"It has taught me ways that I can reach the goals I set, a good mindset, how to overcome problems, and how to be the best me I can be."

IMPLICATIONS OF FEMALE EMPOWERMENT

- Building a culture of safety in communities and schools
- Increased educational and economic empowerment
- Later risk reduction for intimate partner violence victimization

(Basile, et al., 2016; Edwards et al., 2022; Yodanis, 2004)



Table Talk

How can these ideas be implemented in your setting?



Sample Lesson Plan & Resources

Email us at fcpr@fsu.edu to request access to our sample lesson plan and curated resources!



Thank You!

Do you have any questions for us before we go?



References

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5. Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). *Connecting the dots: An overview of the links among multiple forms of violence*. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf
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