

Background



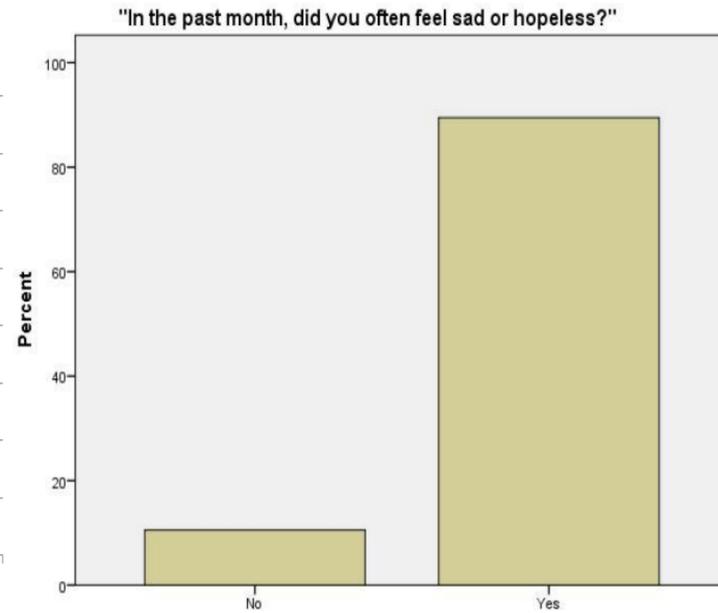
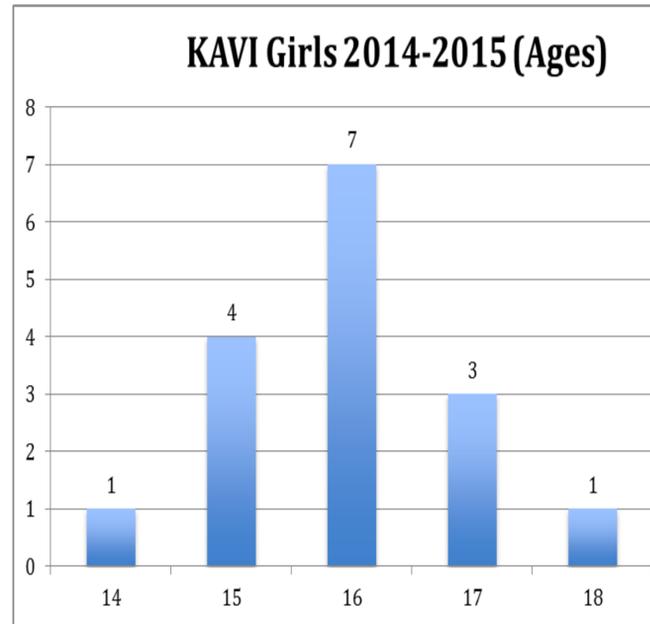
Black girls are significantly more at risk to **be victims of violence** than girls of other ethnic groups and white and Asian boys. Additionally, Black girls are more likely than all boys and white girls to avoid going to school specifically due to **safety concerns**. However, many school-based interventions do not address the specific **gendered needs** and issues of adolescents, and especially not those of **Black girls**.

Program Elements

Goal-Setting
Victim Conflicts
Positive Girls Body
Self-worth Spheres
Media Poetry
Sexuality Images Victor
Brooklyn
Influence Image
Visioning
Black Managing Relationships

Healthy

Results



“I come from a place that never got me very far
I come from a couple broken bones & some nights behind bars

I come from wild nights and short life
I come from struggle and strife”

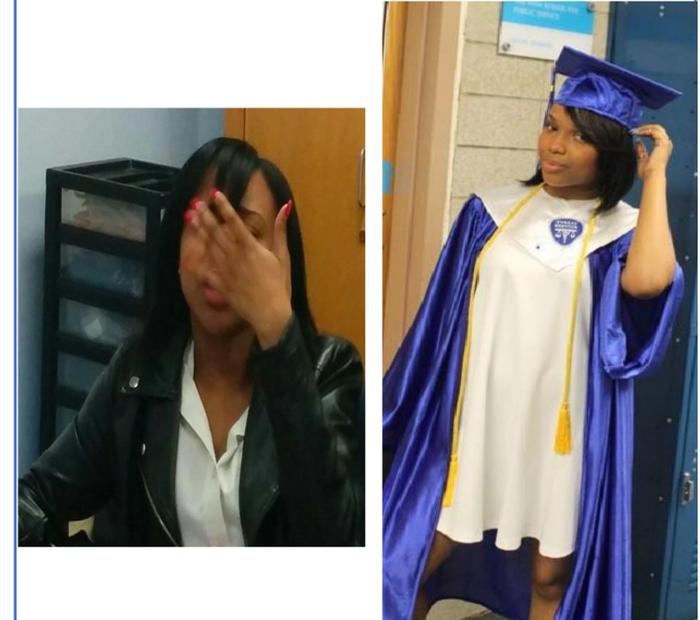
“I almost got in a fight last week. I would usually fight, but I have learned to walk away.”

“Being a Black girl in Brooklyn, I feel like it’s complicated and frustrating, it’s difficult, but it’s manageable, it’s possible, it’s beautiful.”

Discussion

Violence interventions that are **school-based** and **gender-responsive** are effective in **reducing interpersonal violence**, and **improving school attendance and academic achievement**.

It is imperative that such programs are *well-funded*, equipped with *culturally-humble* staff, and systematically *evaluated* so that they can be sustainable and replicated to support the transition of **victims to victors**.



Selected References

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- Koonce, J. B. (2012). "Oh, Those Loud Black Girls!": A Phenomenological Study of Black Girls Talking with an Attitude. *Journal of Language and Literacy Education*, 8(2), 26-46.