

Take the Lead Merri-bek

Insights, impacts and learnings from a
youth-led gender equity initiative

2026 Evaluation Report



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Publication details

Published by:

Northern Community Legal Centre

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Acknowledgements:

Northern Community Legal Centre would like to acknowledge the Gunung-Willam Balluk clan of the Wurundjeri people, part of the Kulin Nation, the traditional owners of the land on which our Broadmeadows office stands. Our catchment extends from Seymour on Taungurung Country all the way to Brunswick on Wurundjeri Country. We acknowledge the legacy of colonial resistance of Aboriginal and Torres Strait Islander peoples and pay respects to Elders past, present and emerging.

Northern Community Legal Centre would like to acknowledge and thank **Merri-bek City Council** for supporting this project.



1. Executive summary

This evaluation report has been prepared following the completion of Northern Community Legal Centre's (Northern CLC's) Take the Lead project, a youth-led gender equity initiative delivered in partnership with Pascoe Vale Girls College and Coburg High School. Funded through Merri-bek City Council, the project aimed to strengthen young people's understanding of gender equality, respectful relationships, gendered violence, legal rights and help-seeking pathways, while supporting young people to lead conversations and contribute to initiatives that address gender inequality in their school communities.

Take the Lead was developed in response to growing recognition of the impact that gender stereotypes, gender inequality and harmful gender norms have on young people's wellbeing, educational experiences and relationships. While schools are important settings for prevention and early intervention, young people are not always provided with meaningful opportunities to participate in conversations about gender equality and to influence the development of programs, resources and responses designed for them. The project sought to address this gap, through a youth-led model that combined education, consultation and co-design.

The project engaged 18 (Year 10) students across the two participating schools and provided opportunities for three peer educators from Northern CLC's Take the Next Step program to contribute to project planning and delivery. Across five sessions, students participated in interactive workshops exploring gender equality, respectful relationships, abuse, legal rights and help-seeking, before engaging in consultation and co-design activities that enabled them to share their experiences and create youth-informed prevention resources. The project culminated in a community showcase event where students' work was shared with a broader youth audience.

The evaluation found that Take the Lead was successfully implemented in line with its intended approach and achieved positive outcomes for participating students. Survey data demonstrated substantial increases in students' knowledge and understanding of gender equality, gender stereotypes, the drivers of gender-based violence, legal rights and available support options. Students also reported increased confidence to challenge harmful stereotypes, contribute to discussions about gender equality, and act as positive changemakers within their communities.

Beyond knowledge and confidence outcomes, the project generated valuable insights into the lived experiences of young people. Students identified ongoing challenges relating to gender stereotypes, classroom participation, fear of judgement, harassment, safety concerns and unhealthy relationship norms. At the same time, students demonstrated a strong understanding of respectful relationships and articulated clear recommendations for creating safer, more inclusive and supportive school environments. Many students emphasised the

importance of continuing programs such as Take the Lead and highlighted the need to engage boys and young men in future gender equality education initiatives.

The evaluation also demonstrated the value of youth-led and co-designed approaches. Students responded positively to opportunities to share their perspectives, influence project activities and create resources for their peers. The involvement of peer educators strengthened engagement and provided a meaningful pathway for young people to develop leadership, facilitation and advocacy skills while contributing to the prevention of gender-based violence.

While implementation required flexibility to accommodate changing school priorities, curriculum requirements and time constraints, the project highlighted the significant potential of school-based, youth-led prevention initiatives. The findings reinforce the importance of creating spaces where young people can openly discuss gendered issues, build knowledge and contribute to solutions. They also demonstrate the need for sustained investment in prevention and early intervention programs that support young people to challenge harmful gender norms, build respectful relationships and become leaders in creating safer and more equitable communities.

2. Introduction

2.1 About Northern Community Legal Centre (CLC)

Northern CLC operates in Melbourne's northern growth corridors, our catchment of Merri-bek, Hume, and Mitchell Shire local government areas (LGAs) are home to communities that experience deep structural and systemic disadvantage. A keystone to our success has been working closely with communities to identify barriers in access to justice and engaging in advocacy to achieve systemic change that is effective and sustained.

Our vision is that the people of Melbourne's North-West have access to justice through the provision of free legal information, advice, duty lawyer services, casework assistance, education and community development activities. We prioritise the legal needs of people living with multiple forms of disadvantage and marginalisation, including young people, refugees and newly arrived people, victim-survivors of family violence, people with mental illness and other forms of disability, people experiencing homelessness, Aboriginal and Torres Strait Islander peoples, and LGBTQIA+ people.

2.2 Background and rationale

Gendered violence and harmful gender norms continue to impact young peoples' experiences within schools and broader communities. Schools are not only places of learning but important environments where attitudes about gender, power, respect and relationships are formed, reinforced, and challenged. The Australian Government's National Respectful

Relationships Education Framework identifies Victorian schools as a critical setting for prevention and highlights the role of education in supporting young people to develop knowledge, skills and attitudes that promote equality. The framework recognises that schools are uniquely positioned to support early intervention and challenge attitudes that contribute to gender-based violence. (Australian Government, Department of Education, 2026)

The Take the Lead project was developed in response to an identified need for more youth-informed approaches to gender equality and respectful relationships education within Merri-bek. While schools increasingly recognise the importance of addressing gender-based violence and promoting respectful relationships, opportunities for young people, particularly young women, to shape how these conversations occur are often limited.

Northern CLC, through its community legal education and youth engagement work, identified the value of creating spaces where young people could move beyond being recipients of information and instead actively contribute to the design, delivery and direction of gender equity initiatives. Through school engagement, legal education, and consultation activities, the project recognised that students hold important insight into the pressures, stereotypes and relationship dynamics affecting their everyday lives.

Building on Northern CLC's previous youth peer education initiative (titled Take the Next Step), Take the Lead provided an opportunity for three trained peer educators to further apply and strengthen their facilitation, communication and leadership skills through participation in the design and delivery of Take the Lead program content. Having previously completed Northern CLC's gender equity leadership and peer educator training, they drew on their own experiences and perspectives to support student engagement, co-facilitate activities and contribute to project design. Their involvement strengthened opportunities for genuine youth-led co-design and helped ensure the program remained relevant, engaging and responsive to the experiences of young people.

Take the Lead was therefore designed as a youth-led prevention initiative that combined education, consultation and co-design. The project aimed to:

- strengthen young people's understanding of gender equality, respectful relationships, power dynamics and legal rights;
- create safe opportunities for students to share perspectives and contribute to project activities that lead to safer and more inclusive school environments;
- support peer educators to build leadership and facilitation capability; and
- ensure future resources, campaigns and education approaches were directly informed by young people's lived experiences.

Through a series of facilitated workshops, consultation activities and peer-led engagement opportunities, students were invited to explore gendered issues affecting school and community life while contributing ideas for future action.

This report outlines project delivery and evaluates progress against the intended outcomes identified in the program logic, examining how project activities contributed to student engagement, youth leadership, peer educator development and youth-informed program design.

3. Project Overview

Take the Lead was delivered by Northern CLC at Pascoe Vale Girls College and Coburg High School. The project engaged Year 10 students across both schools, with six students participating from Pascoe Vale Girls College and twelve students from Coburg High School, a total of 18 student participants. The project was developed in response to the recognised need for greater opportunities for young people to engage in conversations about gender equality, respectful relationships, and the gendered issues shaping their everyday experiences.

3.1 Participant recruitment

16 Days of Activism Events

Students were recruited to the Take the Lead program through Northern CLC's 16 Days of Activism events delivered at Pascoe Vale Girls College and Coburg High School in November 2025. These sessions were designed to engage students in discussions about gender equality, respectful relationships and the drivers of gender-based violence, while also promoting opportunities for further involvement through the *Take the Lead* program in 2026.

As part of the events, students participated in interactive activities that encouraged them to reflect on gender stereotypes and their impact on everyday experiences. For example, students worked in small groups to examine common statements about gender, discuss whether they believed the statements were fair or accurate, and explore how gender expectations can influence opportunities, behaviour and experiences of inequality. These activities provided a safe and engaging way for students to consider social norms and their role in creating positive change. Students also viewed a video created by Take the Next Step peer educators, which shared young women's perspectives and insights into women's safety and their everyday experiences.

Students then worked in groups to develop short messages showing support for women and promoting an end to gender-based violence. Each group placed their message within a designated shape, number or letter, with the completed pieces displayed together to spell out “16 Days of Activism”. Messages such as “Respect Starts Now” created a collective visual statement that was displayed within the school.

The events were delivered to the entire Year 9 cohort at Pascoe Vale Girls College and the Year 9 girls' cohort at Coburg High School, enabling Northern CLC to engage a broad group of students in conversations about gender equality. Following the sessions, students were invited to express their interest in participating in the Take the Lead program commencing 2026, providing a clear pathway for those wishing to further develop their knowledge, skills and leadership in preventing gender-based violence.



Below: Take the Lead Promotional Flyer

TAKE THE LEAD

Are you passionate about gender equality?

Do you care about gendered issues affecting young people today?

If you said yes, this is the perfect opportunity for you!

Northern Community Legal Centre with support from Merri-bek City Council is bringing our Take the Lead program to your school!

Take the Lead is a youth program designed to give young women a voice, exploring gender equality, respectful relationships, and the gendered issues young people face today.

We're inviting Year 10 students to join as Gender Equity Leaders and take part in meaningful conversations and activities that help shape ideas and youth-led projects. It's a chance to build confidence, share your experiences, and contribute to positive change in your community.

What will I be doing?

- Taking part in fun, creative and youth-led activities with your peers (designing posters, social media campaigns, videos, websites etc)
- Listening to and sharing stories with peers in a supportive, respectful and welcoming space
- Design and creating meaningful materials for your community and other young people
- Meeting and connecting with our peer educators (young women who completed a previous NCLC program)
- Exploring topics like gendered issues and stereotypes, power, and relationships
- Building confidence, skills and connections while having fun!

How long is this program?

This is a 5-week program and will be delivered on campus to a small group of students, one day a week over five weeks

What's in it for me?

- Upon completion, you will receive a certificate from NCLC which can contribute to future resumes
- Pathways into future programs or peer leadership
- Have your voice heard and gain experience in designing and creating a community project



4. Project Design

Take the Lead was designed using a youth participation and co-design approach. Rather than delivering fixed educational content, the project combined education, consultation, and co-design activities to ensure delivery remained responsive to the experiences, concerns, and priorities identified by students themselves.

The project was intentionally delivered across three phases.

Phase 1: Education

Students participated in interactive workshops exploring topics including gender equality, respectful relationships, gender stereotypes, drivers of violence against women, safety, legal rights, and help-seeking pathways. Sessions aimed to build foundational understanding and establish a shared language to support later reflection and discussion.

Phase 2: Consultation

Students participated in structured consultation activities to share perspectives on issues affecting young people today, including gender expectations, social pressures, barriers to seeking support, and experiences shaping their wellbeing and relationships. Consultation findings informed later project activities.

Phase 3: Co-design

Students participated in creative and collaborative activities to transform their reflections and ideas into youth-informed outputs. This phase focused on recognising students as contributors to prevention work rather than recipients of information.

5. Evaluation Methodology

Evaluation of the Take the Lead Program has been guided by the program logic developed at project commencement and assesses the extent to which project activities contributed to the intended short and medium-term outcomes. A simplified version of the Program Logic is provided at *Appendix A*.

The evaluation adopts a process and impact evaluation approach to understand both how the project was implemented and the extent to which intended outcomes were achieved. Consistent with the project's youth-led and co-design approach, evaluation activities sought not only to measure participation and learning outcomes, but also to capture young people's perspectives, experiences and recommendations to inform future program design and delivery.

5.1 Process Evaluation Questions

- To what extent was the project implemented in line with the planned activities and intended youth-led approach?
- What was the reach of the project across participating schools and student groups?
- To what extent were consultation and co-design activities implemented as intended?
- What adaptations were made throughout delivery to respond to student needs, feedback and school contexts?
- What barriers and facilitators influenced project implementation?
- To what extent did project activities support meaningful participation and engagement of students and peer educators?

5.2 Impact Evaluation Questions

- To what extent did the project achieve its intended short and emerging medium-term outcomes identified within the program logic?
- Did students demonstrate increased understanding of gender equality, respectful relationships and gendered issues affecting young people?
- To what extent did students feel safe, supported and empowered to share perspectives and contribute to project activities?
- What insights were generated through consultation regarding young people's experiences of gender, safety and pressures experienced within school and community contexts?

- To what extent did student voice influence project activities, resources and future program directions?
- To what extent did participation strengthen peer educator confidence, facilitation skills and understanding of issues affecting young people?
- What opportunities exist to strengthen or build on project impact in future delivery?

5.3 The evaluation draws upon a range of quantitative and qualitative data sources, including:

- Administrative data collected by the Northern CLC's Community Development Worker, including attendance records and project delivery information.
- Pre- and post-project surveys completed by participating students to measure changes in understanding, attitudes and confidence relating to gender equality, respectful relationships and project outcomes.
- Additional student surveys exploring experiences and perspectives relating to gender, education, school culture, safety and issues affecting young women and young people within school settings.
- Consultation and co-design activities conducted throughout project delivery, where students shared reflections on current issues affecting young people, gendered expectations and pressures, and recommendations to inform future project activities and resources.
- Reflection logs and implementation notes recorded by the Northern CLC's Community Development Worker and peer educators.
- Project documentation including session plans, activity outputs and consultation findings.

These data collection methods provided both quantitative and qualitative insights into the impact of the program, including changes in students' knowledge and confidence, their understanding of gendered issues within education, and how they experienced the program.

Differences in the number of responses between the pre- and post-project surveys should be considered when interpreting the findings. Not all participants completed the post-project survey. At Coburg High School, 12 students completed the pre-project survey, and nine students completed the post-project survey. At Pascoe Vale Girls College, six students completed the pre-project survey, and five students completed the post-project survey.

Findings throughout this report are structured against the intended outcomes outlined within the program logic and draw on evaluation data, reflective practice and student consultation to understand project impact and identify opportunities for future development.

6. Process Evaluation

Overall, the project was implemented in line with the planned activities and intended youth-led approach, while allowing for adaptations to reflect student feedback, school contexts and emerging needs. Young people were involved throughout the project through consultation, co-design, peer-led delivery and opportunities to provide feedback on the content and activities. The project reached students across the participating schools and supported meaningful engagement through interactive, student-centred activities and the involvement of peer educators in facilitating sessions.

Consultation and co-design activities were incorporated into project development and delivery, enabling students to identify issues, themes and language that were relevant to their experiences and informing the content and resources developed. Throughout implementation, we also adapted activities and delivery approaches in response to student feedback, the needs of different students and the practical requirements of working within school environments.

Implementation was influenced by a range of barriers and facilitators. These included working within school curriculum and scheduling requirements, changes to school priorities and availability, and differences between school contexts. Despite these challenges, strong relationships with school staff, flexibility in delivery, and the engagement of peer educators and students supported implementation.

The evidence presented below demonstrates the extent to which the project achieved its intended youth-led approach, reached participating students, incorporated meaningful consultation and co-design, adapted to local contexts, and supported student and peer educator participation and engagement.

6.2 Project Activities, Events and Session Content

Take the Lead combined education, consultation, and creative co-design activities to support students to build knowledge, critically reflect on gendered issues, and contribute to prevention-focused discussions and outputs.

Activities were intentionally designed to be interactive and youth-centred, encouraging participation through movement, discussion, problem-solving, and creative expression.

Program activities included:

- A case study analysis designed to build understanding of healthy relationships
- A message mapping activity designed to encourage critical reflection regarding gender stereotypes
- Group work on identifying different forms of abuse

- A movement-based matching activity designed to build familiarity with key language and concepts explored throughout the project
- Facilitated consultation activities and group discussion prompts to explore themes including: pressures facing young people, gender expectations, barriers to help-seeking, respectful relationships, and what adults may misunderstand about young people today
- Development of *#womenare Campaign*: Posters where students created visual campaign posters exploring and celebrating different experiences and representations of being a young woman (Coburg High School)
- Myth vs Fact Educational Social Media Tiles: students developed educational tiles responding to common myths relating to respectful relationships, violence against women, support seeking, and challenges affecting young people (Pascoe Vale Girls College).

Detailed activity descriptions and participant photos have been provided at *Appendix B*.

6.4 Youth Showcase Event

Northern CLC partnered with Youth Projects to deliver a Youth Showcase event held on 28 July 2026 at Youth Projects in Glenroy. The event provided an opportunity to showcase work developed by young people in our community and create connections between young people involved in different projects and initiatives.

Take the Lead was presented as part of the showcase, with the co-designed resources developed by participating students displayed and shared with attendees. These included the *#womenare* campaign posters, myth vs fact educational tiles and Instagram-style carousel content developed by students throughout the co-design phase.

The showcase extended the youth-led approach of Take the Lead beyond the participating schools by providing students' ideas and perspectives with a broader audience. It also created opportunities for young people to engage in conversations about gender equality, gendered expectations, respectful relationships and issues affecting young people.



7. Implementation Learnings

The implementation of Take the Lead demonstrated the importance of maintaining flexibility within a structured youth-led program. While the project was designed around three phases of education, consultation and co-design, delivery required ongoing adjustments in response to student engagement, knowledge levels, school contexts and the time available for activities.

The three phases worked together to support a progression from building knowledge, to exploring young people's experiences and perspectives, and then translating these insights into co-designed outputs. A key learning was that students were better positioned to contribute meaningfully to co-design activities after having opportunities to develop a shared understanding of concepts such as gender stereotypes, gender equality, respectful relationships and the drivers of violence against women.

The project also demonstrated the importance of adapting facilitation approaches rather than relying on fixed delivery methods. Students responded differently to particular activities and topics, requiring facilitators to adjust the pace, level of explanation and approach to participation.

7.1 Implementation successes

7.1.1 Participation of Take the Next Step peer educators in designing and delivering the Take the Lead program

Take the Lead provided a meaningful opportunity for three young people from Northern CLC's previous Take the Next Step program to play an active role in project planning, facilitation, consultation activities and reflective practice. Their involvement helped ensure the program reflected the perspectives, experiences and priorities of young people, strengthening its relevance, accessibility and responsiveness.

Participation in the project also enabled peer educators to further develop practical skills in facilitation, communication, leadership and critical reflection within real-world school settings. These experiences contributed to their ongoing personal and professional development while enhancing their capability to engage in community education and primary prevention initiatives.

Importantly, the involvement of peer educators demonstrated the value of young people as partners in the design and delivery of gender equality initiatives. By creating visible pathways for young people to take on leadership roles, the project fostered confidence, agency and a shared sense of responsibility for advancing gender equality within their communities.

"It was a good opportunity to take what we had learned from Take the Next Step and actually apply it in a more hands-on way."

– Peer Educator, reflection interview

7.1.2 Engaging format and creating a safe space for discussion

The project successfully used a range of interactive activities to support student engagement. Activities included case study analysis, movement-based activities, games, group discussion and creative co-design tasks.

Due to the potential for discussion regarding heavy, sensitive and complex topics, activities were designed to be balanced with fun while providing opportunities for thoughtful reflection. The success of this strategy was apparent in student feedback, with students identifying “*talking and games*”, “*the fun games*” and “*having discussions and being with friends*” among the aspects they enjoyed most.

Students also valued opportunities to participate in a comfortable and supportive environment, with one student identifying “*snacks and interactive games in first few sessions, everyone being comfortable and having fun!*” as a highlight.

The varied format provided different opportunities for students to participate and was particularly useful when exploring issues of gender inequity and respectful relationships.

“The consultation discussion was particularly successful. The students were very open, thoughtful and reflective when discussing pressures young women face, relationship expectations, safety concerns and barriers to asking for help. Because the group is relatively small, the students appeared very comfortable contributing and sharing personal insights and experiences.” – Community Development Worker’s Reflection Log

“I learned that students are often far more aware of gendered expectations than we assume, they just don’t always have the opportunity to articulate it until given the space.” – Community Development Worker’s Reflection Log

Student feedback indicated that opportunities to share perspectives were valued, with students identifying “*sharing personal experiences*” and being able to “*understand and talk about our views*” as aspects they particularly enjoyed.

The consultation process also generated broader insights into what students identified as important within their educational environments, including respectful relationships, accessible support, representation and further opportunities for education. Students called for “*more programs like this*” and “*more easily accessed resources*”.

These findings reinforced the value of consultation as an ongoing component of the project rather than simply an evaluation activity at the end of delivery.

7.1.3 Co-design and youth-led delivery

The co-design component of the program provided students with opportunities to transform their ideas and experiences into tangible outputs. Students demonstrated interest in developing resources that felt authentic and relevant to their peers, particularly social media-style content, posters and advertisements.

“Many were interested in creating social media-style advertisements that would naturally appear in young people’s online spaces.” – peer educator’s reflection log

“One student in particular thought that creating posters showing images of powerful women, with the aim of challenging stereotypes would be meaningful. She thought it would be really impactful to display these posters around the school.” – Community Development Worker’s Reflection Log

This supported the project’s use of youth-friendly formats such as the #womenare campaign posters, Myth vs Fact tiles and Instagram carousel activity.

7.2 Implementation challenges

7.2.1 Working within school structures

A key implementation challenge was working within school structures and curriculum priorities, which can be subject to change throughout the school year. School timetables, competing priorities and changes to curriculum planning affected the availability of staff and students and required the project team to remain flexible in planning and delivering activities. This highlighted the importance of maintaining open communication with school staff and adapting the timing and delivery of activities to respond to changes within each school.

The project also originally aimed to establish partnerships with two to three schools; however, due to the complexities of integrating the program into the school term structure, we were only able to partner with two. While this resulted in a smaller number of participating schools, the project team focused on strengthening engagement within the two participating schools and maximising opportunities for student involvement.

The experience reinforced the importance of allowing flexibility within project timelines and implementation plans when delivering youth programs in school settings. Building strong relationships with school staff, maintaining regular communication and being responsive to changes in school priorities supported the continued delivery of the project while ensuring activities remained relevant and achievable within each school context.

7.2.2 Balancing session content and time

Managing the amount of content within the available session time was an ongoing implementation consideration. Take the Lead was delivered across only five sessions, with these sessions needing to accommodate three interconnected components: educational content, consultation with students, and co-design activities. This meant that we needed to balance providing sufficient foundational knowledge with allowing enough time for students to discuss, reflect, ask questions and contribute meaningfully to the co-design process. The five-session format provided a manageable structure for schools and participants, but also placed limitations on how deeply topics could be explored. Student engagement sometimes resulted in discussions taking longer than anticipated, particularly during consultation and co-design activities where students generated questions, shared perspectives and developed ideas.

“One challenge was managing time during the co-design section. Students had many questions, particularly about co-design ideas, which was positive but required gently guiding the discussion forward to stay within the schedule.” – peer-educator in reflection log

“It would be great to have it longer. I wanted it to be longer.” – peer educator in reflection interview

The experience also demonstrated that strong student engagement can itself create additional time demands. In some sessions, students’ willingness to ask questions and engage in discussion was a positive outcome but required us to make decisions about which topics to explore further and which content needed to be prioritised for later sessions.

While the structure enabled all three components to be delivered, a longer program could have provided greater opportunity to build knowledge progressively, respond to the specific interests and knowledge levels of each cohort, and allow more time for students to develop and refine their co-designed outputs. This highlighted the importance of allowing flexibility within session plans and building sufficient time for student discussion and co-design activities.

7.2.3 Balancing information delivery and participation

A key implementation challenge was ensuring that educational content remained engaging while still providing students with sufficient foundational knowledge. Some topics, particularly the drivers of violence against women, required more direct information delivery, which could result in lower engagement for some students.

The project responded by adapting facilitation approaches, including using reflective questions, paired activities and discussion to move students from passive listening towards active participation. The use of varied and interactive activities supported engagement across the program. Activities such as case study analysis, movement-based definition matching,

collaborative poster creation and consultation exercises provided different ways for students to participate and demonstrate their understanding.

“I also learned that, particularly in a school setting, each session benefits from having a stimulating or structured activity to maintain engagement. Even when the goal is creative freedom, incorporating something interactive or guided at the beginning can help build momentum.” – Community Development Worker’s Reflection Log.

This was particularly important when exploring complex or sensitive concepts. Rather than relying on extended presentation-style delivery, students were encouraged to discuss scenarios, work collaboratively, problem-solve and apply concepts to situations that could be relevant to their everyday lives.

The variety of activities also provided opportunities for students with different communication and learning preferences to contribute. This reinforced the importance of balancing information delivery with opportunities for students to apply, question and discuss the concepts being introduced.

7.2.4 Trauma-informed and age-appropriate facilitation

The project explored complex topics including gender stereotypes, the drivers of violence against women, different forms of abuse, coercive control and power. Facilitating these topics with secondary school students required careful consideration of students’ knowledge, maturity and comfort with the subject matter.

Facilitators used interactive activities and discussion to make complex concepts accessible, while maintaining a trauma-informed approach and ensuring students were not required to disclose personal experiences.

A key learning was the importance of providing multiple ways for students to participate, including smaller group activities, written responses and discussion, so that students could engage at a level that felt comfortable for them.

“Even when students have valuable perspectives, speaking up in front of others can feel intimidating. This reinforced the importance of creating different ways for students to participate, such as writing their ideas down rather than only sharing verbally.” – Community Development Worker’s Reflection Log.

8. Impact Evaluation

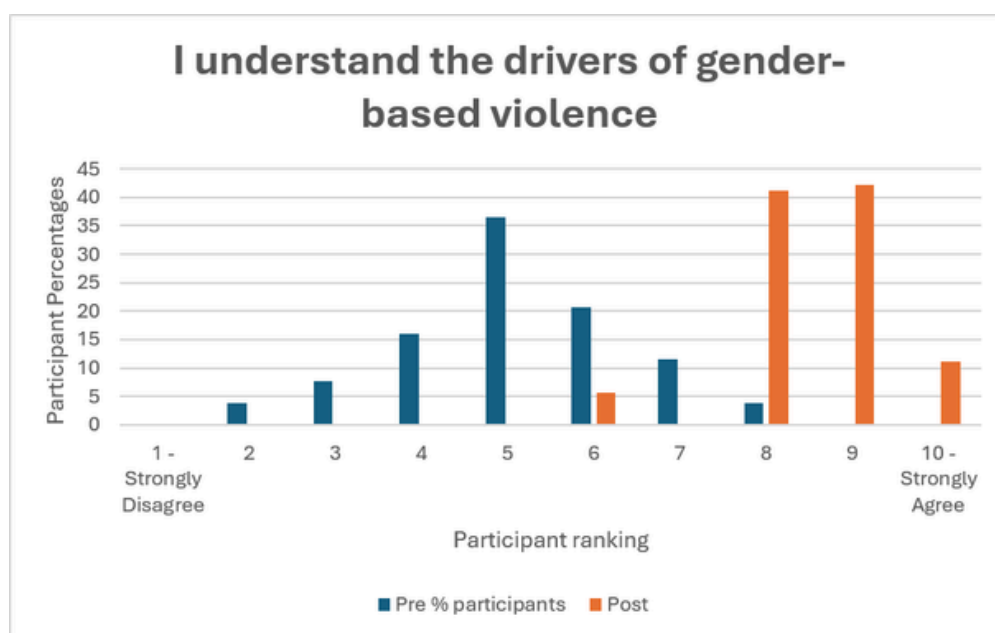
Survey results across both Coburg High School and Pascoe Vale Girls College demonstrate a substantial increase in students' knowledge, confidence and understanding following participation in the Take the Lead program.

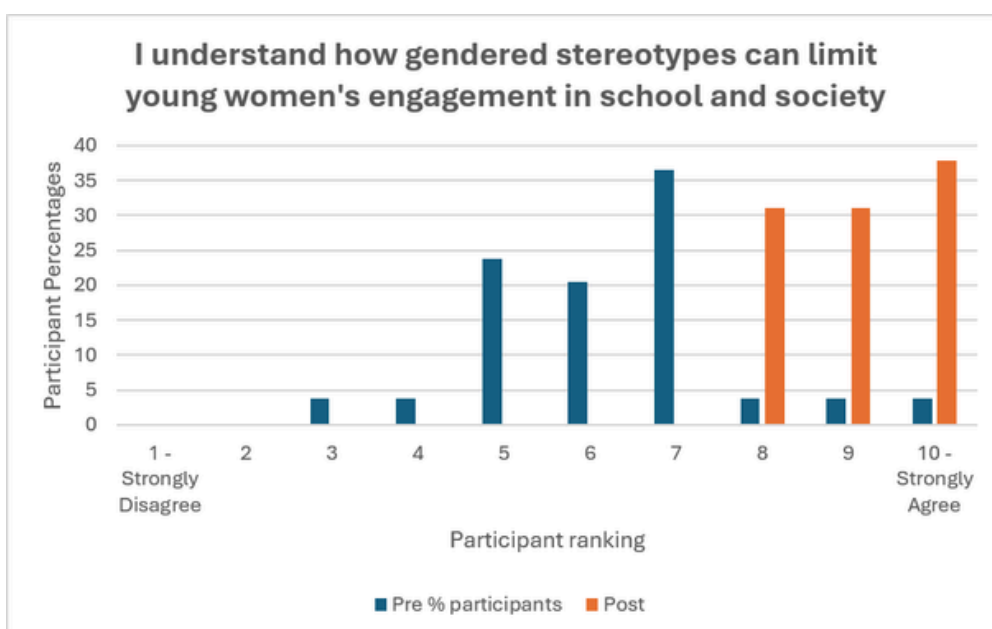
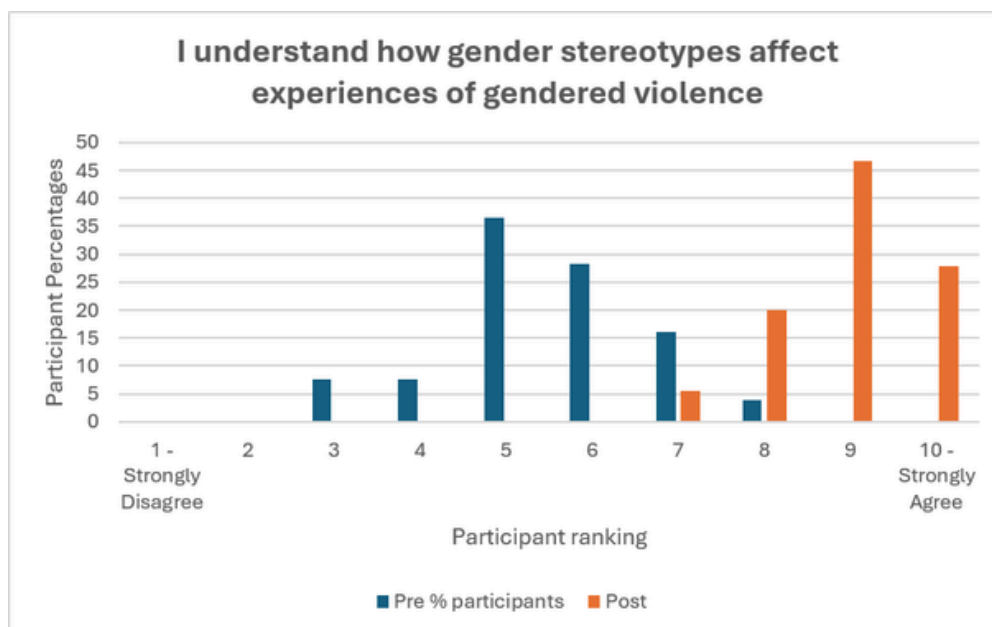
Post-program responses clustered overwhelmingly in the highest agreement categories, demonstrating that participants left the program with stronger knowledge, greater confidence to challenge harmful stereotypes, and improved understanding of how they can contribute to positive change within their communities.

8.1 Knowledge and Understanding of Gender Equality and Gender-Based Violence

Students demonstrated substantial growth in their knowledge and understanding of gender equality and gender-based violence following participation in the Take the Lead program.

The most significant improvements were observed in students' understanding of the drivers of gender-based violence, how gender stereotypes contribute to experiences of gendered violence, and how gender stereotypes can limit young women's participation in school and society. Before participating, students commonly reported moderate levels of understanding in these areas. Following the program, responses were overwhelmingly concentrated in the high-agreement range, demonstrating that participants developed a deeper understanding of the causes and impacts of gender inequality, as well as the role stereotypes can play in shaping young people's opportunities and experiences.

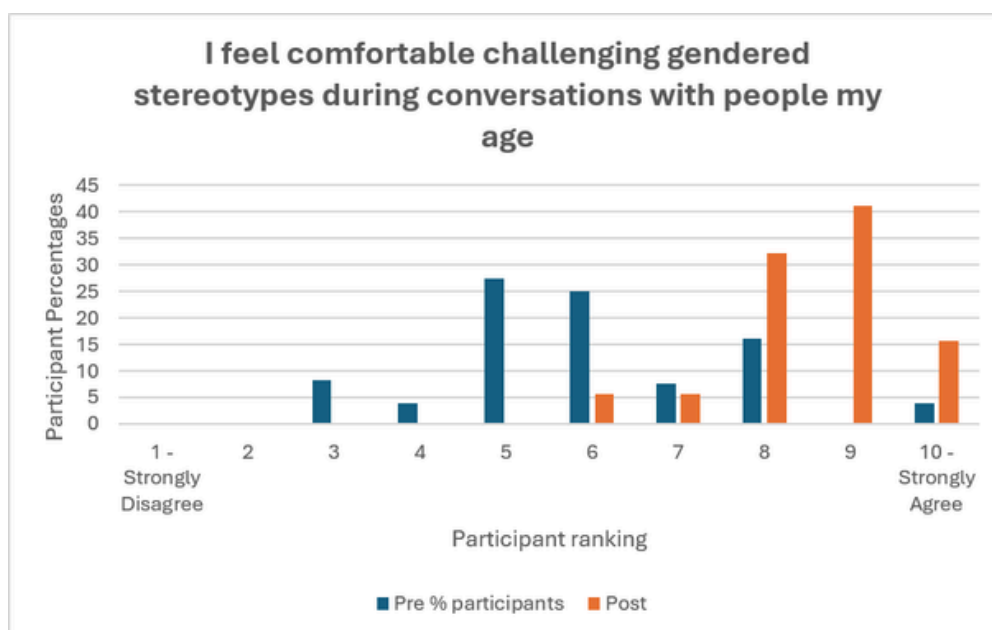
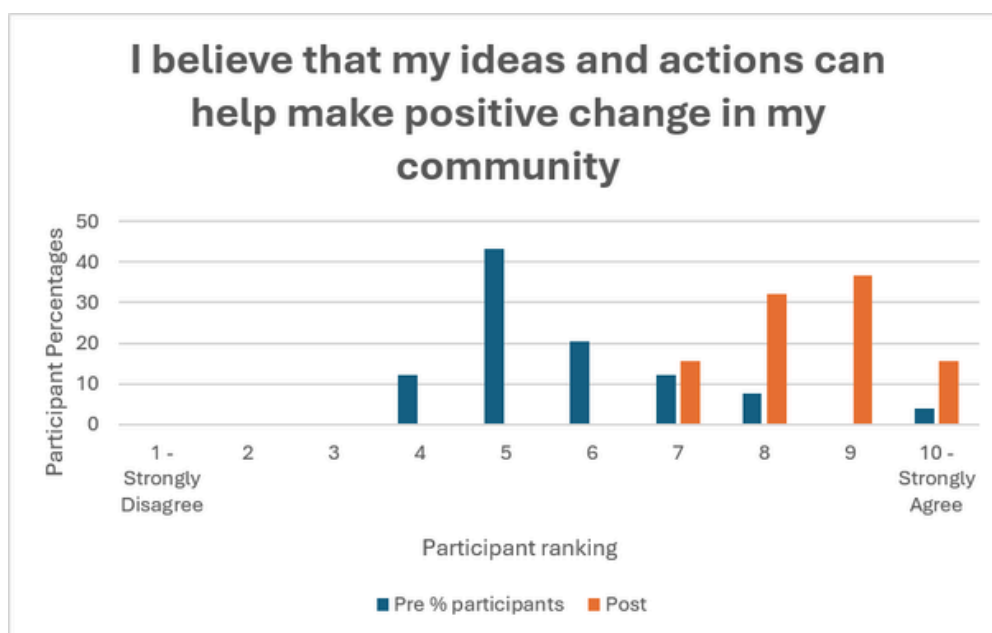




8.2 Confidence and Leadership

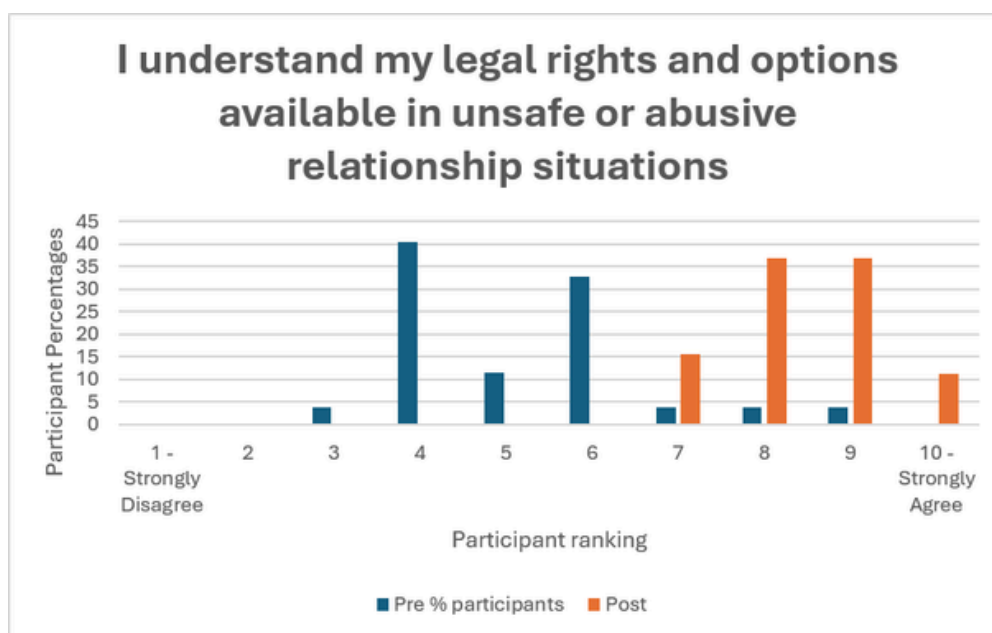
The program also strengthened students' confidence to challenge harmful attitudes and contribute to positive change within their communities. Prior to participation, many students reported moderate confidence in their ability to make a positive difference and challenge gender stereotypes during conversations with their peers. Following the program, responses shifted strongly towards the highest agreement categories, suggesting that students felt more empowered to apply their learning, speak up about inequality, and take action in support of respectful and inclusive communities.

Qualitative feedback reinforced these findings. Before the program, students commonly described feeling "ok", "fine" or "good" about sharing their views and experiences related to gender equality. After participating, students used more positive and confident language such as "confident", "comfortable", "safe", "open", "happy" and "fantastic". These responses suggest that the program created a supportive environment that encouraged students to engage in meaningful discussions and share their perspectives with confidence.



8.3 Safety, Rights and Support

Significant growth was also observed in students' understanding of their legal rights and the support options available in unsafe or abusive relationship situations. Prior to the program, responses were largely concentrated within the lower and moderate agreement ranges. Following participation, responses shifted overwhelmingly towards the highest agreement categories, demonstrating a stronger understanding of available support pathways, legal rights, and help-seeking options. This increase is particularly important in equipping young people with knowledge that can support their safety and wellbeing, as well as the wellbeing of others.



9. What we learned about young women's experiences

Throughout the delivery of Take the Lead, consultations, surveys and discussions with students provided valuable insight into the experiences, perspectives and priorities of young people across both participating schools. These findings provide important context for understanding the gendered issues affecting students and the environments in which they are learning, developing relationships and navigating their everyday lives.

While the impact evaluation considers changes in students' knowledge, confidence and understanding as a result of their participation in Take the Lead, the following findings capture what students told us about the issues affecting them, the barriers they experience and the support they believe is needed.

9.1 Finding One: Gendered dynamics impact upon classroom culture

Students identified gender stereotypes and double standards as influencing their confidence, participation and opportunities at school. Students described expectations that girls should be quieter, better behaved, emotionally controlled, academically successful and agreeable, while boys were more often perceived as confident, dominant and natural leaders.

Students shared:

"Boys are labelled as leaders, but girls are bossy while acting the same way." – Student in consultation session

“Bad behaviour from boys is dismissed because that’s just how he is.” – Student in consultation session

“Girls have to behave better than boys.” – Student in consultation session.

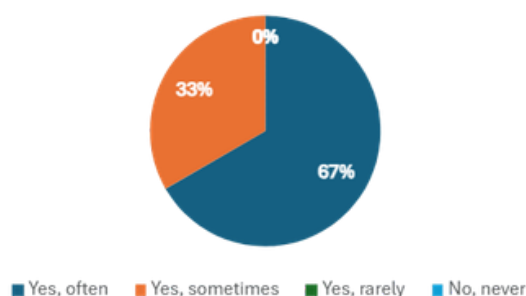
All participants at Coburg High School believed that male students often or sometimes dominated classroom discussions. This has important implications for classroom culture, student engagement, and educational outcomes. When a small group of students consistently occupies more speaking time, other students may have fewer opportunities to contribute their ideas, ask questions, and develop confidence in expressing their views. Over time, this can reinforce unequal patterns of participation and create an environment where some voices are seen as more influential or valued than others.

Participants' observations suggest that gendered dynamics may shape who feels comfortable speaking in class and who is more likely to be heard. Female students and students of diverse gender identities may become less willing to participate if they anticipate being interrupted, talked over, or overlooked. This can affect their sense of belonging, confidence, and engagement with learning, even when academic ability is not a factor.

A classroom culture characterised by unequal participation can also limit the diversity of perspectives shared during discussions. When contributions are drawn predominantly from male students, opportunities for critical thinking and collaborative learning may be reduced, as a narrower range of experiences and viewpoints informs classroom conversations. This can influence not only individual student experiences but also the overall inclusiveness of the learning environment.

Importantly, the finding highlights the need for deliberate strategies to ensure equitable participation. Teachers play a critical role in creating classroom norms that encourage all students to contribute, monitoring participation patterns, and using inclusive discussion techniques that amplify a wider range of voices. Addressing these dynamics can support a more respectful, balanced, and inclusive classroom culture where all students feel empowered to participate and learn.

Have you ever felt that male students dominate class discussions?



9.2 Finding Two: Fear of judgement impacts upon young women's participation in class

Fear of judgement emerged as a significant barrier to students speaking up and participating in school. Year 10 students from Pascoe Vale Girls College and Coburg High School were asked how comfortable they felt speaking up in class. Survey results showed that 67% of participants only sometimes felt comfortable contributing, while 11% rarely felt confident to speak up.



Students explained:

"When there are judgemental people (boys) in the class." – Student in survey feedback

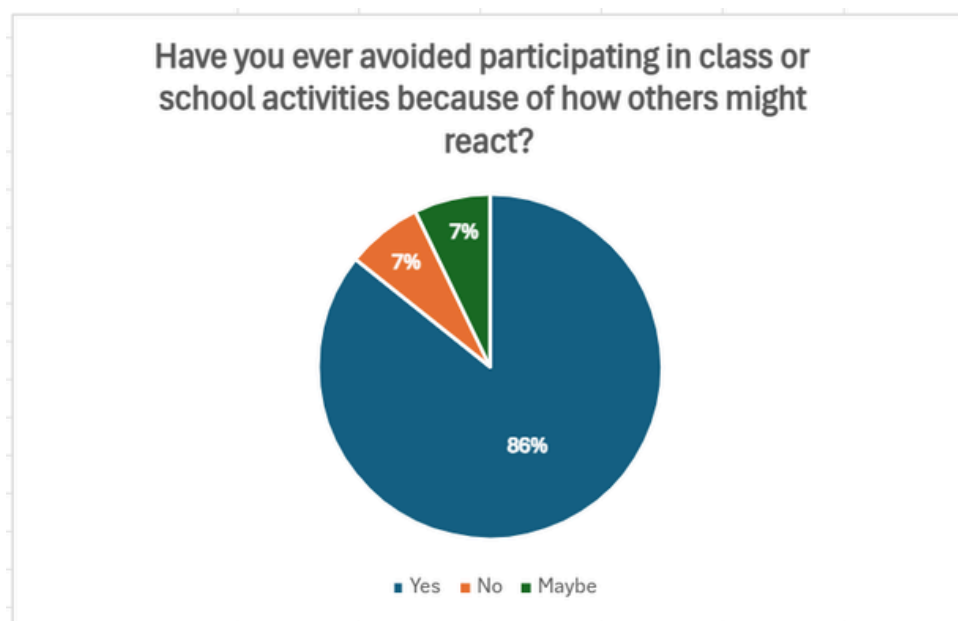
"Other students' judgement makes it harder." – Student in survey feedback

"The boys in class are just disrespectful" – Student in survey feedback

"Fear of people laughing at my answer." – Student in survey feedback

Comparison of responses across the two schools found that concerns about judgement were experienced at similar levels, including among students at Pascoe Vale Girls College, an all-girls school. This suggests that the issue extends beyond mixed-gender classroom dynamics and may also be linked to confidence, self-perception and broader social pressures affecting young people's participation.

Additionally, students discussed concerns about how others might react can influence whether students participate in school. At Coburg High School, 7 of 9 students (78%) reported having avoided participating in class or school activities because of how others might react, with a further student responding "maybe". At Pascoe Vale Girls College, all surveyed students reported having avoided participating in certain activities because of how others might react, including activities such as speaking up, taking on leadership roles or asking for help.



These findings suggest that confidence is shaped not only by individual students' abilities or willingness to participate, but also by the environments in which participation takes place. Creating genuinely inclusive learning environments therefore requires more than encouraging students to participate; it requires actively addressing the classroom dynamics and gendered behaviours that can make participation feel unsafe or uncomfortable.

9.3 Finding Three: Young women experience ongoing concerns about gendered harassment and safety

Students described gendered safety concerns as an ongoing part of their everyday lives. Responses highlighted experiences including sexualisation, objectification, disrespectful comments, online stalking and concerns about the behaviour of male peers. Students also described feeling unsafe in public spaces, particularly when walking alone at night or interacting with unfamiliar men. Some students shared:

"Gross male comments." – Student in survey feedback

"Being a girl is hard especially in public at night." – Student in survey feedback

"A guy (still goes here) online stalked me while dating someone else. (I also had a boyfriend at the time) and boys group chats talking about girls and their bodies." – Student in survey feedback

Safety concerns extended beyond individual incidents. Young women described regularly modifying their behaviour and making decisions about where they go, how they travel and who they are with to reduce the perceived risk of harassment or violence.

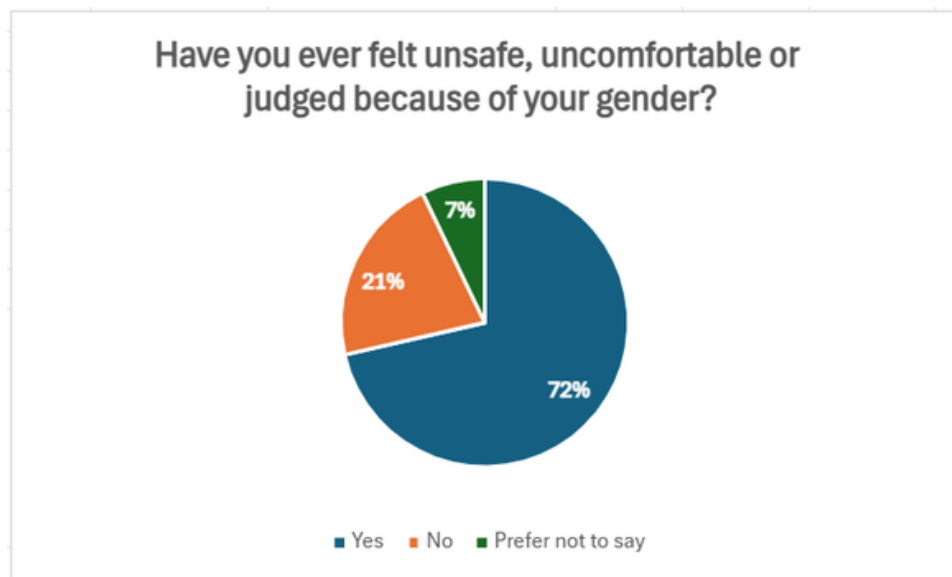
Students shared:

“I avoid taking public transport and always make my mum pick me up.” – Student in consultation session

“If something were to happen to me, I could get blamed for it so I avoid being in a situation where I can be victim blamed.” – Student in consultation session

“Walking anywhere alone at night is scary.” – Student in survey feedback

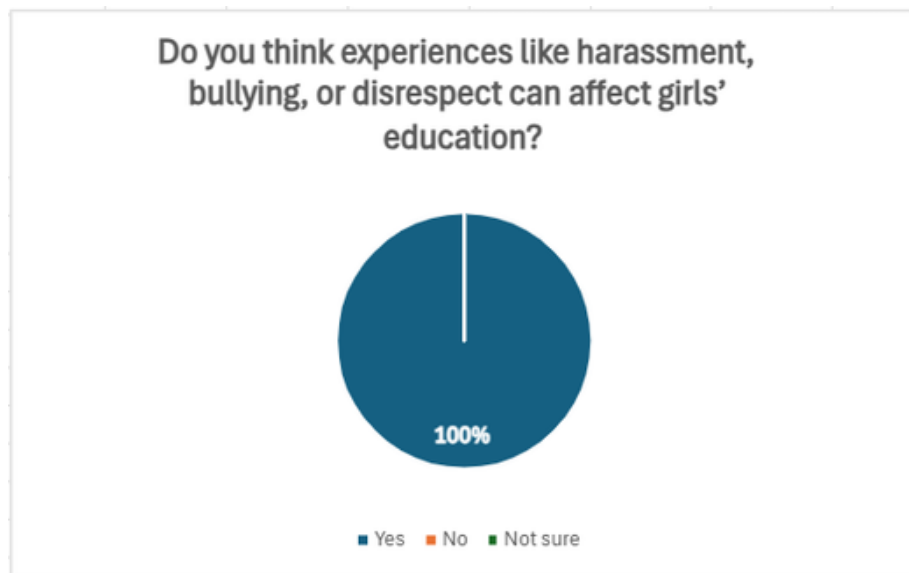
“Sometimes I feel very uncomfortable and unsafe around males I don’t know as I don’t know if I could fight them off.” – Student in survey feedback



These responses demonstrate that personal safety can create an ongoing mental and emotional load for young women, influencing their independence, confidence and participation in their community.

9.4 Finding Four: Harassment and disrespect negatively affect students’ educational participation

Students also demonstrated a strong understanding of the relationship between gendered harassment, disrespect and educational outcomes. Across both schools, 100% of surveyed students agreed that harassment, bullying and disrespect can negatively affect girls’ education.



Students identified impacts including reduced confidence and self-esteem, difficulty engaging in class, difficulty concentrating, reduced attendance, school avoidance and impacts on mental health and wellbeing.

Students reflected:

“It can be harder to engage in classes and attendance can become worse.” – Student in survey feedback

“Can decrease their confidence and self-esteem and also make them feel unsafe which can make it harder to focus and excel in education.” – Student in survey feedback

“Girls will be scared to attend school because they don’t want to experience it again so it will impact their education.” – Student in survey feedback

“Girls can lose confidence in things they love so they aren’t targeted.” – Student in survey feedback

Students’ responses highlighted that behaviours such as sexist comments, interruptions, ridicule and objectification may appear minor when considered individually, but can have a cumulative impact on confidence, belonging and willingness to participate. These findings reinforce that respectful school environments are not only important for student wellbeing but are directly connected to students’ ability to engage and participate in education.

9.5 Finding Five: Young people recognise healthy and harmful relationship norms

Students demonstrated a strong understanding of the characteristics of healthy relationships, consistently identifying trust, respect, communication, boundaries, honesty, independence and feeling comfortable being themselves as important foundations.

At the same time, students identified a range of behaviours and expectations that can become normalised within young people's relationships, including sharing passwords or live locations, pressure to constantly respond to messages, jealousy being interpreted as a sign of love, and expectations that boys should take the lead in relationships.

Students recognised the tension between these behaviours and healthy relationship principles. For example:

"If a guy is jealous over you, he must care and love you." – Student in consultation session

*"I don't like sharing passwords and locations, they should respect my privacy and have trust."
– Student in consultation session*

Students also identified the social pressures that can make it difficult to challenge or leave unhealthy relationships:

*"Breaking up with someone who is controlling can make you seem like the bad person." –
Student in consultation session*

*"Girls are always seen as dramatic and making something out of nothing." – Student in
consultation session*

These findings demonstrate the value of preventative respectful relationships education that goes beyond identifying what constitutes a healthy relationship. Students' responses highlight the importance of also examining the peer, social media and gendered norms that can contribute to harmful behaviours becoming normalised.

9.6 Finding Six: School Environments Play a Critical Role in Addressing Gendered Violence

Students provided clear feedback about the types of support and environments they believe would help them feel more confident and supported. Students identified the importance of trusted and respectful relationships with teachers and peers, access to individualised support and resources, and continued opportunities to participate in programs where they can openly discuss issues affecting them.

Students suggested:

*"More 1 on 1 opportunities with teacher and not them just teaching at the front" – Student in
survey feedback*

"More programs like this" – Student in survey feedback

“Just basic respect. That’s all we ask for.” – Student in survey feedback

“I think for me it’s just knowing the teacher is respectful and that my fellow students are kind and won’t judge me.” – Student in survey feedback

Students also identified the importance of representation and inclusive approaches to gender equality education. One student reflected on the need for gender discussions to better recognise diverse experiences:

“The feminism at school is more like ‘white feminism’ and disregards WOC struggles and desires.” – Student in survey feedback

Representation was also identified as important to students’ confidence and aspirations: “It would help me if I saw more women in leadership roles and successful careers.” – Student in survey feedback

Students also highlighted an opportunity for broader engagement in gender equality education, including greater involvement of boys and young men:

“The boys being told off and learning more stuff like this” – Student in survey feedback

Together, these responses demonstrate that students are not only identifying the challenges they experience but are also articulating practical ideas about what would help create safer, more respectful and inclusive educational environments.

9.7 Finding Seven: Take the lead program should be extended and expanded to be inclusive of young men

Students also identified an opportunity for programs such as Take the Lead to be extended to boys and young men. When asked what we could do to improve the program, one student suggested *“making one of these programs for boys.”* This feedback indicated that students recognised the importance of engaging boys in conversations around gender stereotypes, respectful relationships, gender equality and the impacts of gendered expectations. This highlighted that while programs focused on empowering young women are valuable, broader engagement is needed to support meaningful and sustained change across the whole school community.

“One moment that stood out was when several of the girls shared that they think programs like this should also be delivered to boys, and that boys should be part of these conversations as well. They felt it was important that everyone is included in discussions about gender and respectful relationships.” – Community Development Worker’s Reflection Log

“It was encouraging to hear students express this perspective and recognise that preventing violence and challenging harmful attitudes requires broader involvement from the whole community.” – Community Development Worker’s Reflection Log

“If there’s a way to involve boys, I think that would be great.” – peer educator in reflection interview

Students’ suggestions also demonstrated their understanding that addressing gendered issues cannot sit solely with girls and young women. Involving boys in similar conversations could help build shared understanding, challenge harmful attitudes and behaviours, and encourage young people of all genders to play a role in creating more respectful and equitable relationships. This feedback provides an opportunity to consider how future iterations of Take the Lead could incorporate complementary activities or engagement with boys and young men, alongside the existing focus on young women.

10. Conclusion and Future Directions

Taken together, the student insights demonstrate the importance of creating spaces where young people can openly discuss the gendered issues affecting their lives and contribute their own perspectives on what needs to change. Students identified connections between gender stereotypes, classroom participation, safety, relationships, wellbeing and educational engagement, highlighting that these issues are interconnected rather than experienced in isolation.

The findings reinforce the value of preventative, relationship-based approaches that provide young people with opportunities to build knowledge, reflect on their experiences, and discuss issues before they escalate. Students consistently expressed a desire for adults to listen to their experiences, take their concerns seriously, and respond with meaningful action.

Importantly, the evaluation demonstrates that schools are uniquely placed to support this work. Through the program, students participated in a range of innovative and impactful activities that successfully engaged young people in critical conversations about gender, respect, safety and wellbeing. The positive response from participants suggests considerable potential for these approaches to be replicated and scaled across additional school settings.

The findings also highlight the need to extend program opportunities to young men, ensuring that all young people are supported to critically examine gender norms, build respectful relationships and contribute to the prevention of gendered violence.

The project's impact was not confined to participating schools. In partnership with Youth Projects, Northern CLC hosted a youth showcase event that was open to young people of all genders and provided an opportunity for students to share their work and calls for action with a broader youth audience.

The event highlighted the power of youth-led approaches and peer-to-peer messaging, demonstrating the unique capacity of young people to engage and influence one another on issues of gender equality, respect and social change. Evaluation feedback showed that 88% of participants felt inspired to make changes in their community following the event. This outcome suggests that the project's learnings and impacts can be successfully translated beyond school settings and replicated across a range of youth-focused environments, community programs and leadership initiatives.

The evaluation further suggests that sustained engagement within school communities is critical to building the trust and relationships that underpin effective prevention and early intervention work. In this context, Northern CLC's School Lawyer Program offers a promising model for extending the impact of this work. Currently being piloted in two schools in Hume, the program provides a consistent and accessible presence within partner schools, enabling extensive reach to teachers and students through both educational activities, secondary consultations and individual support to students. Through the delivery of workshops, informal engagement and legal assistance, the program creates opportunities to build trusting relationships with young people while responding to emerging issues before they escalate. Importantly, the model also provides direct legal advice to students experiencing legal problems, including issues related to gender-based violence, family violence, sexual harassment, online abuse and other forms of harm.

While the project has concluded, the outcomes achieved and the strong engagement from schools and students demonstrate the potential of this approach. Ongoing support for similar initiatives would enable the lessons, partnerships and momentum generated through the program to continue benefiting future cohorts of young people

References

Australian Government Department of Education (2026) National Respectful Relationships Education Framework.

Appendix A: Program Logic

Problem being addressed:

- Gendered violence is prevalent in schools in Merri-bek
- Current responses to gendered violence are not youth-led or youth informed

Goal:

- Northern CLC's legal education program is informed and responsive to lived experience of young women in schools in merri-bek
- Young people are engaged in respectful relationship education and are taking action against gender based violence

Note: This is a simplified version of the program logic for illustrative purposes

Activites	Short-term outcome	Medium-term outcome
Peer educators participate in co-design and delivery of Take the Lead ("TTL") activities	Activities are youth informed, relevant and engaging to young people in schools.	Peer educators gain valuable experience and facilitation skills that will equip them to lead future gender equity initiatives.
16 Days of Activism activities delivered at 2 schools	Students are introduced to gender equity concepts and are invested to nominate to participate in the TTL program.	Students feel energised to drive further gender equity projects.
5 session education program delivered at each school incorporating education, consultation, co-design	Students understand gendered issues and their impact, are aware of their rights, and feel safe and supported to shared their experiences and take action. Northern CLC gains first-hand understanding of youth perspectives on gender equity and respectful relationships, to inform future program delivery.	Voices of young people provide valuable insight into the gendered violence and harmful stereotypes affecting young people, which informs knowledge and shapes the design of future programs, resources, and activities across schools, community organisations, and the broader sector.

Appendix B: Program Activities

Educational Activities

Case Study Analysis

Students participated in a case study activity exploring realistic scenarios involving gender inequality, unhealthy relationship dynamics, and experiences of abuse. One activity involved analysis of the *Nora Case Study*, adapted from Northern CLC's previous prevention and early intervention work. Students were presented with a series of scenarios involving Nora and her boyfriend, Tal, and worked in small groups to identify behaviours of concern, discuss the impact of those behaviours on Nora's wellbeing, and consider how gendered attitudes and social norms influenced the dynamics of the relationship.

As the case study unfolded, students examined a range of issues, including coercive control, emotional manipulation, digital surveillance, victim-blaming attitudes, gender stereotypes, and the role of peers in reinforcing harmful behaviours. For example, students discussed Tal's attempts to isolate Nora from her friends, his use of location-tracking technology to monitor her movements, and his dismissive responses to situations involving harassment and blackmail. They were encouraged to consider how these behaviours may affect Nora's confidence, sense of autonomy, and personal safety, and to reflect on how seemingly small behaviours can develop into patterns of controlling or abusive conduct.

The activity also prompted students to critically examine broader gender norms and expectations. In discussing Tal's assumption that Nora would prioritise caring responsibilities over her career aspirations, students explored how gender stereotypes can limit opportunities and influence expectations within relationships. Facilitators guided conversations about respect, equality, consent, healthy communication, and the importance of supporting friends who may be experiencing unhealthy relationship behaviours.

Through facilitated discussion, students identified warning signs of unhealthy relationships, explored strategies for responding safely when concerns arise, and reflected on the actions that young people can take to challenge harmful attitudes and support gender equality within their schools and communities.

Nora Case Study

Nora (16) has been dating Tal (17) for about six months. Tal is confident, funny, and well liked by Nora's cousins and friends. They go to school with each other and often hang out at events outside of school. Tal's pretty popular and always seems to know what to say. Nora's family thinks he's charming, especially as he is polite around adults.

One Friday afternoon, Nora is planning to meet her friends for frozen yoghurt. Some of her friends are boys she's known for a while, and she's excited to catch up with the group. Tal calls her as she's getting ready and asks what she's doing. After Nora tells Tal that some of her guy mates are also coming along, Tal is furious.

Tal says, "I can't believe you're going out with your guy friends. You can't hang out with them. You never consider me. I was hoping we could hang out tonight instead." Nora instantly feels bad and decides to stay home instead. She apologises to Tal and says he can come past and they can watch a movie at home.

Although Nora apologises, Tal is still unable to get over the idea that Nora was going to see her male friends without his permission. Tal asked her to install Life360 on her phone so they could 'feel connected,' and he could see where she is for 'safety reasons.' Nora agreed. But now, he checks it constantly.

If Nora's somewhere he didn't expect, Tal sends her messages like:

"Why are you at Jess's? You didn't tell me."

"You've been at the shops for 40 minutes, who are you with?"

Recently, they have become more intense.

"Why did you turn your location off? What are you hiding?"

When she tries to bring it up, Tal laughs it off and says he's just protective because he 'cares so much.' Sometimes he accuses her of not being honest. He tells her, 'most girls would love a boyfriend who cares this much.'

Nora has started feeling nervous when her phone pings. She finds herself avoiding places he might not approve of, even though she's done nothing wrong. When Nora recently stayed the night at her friend's house Jess, Tal asked her to take a photo of them together and send it to him, seemingly worried that other guys might be there.

One day after school, Tal was walking home with Nora and he tells her something that happened earlier today with one of his friends, he says, "You won't believe what Nick did today, he asked a girl to send him pictures, and when she said no, he threatened to tell the whole school she was a prude. I laughed because it was so ridiculous." Nora says, "That's awful! Did you say anything?" Tal shrugs. "Nah, it was funny." Nora felt uncomfortable about the situation and doesn't find it funny in the slightest, but she let it go.

The next day Nora tells Tal about something she's heard. She says to Tal something has been on her mind, and she doesn't know who to tell. She tells Tal that one of her friends, Amara, is being blackmailed by her boyfriend, saying if she doesn't do what he wants, he'll spread embarrassing things about her around school. Nora shares that Amara told her not to tell anyone, but she doesn't know if that's the right thing to do. Tal shrugs. "Sounds like she deserves it. She's staying with him for the attention anyway." Nora is surprised by Tal's reaction and wished he showed more empathy and support. She still feels unsure what to do.

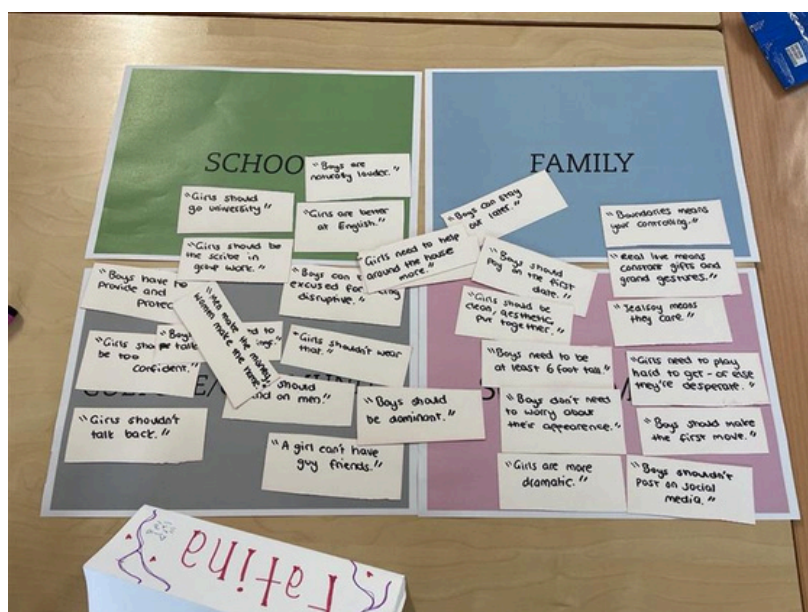
Later that week, Tal and Nora talk are out for lunch and the conversation around their plans for the future gets brought up. Nora says she can't wait to graduate school, go to university and become a teacher. Tal shakes his head. "You don't need to worry about that. You'll be too busy looking after the kids someday," he says. Nora feels upset. She had big plans for her future, and it doesn't seem fair that Tal assumes she won't follow them.

Message Mapping Activity

Working in small groups, students read out common misconceptions about how boys and girls should behave. The goal was to place each statement under which category they hear these ideas the most (family, social media, school and/or culture/community).

These examples connected to the broader concepts explored throughout the program, including the drivers of violence against women, gendered expectations, power imbalances, and barriers to seeking support.

Students reflected on the different forms abuse can take and discussed how seemingly every day behaviours can contribute to unhealthy relationship dynamics.

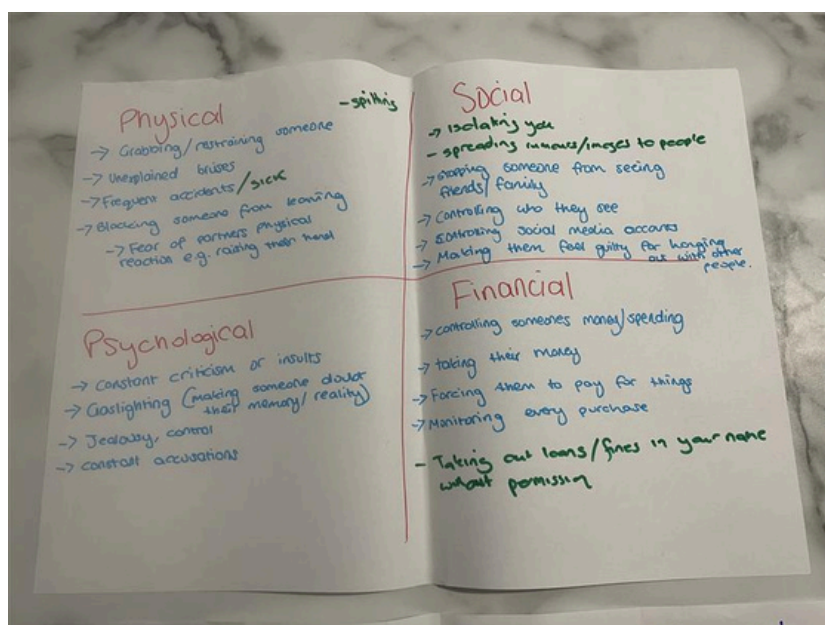
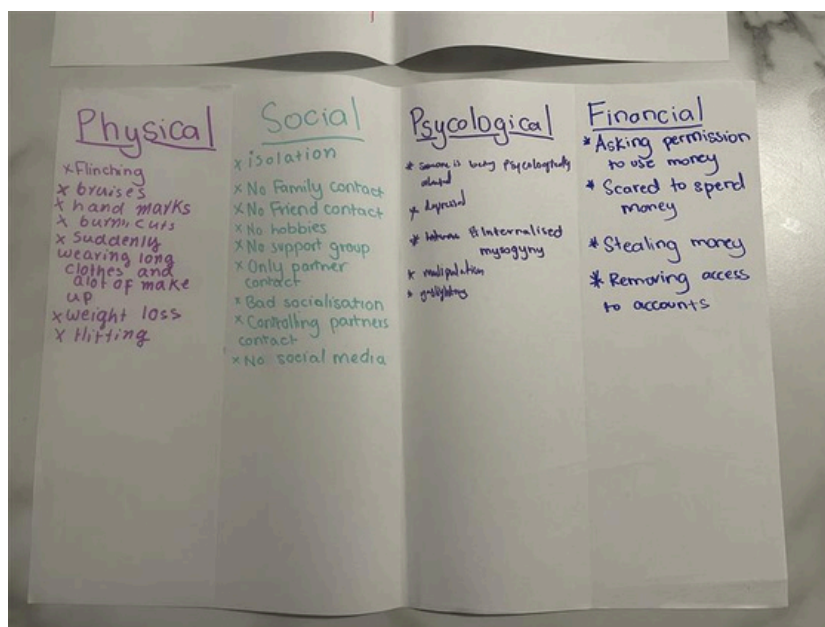


Understanding Different Forms of Abuse Activity

Students completed a collaborative poster activity exploring different forms of abuse and how these experiences may appear in everyday life.

Working in groups, students divided large sheets into categories including physical, psychological, financial, and social abuse and identified behaviours, warning signs, and examples associated with each category.

The activity encouraged students to recognise that abuse extends beyond physical violence and supported discussion around less visible forms of harm including emotional manipulation, isolation, financial control, and impacts on wellbeing.



Definition Matching Activity

Students participated in a movement-based matching activity designed to build familiarity with key language and concepts explored throughout the project.

Working in pairs, students searched for hidden definitions and matched them to concepts discussed across sessions including patriarchy, intersectionality, gendered violence, victim-blaming, coercive control, and the drivers of violence against women.

The activity reinforced learning through active participation and encouraged students to reflect on concepts already introduced throughout the program.

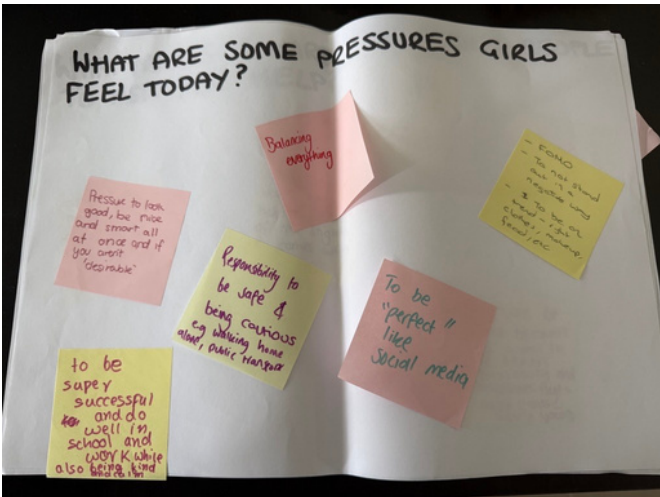
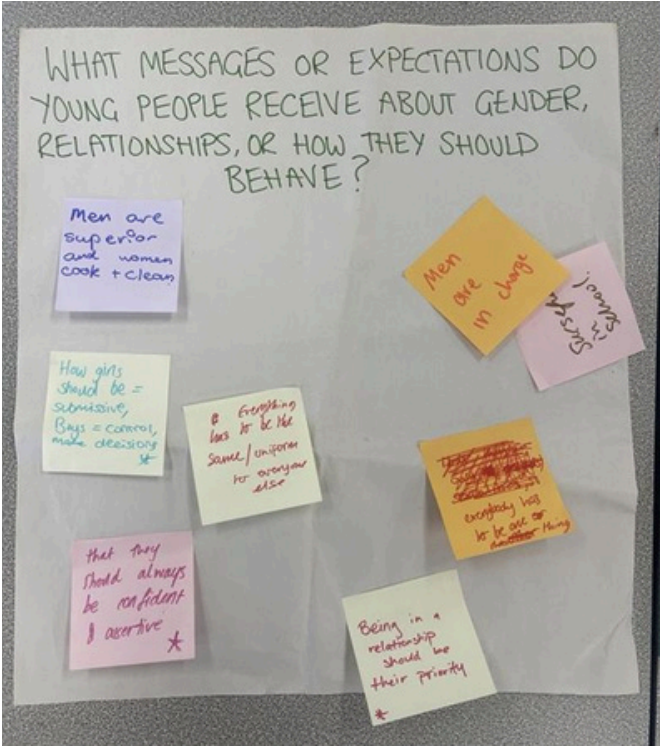
Gender stereotypes / rigid gender roles	Ideas about how girls and boys are “supposed” to act, look, or behave based on their gender.
Condoning of violence against women	When violence, disrespect, or harmful behaviour towards women is excused, ignored, or seen as normal.
Men’s control of decision-making and limiting women’s independence	When men have more power in decisions and women are restricted in what they can do or choose.
Gendered Violence	Violence or harm that happens because of someone’s gender or reinforces gender inequality.
Peer relations that encourage aggression and control	When groups of friends support or encourage controlling, dominant, or aggressive behaviour towards women or others.
Patriarchy	A system where men have more power and influence than women in society.
Intersectionality	The idea that different parts of a person’s identity (like gender, culture, class, or sexuality) can overlap and combine to shape their experiences of advantage or disadvantage in society.
Victim-blaming	When the person who experiences harm is blamed for what happened instead of the person who caused it.

Student Consultation Activities

Consultation formed a central component of project delivery and created opportunities for students to share experiences, perspectives, and insights into issues affecting young people.

Students participated in facilitated consultation activities using butcher's paper and group discussion prompts to explore themes including pressures facing young people, gender expectations, barriers to help-seeking, respectful relationships, and what adults may misunderstand about young people today.

Students documented ideas through written responses and discussion, generating insights that informed later co-design activities and contributed to Northern CLC's understanding of youth perspectives on gender equity and prevention.



Co-Designed Resource Development

A key feature of the project was creating tangible outputs that reflected students' ideas, experiences, and learning throughout the program.

#womenare Campaign Posters

Students created visual campaign posters exploring and celebrating different experiences and representations of being a young woman. Students selected themes and descriptors they felt represented women or felt reflected their own experiences (for example, Women are Resilient) and developed posters using words, imagery, and examples to communicate their message.

The campaign encouraged students to challenge stereotypes and broaden conversations around gender expectations and identity. The final poster display was professionally printed and displayed in a communal area at Coburg Secondary College.

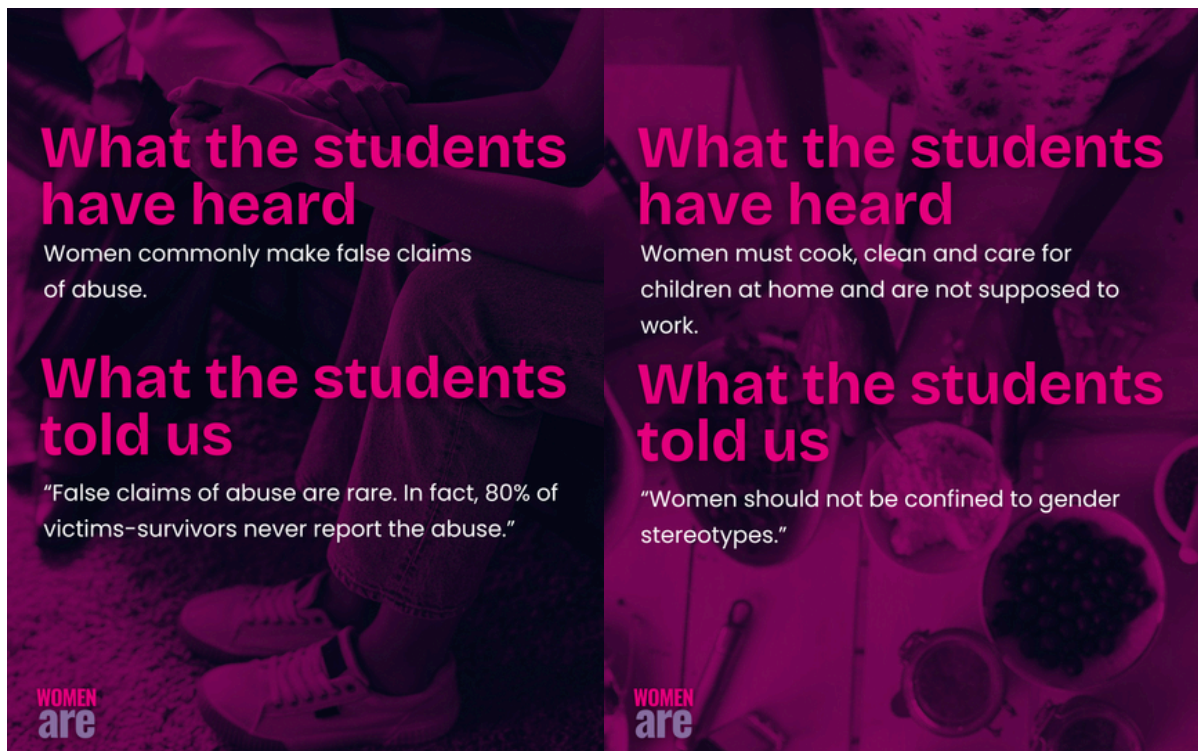


Myth vs Fact Educational Social Media Tiles

Students developed educational tiles responding to common myths relating to respectful relationships, violence against women, support seeking, and challenges affecting young people.

Examples included challenging assumptions around privacy and trust in relationships, recognising multiple forms of abuse, and reflecting on the pressures experienced by young people.

This activity encouraged students to challenge social norms and develop messages grounded in prevention and respectful relationships.



Instagram Carousel Activity

Students created Instagram-style carousel posts exploring supportive responses to experiences such as self-doubt, pressure, and difficult social expectations.

Through this activity, students developed peer-to-peer messages intended to promote confidence, empathy, encouragement, and healthy relationships.

