

Before You Begin...

Youth, Adult, and Educator Awareness Presentations on Gender Based Bullying

The intent of this presentation is to provide a starting place or a template for your program when responding to requests, typically from schools, for basic information or awareness raising presentations. Addressing gender based bullying is a great way to begin to make connections with broader sexual violence issues with stakeholders. We have included the key points and best practice approaches to discussing the topic and expect you may customize some aspects of the slides to meet your community's needs, experiences, and resources.

- There are three versions of this PowerPoint presentation:
 - A version for youth/teens.
 - A version for caregivers.
 - A version for educators.
 - It is possible that not all of these slides will be effective for your audience. Please feel free to remove slides that are not appropriate.
- The slides contain detailed notes and considerations for the trainer.
- There are three 'Key Points' handouts for this presentation: for youth, for caregivers, and for educators.
- The slides are intentionally plain. Feel free to design them by adding clip art, photos, your agency's logo, etc.

Goals of These Presentations:

These presentations are designed to support youth, parents, and educators in learning to identify and interrupt gender based bullying. Participants will leave with foundational information needed to talk with their children, peers, and students when they see gender based bullying in their community or at school.

Key Takeaways:

- The definition of gender based bullying.
- Current research that emphasizes the correlation between gender based bullying and sexual harassment.

Trainer Notes:

- These slides have minimal formatting so that you can drop them into an existing presentation or format to match other presentations your agency has developed.

- There are trainer notes for every slide. Both new and experienced trainers can benefit from reading through everything beforehand.
- Take time to read the background resources and visit the websites we suggest for teens before you deliver the presentation.
- Feel free to adapt the language to your audience.
 - Depending on the age and community you're working with, you might know already that some words should be different. Please feel free to change them in the slides ahead of time, or just use the more tailored words in your verbal presentation.
- Be thoughtful about all the different identities and backgrounds of the teens, families, and communities you are talking to.
 - Don't assume that anyone is straight or that the gender you think you see is how they identify. Use inclusive language so that the audience knows it is okay to be LGBTQI.
 - By modeling inclusive and respectful language, you can help youth practice this with their peers with both youth and adults.

Trainer Resources:

- One of the main resources/research findings from the CDC:
http://www.cdc.gov/violenceprevention/pdf/asap_bullyingsv-a.pdf
- PreventConnect webinar on the findings from the CDC ASAP Study:
<http://www.preventconnect.org/2012/02/links-between-bullying-sexual-violence-possibilities-for-prevention/>
- Bullying, Sexual and Dating Violence Trajectories From Early to Late Adolescence Study:
<https://www.ncjrs.gov/pdffiles1/nij/grants/246830.pdf>
- Connecting the Dots, PreventConnect webinar:
<http://www.preventconnect.org/2014/10/connecting-the-dots-understanding-and-addressing-the-links-between-multiple-forms-of-violence/>
- NSVRC info packet:
http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Guides_Sexual-Harassment-Bullying-Youth.pdf

Research Articles:

The Theoretical and Empirical Links between Bullying and Sexual Violence Perpetration study:
<http://www.sciencedirect.com/science/article/pii/S1359178909000548>

Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students study: [http://www.jahonline.org/article/S1054-139X\(11\)00274-6/pdf](http://www.jahonline.org/article/S1054-139X(11)00274-6/pdf)