



DEMAND IX

Educational Study Guide



BILLIE JEAN KING
Leadership Initiative



NATIONAL
WOMEN'S
LAW CENTER



Women's Sports
Foundation

Common Title IX Related Situations & How to Navigate Them



This is an educational guide meant to be used by an adult leader to educate youth about Title IX and to support fairness in schools. The examples provided represent issues around sports, sexual harassment, pregnancy, and LGBTQIA+ issues. Please use your discretion regarding how many slides you want to present at each setting and which topics you wish to present.

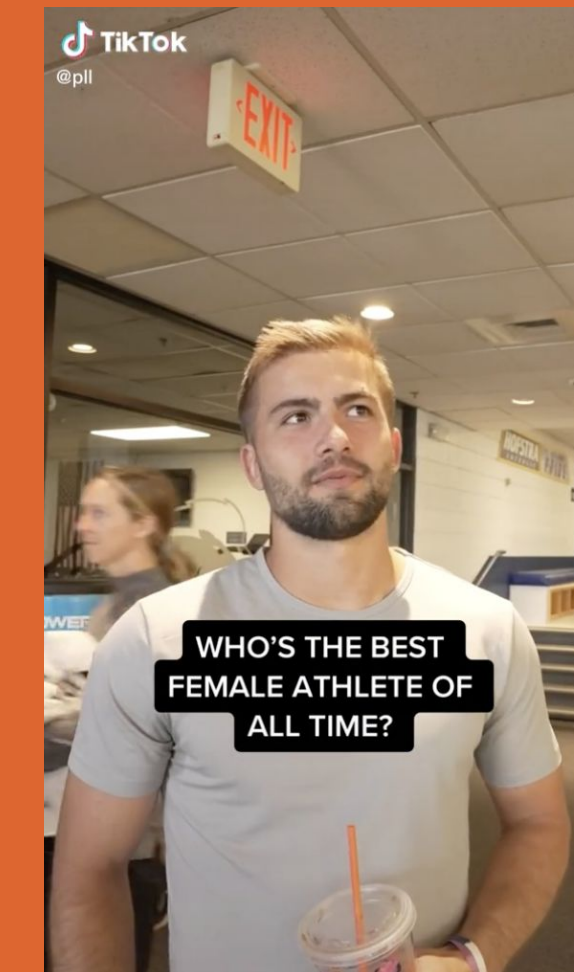
Links to explanations of Title IX are included. Please review them, especially Play Fair and Check It Out, as they will provide a good understanding of Title IX. Take a look at the educational videos – we've disbursed them throughout the slides to supplement your lessons.



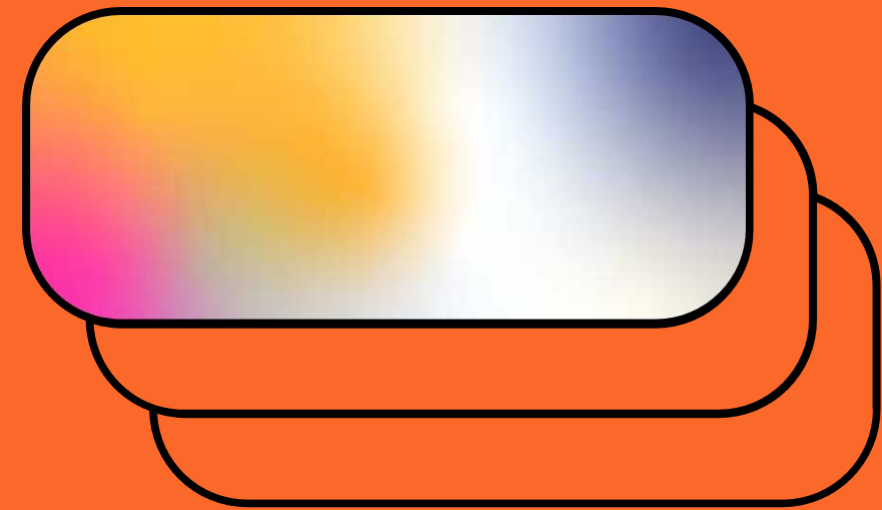
Demand IX: Equity for
Everyone PSA



Celebrating 50 Years of Title
IX: Equity For Everyone



Content geared towards
men to sign the Pledge



What is *Title IX*

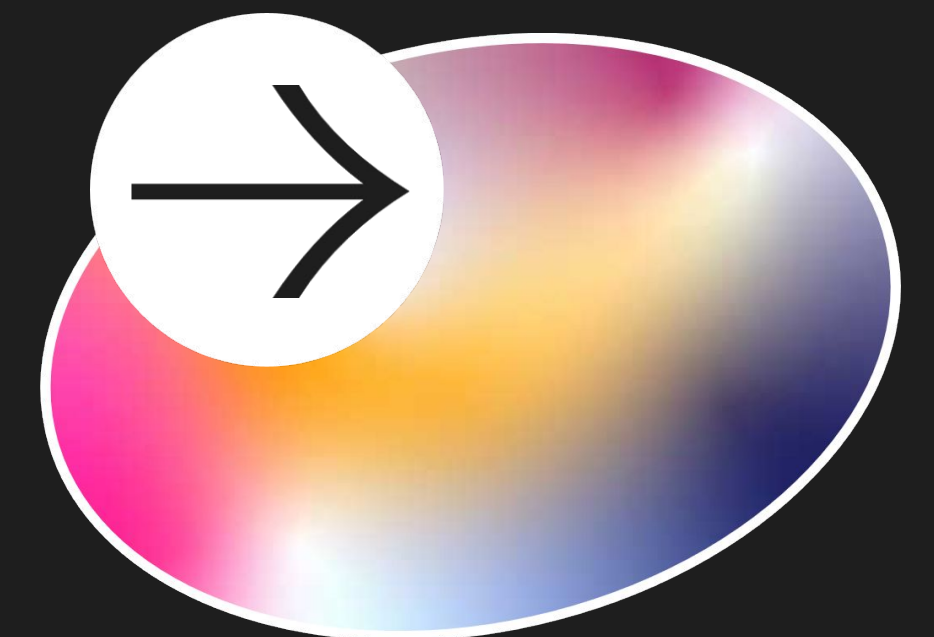
Title IX is federal legislation included in the Education Amendments of 1972.

It protects people from discrimination based on sex in education programs or activities that receive federal financial assistance.

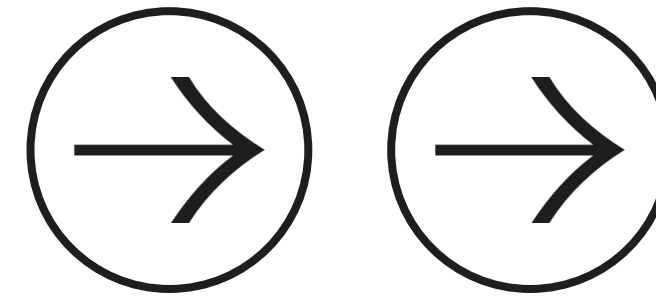


Title IX States:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.



Participation



Your school offers freshman, JV, and varsity teams for all boys' sports, but only JV and varsity teams for girls' sports.

Let's Talk About It:

Is this because there are more boys in the school? Do more boys want to participate in sports at all levels?



Find Out More About Your School:

Find out how many boys and girls attend your school. Find out if more girls want to play freshman or JV sports.

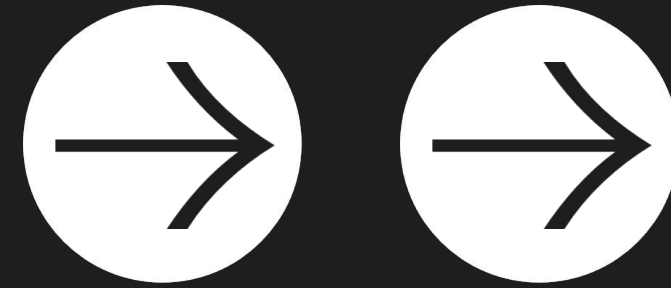
Take Action:

For Leader:

Talk to coaches, parents, or the Athletic Director to suggest alternates to make it fair.

Title IX requires that girls and boys have equal chances to participate in sports based on enrollment rates. In this case, boys have a chance, as ninth-graders (freshman), to be on the school team and the girls (also ninth-graders) don't. Unless there are many more boys enrolled in the school, this is likely unfair. However, cutting boys' programs in order to meet the participation requirements is not mandated nor encouraged by Title IX. Check out [Play Fair](#) or [Check It Out](#) for more information.

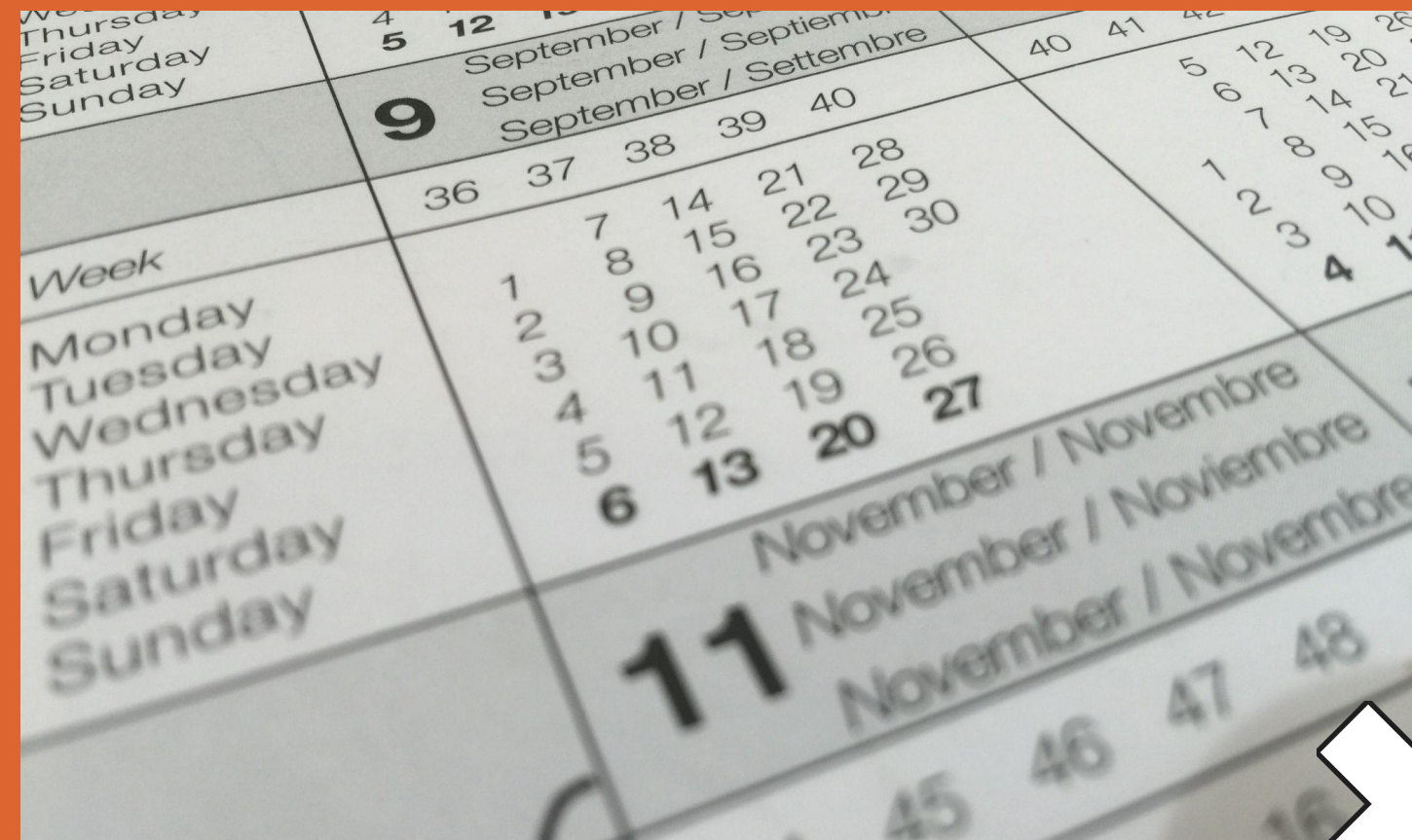
Scheduling



Girls' games are scheduled weekday afternoons. Boys' games are scheduled Friday evenings.

Let's Talk About It:

Is this fair? What are some repercussions of scheduling different times? Different days? Have you experienced this?



Find Out More About Your School:

Get a group together to collect schedules from other sports and note attendance of the games. Do the girls or boys miss other activities because of the scheduling?

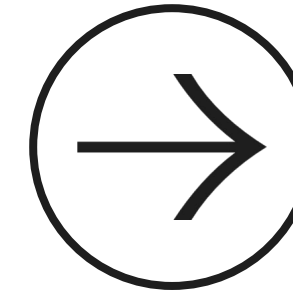
Take Action:

Talk to coaches, parents, or the Athletic Director to suggest alternate days and times to make it fair.

For Leader: Check out Play Fair or Check It Out for more info

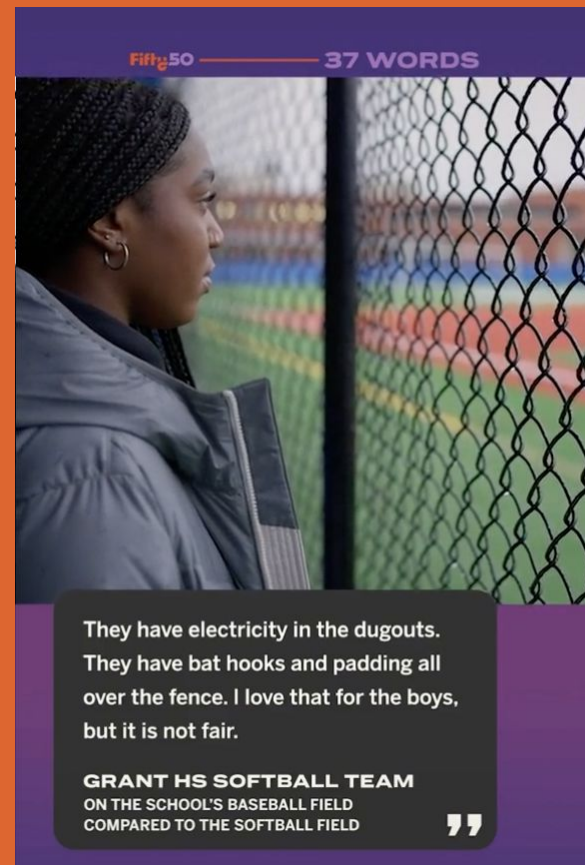


Venues/Equipment/Uniforms



Girls' softball fields have holes and no lights, while the boys fields have a scoreboard and dugout. The boys work out in a bigger gym, while the girls have a room with old equipment.

Let's Talk About It:



Is this fair? What are some problems with this situation?

EDUCATIONAL VIDEO:
This is a Title IX Violation



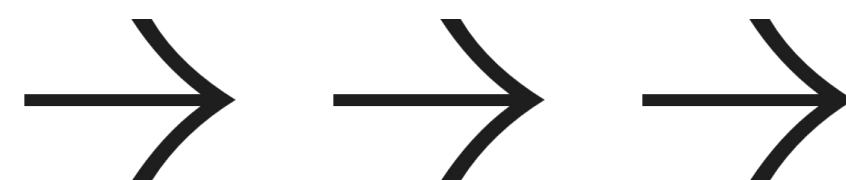
Find Out More About Your School:



Ask what are some steps students could take to make change – take photos of the gym and other venues, like locker rooms, or see how many balls each team gets to use. Keep track of how many times the Athletic Director (AD) attends games.

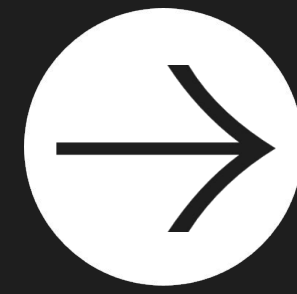
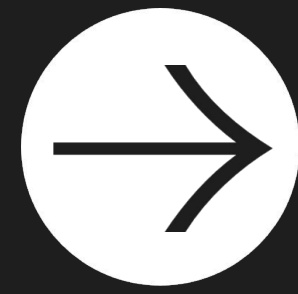
Take Action:

Ask the AD to attend games equally, alternate when girls/boys play in the better venue for games and practice, or ask for uniforms to be of equal quality.



For Leader: Check out Play Fair or Check It Out for more info

Publicity



Are there pep rallies and cheerleading for girls'/boys' sports? Does the booster club treat the teams equally? Do radio shows cover both boys'/girls' sports – is the coverage equal, do they focus on athletic prowess, looks, uniforms?

Let's Talk About It:

Is this fair? What would be fair? How does it make you feel? What can local newspapers/news websites, television and radio shows, and schools do to increase coverage of women's sports. (In local communities, it should be close in terms of equitable coverage – National media mostly covers men's sports.)



**Find Out More About Media
Coverage of Your School Sports**

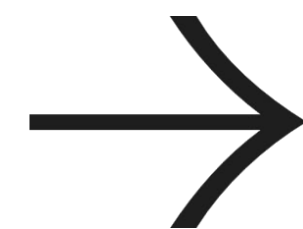
Count articles and photos to see if there is equal coverage. Take a photo and write down the date of the article, keep reading the paper to see if there is a pattern of fewer girls' sports versus boys' sports, and see if some sports are written about more often. Also, read the articles to see how the athletes are portrayed. Do they describe athletic feats, personalities, etc.?



Take Action:

Talk to your friends in different sports and see what they think. Talk to your parents and tell them about your research. Before you talk to an authority figure, think of possible remedies: Talk to the sports reporter and ask him/her to cover your sport. If they can't/won't cover your sport or the sports that don't get attention, get people to write articles and submit them to the sports reporter. They will probably welcome having more sports coverage even if they didn't cover the game personally.

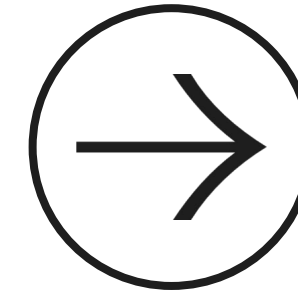
For Leader:



Important to note: Title IX just covers what schools do, not what outside entities do. If there is discussion about local media, be sure to note the distinction that changes you'd like to see would come under advocating for better treatment of girls in your community and not Title IX violations.

Download [Play Fair](#) or [Check It Out](#). They provide easy-to-understand examples for common situations. While not every example is a violation of Title IX, that doesn't mean students shouldn't discuss what they consider to be discrimination and offer suggestions to make programs and services more equitable.

Transportation



The boys travel to the regional meet in a chartered bus. The girls travel to the same meet in the coach's car and small van.

Let's Talk About It:

Is this fair? Under what conditions could this be fair? What if the boys' team travels farther distances than the girls' team? What if there are more players on the boys' team than on the girls' team?

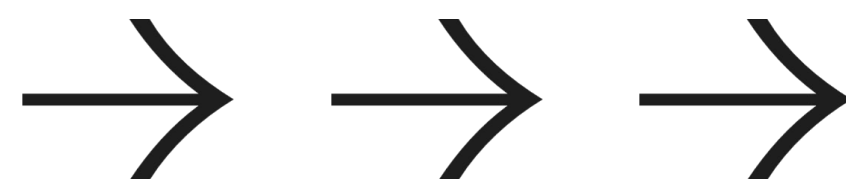


Find Out More About Your School:

Find out if this kind of treatment is the same for other sports.

Take Action:

Talk to coaches, parents, or the Athletic Director to suggest alternates to make it fair.



For Leader:

Under Title IX, the same amount of money does not have to be spent on each team, but the quality of the equipment or service has to be equal, so this could be a violation. Check out [Play Fair](#) or [Check It Out](#) for more info.

Transportation

A parent of a boys' lacrosse player has access to a private jet and offers to fly the team to their games in the plane. The girls travel to the same schools but travel by bus. The boys also get food catered on the plane, and the girls buy food at rest stops and eat on the bus.

Let's Talk About It:

Is this fair? Under what conditions could this be fair?



Find Out More About Your School:

See if this discrepancy occurs with other sports. Is lacrosse the most popular sport? Does the boys' team traditionally go to state tournaments? Does this matter?

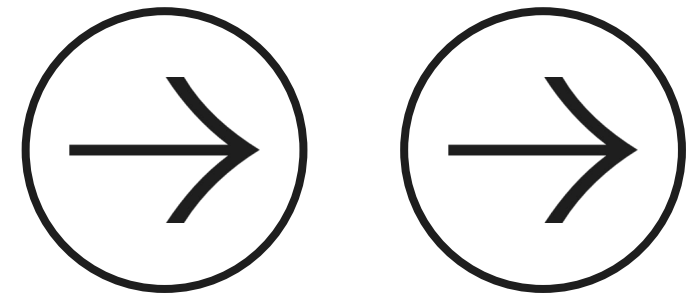
Take Action:

Find out how other teams at your school travel. If you find discrepancies, speak to teammates, your coach, and the Athletic Director.

For Leader:

If a third party, like a parent or booster club, provides gifts or funds resulting in disparate opportunities along gender lines, it could put the school out of compliance with Title IX regulations. Check out [Play Fair](#) or [Check It Out](#) for more info.

Budgets



A donor has agreed to spend \$1 million on a hockey rink for the boys' team on campus. The girls' hockey team currently travels 10 miles to a public rink to practice and play.

Let's Talk About It:

Is this okay? Can't a donor give what he/she wants to support sports? Is the school's athletic budget divided equally between boys' and girls' programs?



VIDEO: [Hockey team gets to play in men's rink](#)

Find Out More About Your School:

Research if donors, booster clubs, or sponsors are helping fund sports at different levels at your school. Do these gifts mean benefits are not provided to girls' and boys' teams equally?

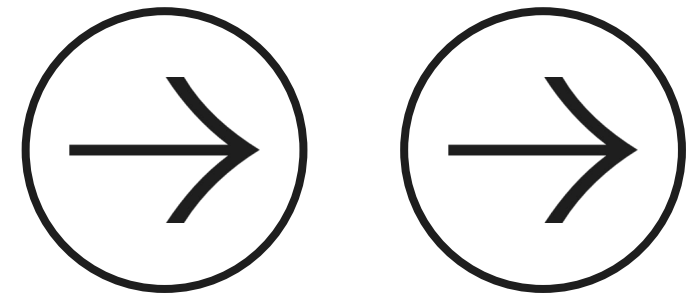
Take Action:

Have a conversation with your teammates work out a plan to speak to your coach, Athletic Director, or Title IX Coordinator to go over the rules around budgets.

For Leader:

Schools must consider the athletic program as a whole and provide comparable benefits to boys and girls. Financial resources from outside sources must be included in this evaluation. Check out [Play Fair](#) or [Check It Out](#) for more information.

Coaching



The head coach of the women's softball team is leaving; the assistant coach is female. The AD is only interviewing men for the position.

Let's Talk About It:

Is there anything wrong with this picture? Is it alright to just interview men? Would it be wrong if it were a men's tennis team? Should the AD interview the assistant coach?

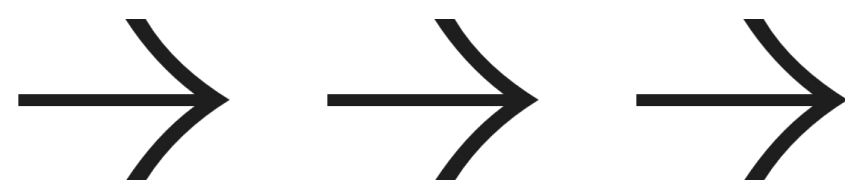


Find Out More About Your School:

Suggest the AD contact other ADs in the conference and coaching organizations to get names of female coaches. Check to see if the AD has a history of hiring women coaches. Find out how many women head and assistant coaches are at your school and how many are women of color.

Take Action:

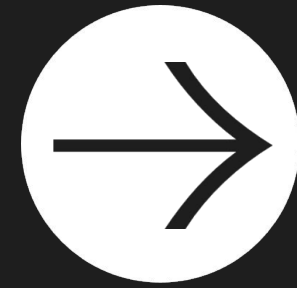
Many institutions have rules about hiring that include gender, racial, and ethnic diversity. Check your school's or university's policies.



For Leader: Check out Play Fair or Check It Out for more info



Retaliation



Coach is talking to the AD, complaining that the girls' basketball team isn't getting the same treatment as the boys – they have no access to ice if there is an injury, they play in an inferior gym, get less funding. The AD says the coach's attitude is not good. He gets bad reviews and is removed from coaching the girls' team.

Let's Talk About It:

Is this fair? Did the coach have other options?



Find Out More About Your School:

Did the coach get fired for reporting inequities or are there other reasons? Are there complaints from other coaches of girls' teams?

Take Action:

Talk to teammates and parents about equal treatment between teams and whether coaches are being evaluated by the same set of rules.

For Leader:

The Supreme Court ruled in *Jackson v Birmingham Board of Education* that Title IX prohibits retaliation for opposing sex discrimination in education.



LGBTQIA+ ➡ ➡

A student-athlete overhears her coach (on a few occasions) joking around with his assistant coach about who they thought were lesbians on the team. She is now very uncomfortable coming out to her coaches or is now afraid the coach will find out she's a lesbian and doesn't feel safe.

Let's Talk About It:

Is the coach doing anything wrong or is he just having fun? Is it okay to talk about sexual orientation or gender identity?



Find Out More About Your School:

Write down and date conversations you hear as well as other behavior you feel is intimidating. If you are out to your parents, siblings, or friends, share your feelings. Ask other teammates how they feel about his actions.

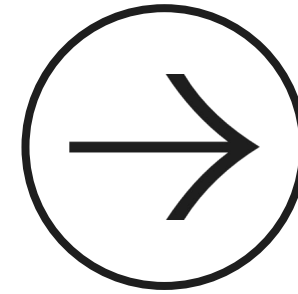
Take Action:

Ask the school to educate coaches about the right way to talk about sexual orientation and gender identity.

For Leader: Check out Play Fair or Check It Out for more info



Harassment/Bullying



A coach tells a runner she needs to lose weight in front of the team. A teacher tells a student she works too slowly and makes fun of her in front of the class.

Let's Talk About It:



Is this okay? Have you seen this or something like this happen?

EDUCATIONAL VIDEO:
[Title IX & Athletics Compliance](#)

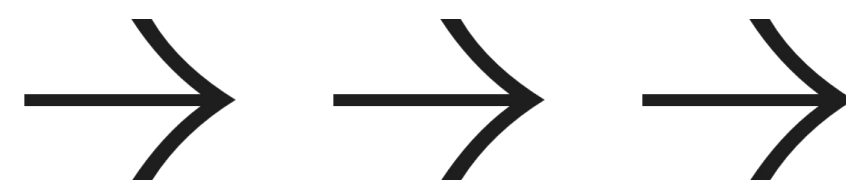


Find Out More About Your School:

Write down and date incidents when you think a teacher or coach made inappropriate comments. Ask your friends to write things down, too.

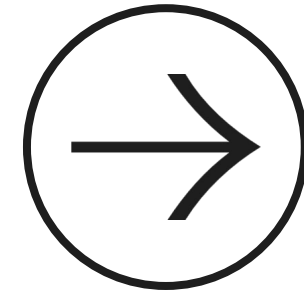
Take Action:

Talk to your parents, find out if your school has a harassment policy and, if they don't, suggest they develop one and implement it.



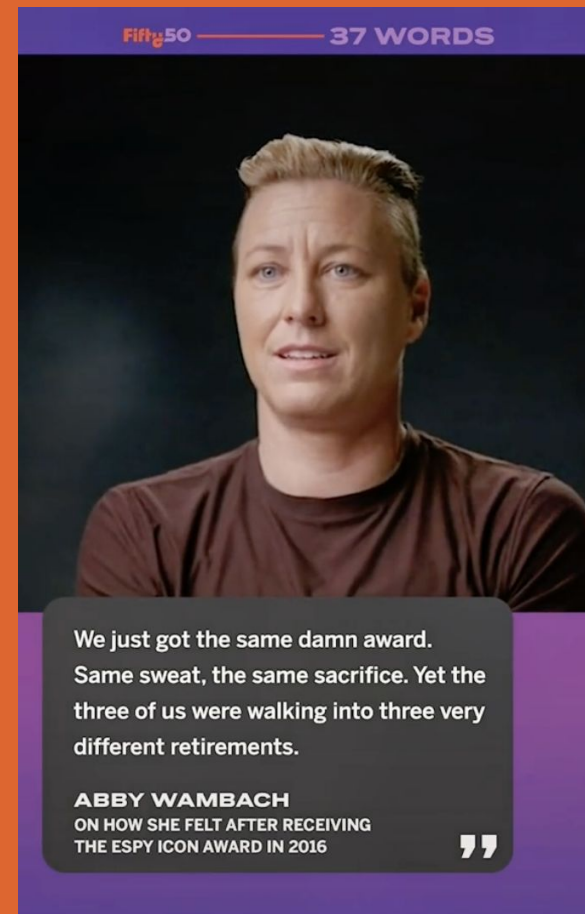
For Leader: Check out Play Fair or Check It Out for more info

Student-to-Student Harassment



A boy sits next to a girl and makes inappropriate sexual comments about wanting sexual activity with her and starts touching her. The girl complains to her parents, who report it to the teacher and principal on many occasions. The school does nothing – not even to change their seats.

Let's Talk About It:



What can the girl do about this? Can harassment come from another student? What if it comes from another person of the same sex?

EDUCATIONAL VIDEO: [Abby Wombach: I'm a sports icon but my retirement looks very different than a man's](#)



Find Out More About Your School:

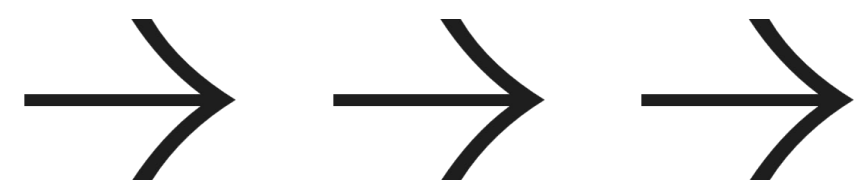
Does your school have a sexual harassment policy? How can you find out who oversees the policy? Is there a history of the policy being enforced?

Take Action:

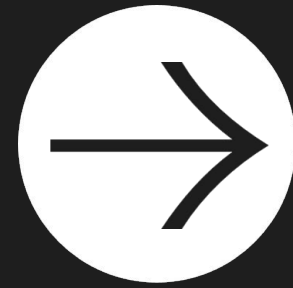
If you feel you have been sexually harassed, it is important to tell your parents, teacher, principal, and Title IX Coordinator and write down what happened in each situation.

For Leader:

It is the responsibility of the school to stop student-on-student sexual harassment. The Supreme Court ruled in *Davis v. Monroe County Board of Education*, that, under Title IX, school boards are liable for failing to stop student-on-student sexual harassment under certain circumstances.



Teacher-to-Student Harassment



A student is falling behind in class and asks their teacher what extra credit they can do to make up their grade. The teacher suggests they stay behind after school and sits very close to the student while putting his hand on the student's knee when talking.

Discussion:

Do you think this is appropriate? What would be your first thoughts/reactions? What would be your final decision or thoughts on this, do they differ from your initial reaction? Who would you think to tell: friends, family, or anyone with a position of authority in your school or on campus? Do you think this is okay if his hand just stayed on her knee and she didn't tell him to move it?



Suggestion:

Print and distribute the "The Power of IX" handout from the non-profit Equal Rights Advocates. Have each student fill out the checkboxes. Do they all line up? Does your student body know the Title IX protections that are in place and the steps to take if the situation above or something similar happens to them?



Take Action:

Learn about sexual harassment and gender equity. It's important to be knowledgeable for yourself as well as to speak to your friends about this issue. Being prepared with this knowledge prior to any issue or scenario happening can help you deal with it if it happens to you or someone you know. You can go to your school's Title IX Coordinator with an issue you heard about through gossip or friends, or something that's happened to you. Don't be afraid to speak up.

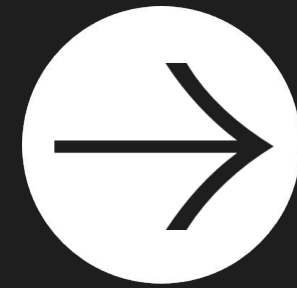


For Leader:

For those who work in the Title IX space, use the resource, <https://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.pdf> from the Department of Education, which provides definitions under the law, and examples of sexual harassment and conduct within Title IX in all aspects from academic, education, extracurricular, athletic, and other programs associated with the school or campus.



Dress Code



The school uniforms and dress code policy is different for boys and girls. While boys can wear shorts above the knee, girls are not allowed to wear skirts at this length. For girls and women who are larger in size, the skirts ride up in the back, and they keep getting written up more than their skinnier counterparts.

Discussion:

Think of your school's dress code and what items listed are specific to girls and not boys, such as leggings or midriff-baring tops. Did you ever get told or overhear that the way girls dress is "distracting" to the boys? If a boy gets in trouble with the dress code, can a minor adjustment fix the problem and he stay at school, but if a girl gets the same issue, does she need to leave class to change fully?



Suggestion:

Cut out different pictures of people's dress and pass them out randomly to the students. Have some of them obviously against your school's dress code policy. Make sure there are examples of bare-chested men athletes along with women athletes in sports bras, pictures of kids with logoed shirts, etc. Make sure each person gets a random picture, so it doesn't align with men having men's pictures. Go around the room and point out which pictures would get students in trouble with the dress code and ask students if there is a way for them to change to fit the dress code without leaving school.



Take Action:

Speak up if you notice that, for example, boys are allowed to change at school but girls are sent home to change, which would force them to miss part or all of the school day. Notice if girls with different body types are treated differently when wearing the same style of clothing. If so, talk to your teachers or principal about this unequal treatment.

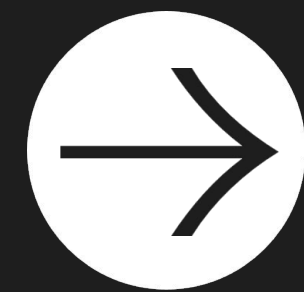


For Leader:

Discuss fairness and gender equity. Discuss if they feel the way they dress is free speech and if it's a protected class. Ask if there are any other nuances to this issue that are unfair, such as culture or religion. Share the resource, <https://www.aclu.org/issues/free-speech/student-speech-and-privacy/student-dress-code>, a webpage from the ACLU that provides resources, videos, and updated information regarding items on the dress code violation debate.



Restrooms



A school sets up a gender-neutral bathroom but keeps it under lock and key. A student who is gender non-conforming or transitioning has to go to the Principal's office each time they need to use the restroom to get the key, thereby being late to class and after-school activities.

Discussion:

Is there a place in your school where you are unable to go to get the resources you need? How would it feel to be singled out for something others are not singled out for? Think of correlative examples and situations.



Suggestion:

Have students come up with recommendations on how to remedy this situation. Encourage students to discuss concerns, if any, with gender-neutral bathrooms.



Take Action:

Be kind. Over 60% of LGBTQIA+ students report feeling unsafe at school, with 40% being physically harassed and 18% being assaulted. School is hard enough without the added pressures of peers and especially a discriminatory school institution itself. Educate yourself and others on the rights you have for equity. Participate in events such as the National Day of Silence, created by the Gay, Lesbian, and Straight Education Network (GLSEN).

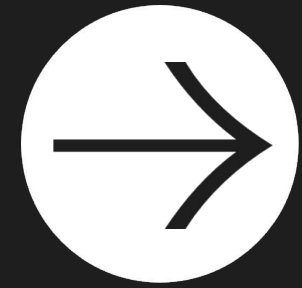
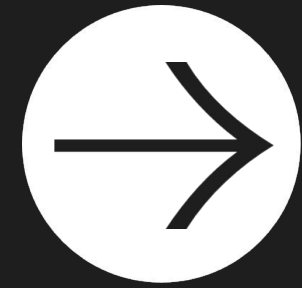


For Leader:

Discuss access to equitable areas, services, and resources. Explain how someone can provide a Title IX Complaint if they feel they are being discriminated against. Share the resource, <https://rfkhumanrights.org/gavin-grimm>, a webpage from the non-profit Robert F. Kennedy Human Rights Organization that speaks to Gavin Grimm's case on this exact matter.



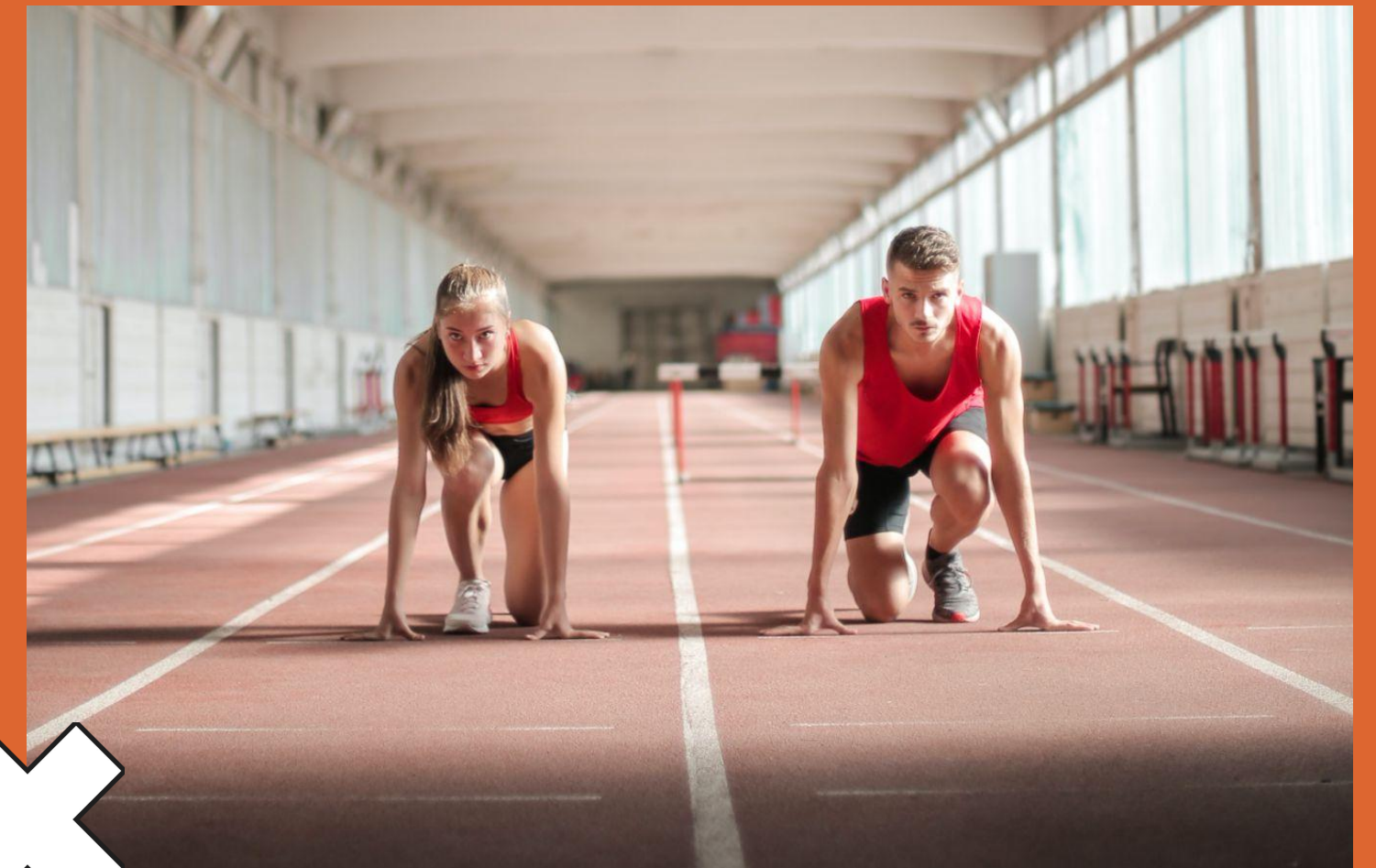
Dating



Two students recently ended their dating relationship. One of the students shares that their ex has been texting harassing messages, spreading untrue rumors about them online, and is threatening to share nude photos of them with everyone at school.

Discussion:

Do you think this is appropriate? What would be your first thoughts/reaction if a friend told you this was happening to them? How would you feel if this was happening to you? Who would you think to tell or ask for help?



Suggestion:

Introduce the concept of digital consent to students. Discuss how they can practice digital consent in everyday situations using this [link](#).



Take Action:

Become familiar with the forms of cyber/digital sexual abuse. Does your school or college have a healthy relationship campaign that includes cyber/digital abuse? Is cyber/digital sexual abuse included in your school or college policy? Are there specific resources available to support victims of cyber/digital sexual abuse?



For Leader:

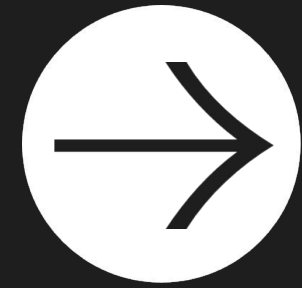
Encourage students to learn about cyberstalking and the other forms of cyber/digital sexual abuse. Encourage students to learn about healthy relationships and consider limiting the type of personal digital information they share with friends and dating partners (e.g., passwords, geolocation information, nude images). Show students that having their digital privacy invaded is not ok. Have students think about ways they can have good online safety habits. Educate yourself on the types of abuse, including digital abuse, from the National Domestic Violence Hotline:

<https://www.thehotline.org/resources/types-of-abuse/> and [access resources](#) from the National Sexual Violence Resource Center:

<https://www.nsvrc.org/blogs/teen-dating-violence-prevention-resources-2022>.



Pregnancy



A pregnant student needs to be absent from school and miss some class time due to doctors' appointments as well as feeling ill during physical education but being forced to participate, even with a doctor's note.

Discussion:

Do you think the student has done all she can to provide a reason she is out of class and can't participate? Does it seem fair to penalize her for missing class or not participating? If she is forced to stop missing class and participate in the activity, what do you think could happen?



Suggestion:

Get several large balls or balloons and tape them to your stomachs. Do several tasks like jumping jacks, running in place, touching your toes, squatting down, and getting back up. Ask the students if that was harder than usual. Ask them to imagine also feeling sick to their stomachs. Ask them to remember a time they were sick and needed to go to the doctor, and what would they have felt if they came back to class and were penalized even after handing over the doctor's note.



Take Action:

First, understand that others' medical problems should be confidential and accommodations made – whether you are pregnant or not. This shouldn't be something that students are called out on. Be aware and compassionate to those around you who are suffering from medical problems, pregnant or not. Ask the pregnant student if you can take notes for them during their absences or be a class buddy when they need to do alternate assignments. Know your rights as a pregnant and parenting student.



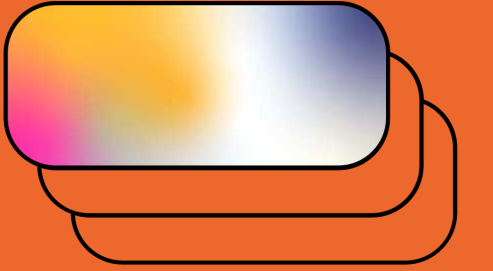
For Leader:

Talk about the non-discrimination policy you have on your campus. Talking about ADA/504 accommodations and how they can get these through your policies and procedures. Share the site: <https://thepregnantscholar.org/>, a non-profit clearinghouse specifically for pregnant and parenting students, which provides resources and toolkits not only for students but also for administration, staff, faculty, and parents.



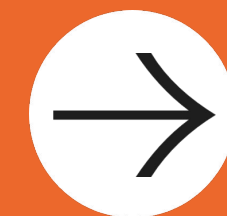


Educational Resources



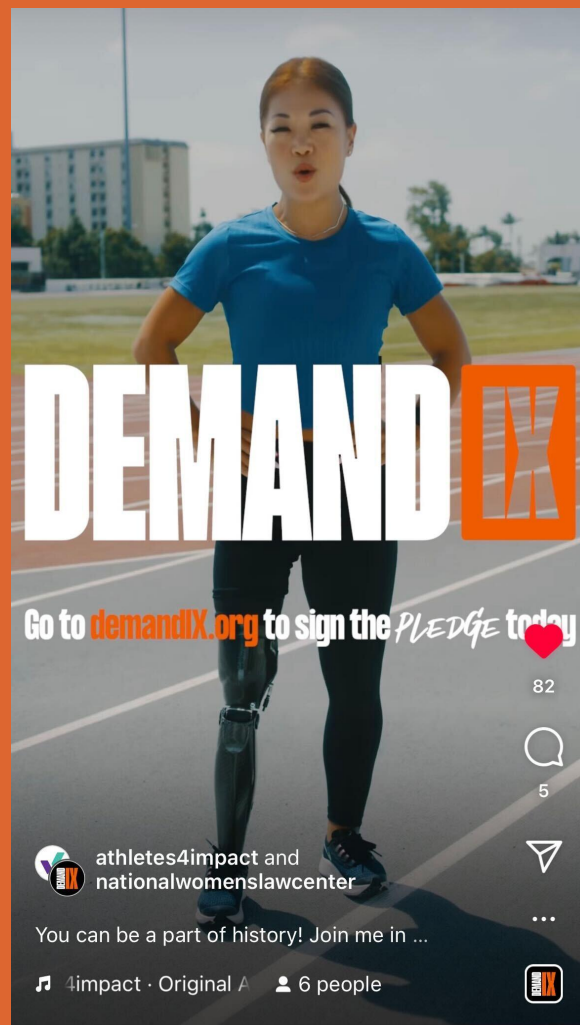
- I. Play Fair: A Women's Sports Foundation Guide to High School and College Sports
- II. Check It Out: Is the Playing Field Level for Women and Girls in your School?
- III. National Coalition for Women and Girls in Education present Title IX at 50
 - A. Sexual Harassment
 - B. Pregnant and Parenting Students

**For more resources & to take the pledge
to fight for equity and justice:**



<https://nwlc.org/demand-ix/>

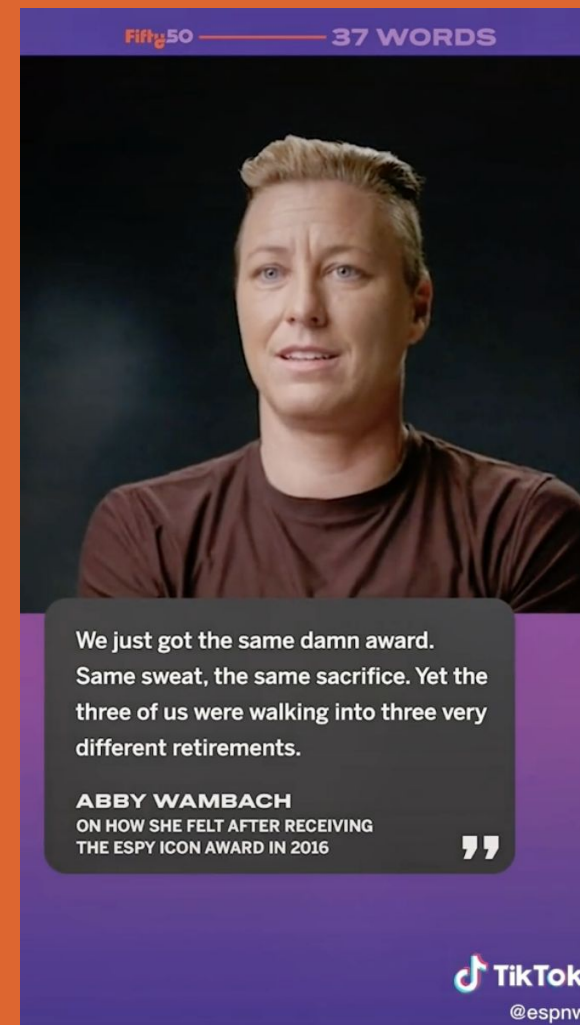
Educational Videos



Demand IX: Equity for Everyone PSA



Celebrating 50 Years of Title IX: Equity For Everyone



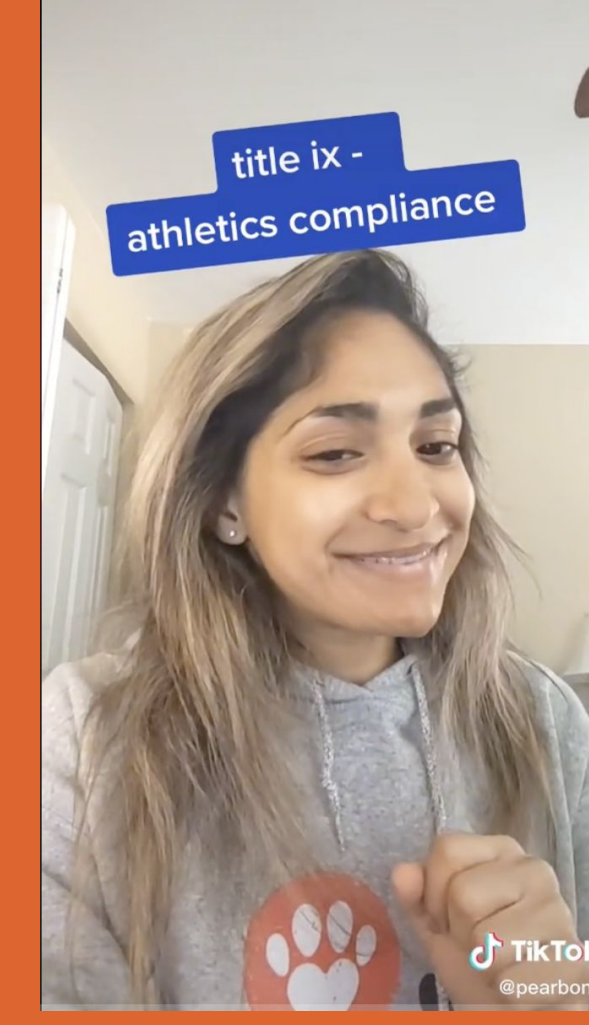
Abby Wombach: I'm a sports icon but my retirement looks very different than a man's



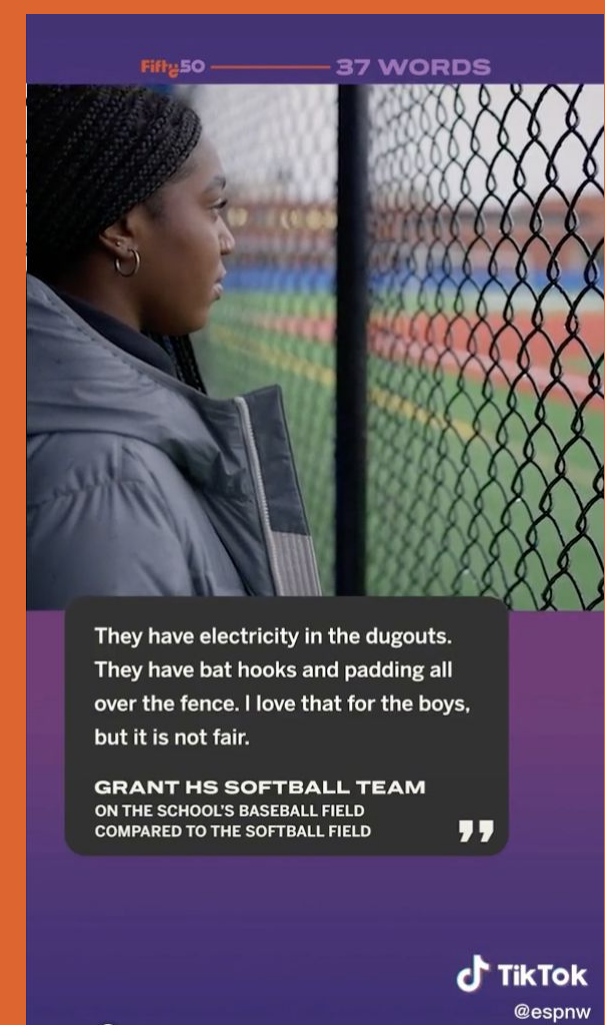
Content geared towards men to sign the Pledge



Hockey team gets to play in men's rink



Title IX & Athletics Compliance



This is a Title IX Violation





Evaluation Form

Please fill out the National Student Month of Action evaluation form [here](#)

1. What is your name? _____
2. What is the name of your school or organization? _____
3. What is your gender?
 - a. Female
 - b. Male
 - c. Non-binary
 - d. Other (specify) _____
4. Are you White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?
 - a. White
 - b. Black or African American
 - c. American Indian or Alaskan Native
 - d. Asian
 - e. Native Hawaiian or other Pacific Islander
 - f. From multiple races
 - g. Some other race (please specify)
5. Are you Mexican, Mexican American, Chicano, Puerto Rican, Cuban, Cuban American, or some other Spanish, Hispanic, or Latino group?
 - a. I am not Spanish, Hispanic, or Latino
 - b. Mexican
 - c. Mexican American
 - d. Chicano
 - e. Puerto Rican
 - f. Cuban
 - g. Cuban-American
 - h. Some other Spanish, Hispanic, or Latino group
 - i. From multiple Spanish, Hispanic, or Latino groups
6. Please select the categories that match your involvement in the campaign (You may choose more than one.)
 - a. Demand IX Fellow
 - b. Coach
 - c. Teacher
 - d. Program Manager
 - e. Other _____
7. How did you hear about the campaign? (You may choose more than one.)
 - a. Social media
 - b. An event
 - c. An organization (please name) _____
 - d. Other (specify) _____
 - e. I don't remember
8. Dates of your outreach and education efforts
 - a. Start _____
 - b. Finish _____
9. How many in-person meetings did you have? (Includes virtual meetings)
10. How many people did you impact via in-person meetings? (Includes virtual meetings)
11. What information did you give them?
12. Please estimate the number of people you reached through social media efforts.

DEMAND IX Evaluation Form (continued)



13. On a scale of 1-4 with 1 being not at all and 4 being definitely, rate the degree to which you think the people you reached have the resources to speak up about fairness through Title IX.

not at all definitely
1 2 3 4

14. On a scale of 1-4 with 1 being not at all and 4 being definitely, rate the degree to which you feel the people you reached have a better understanding of how Title IX works.

not at all definitely
1 2 3 4

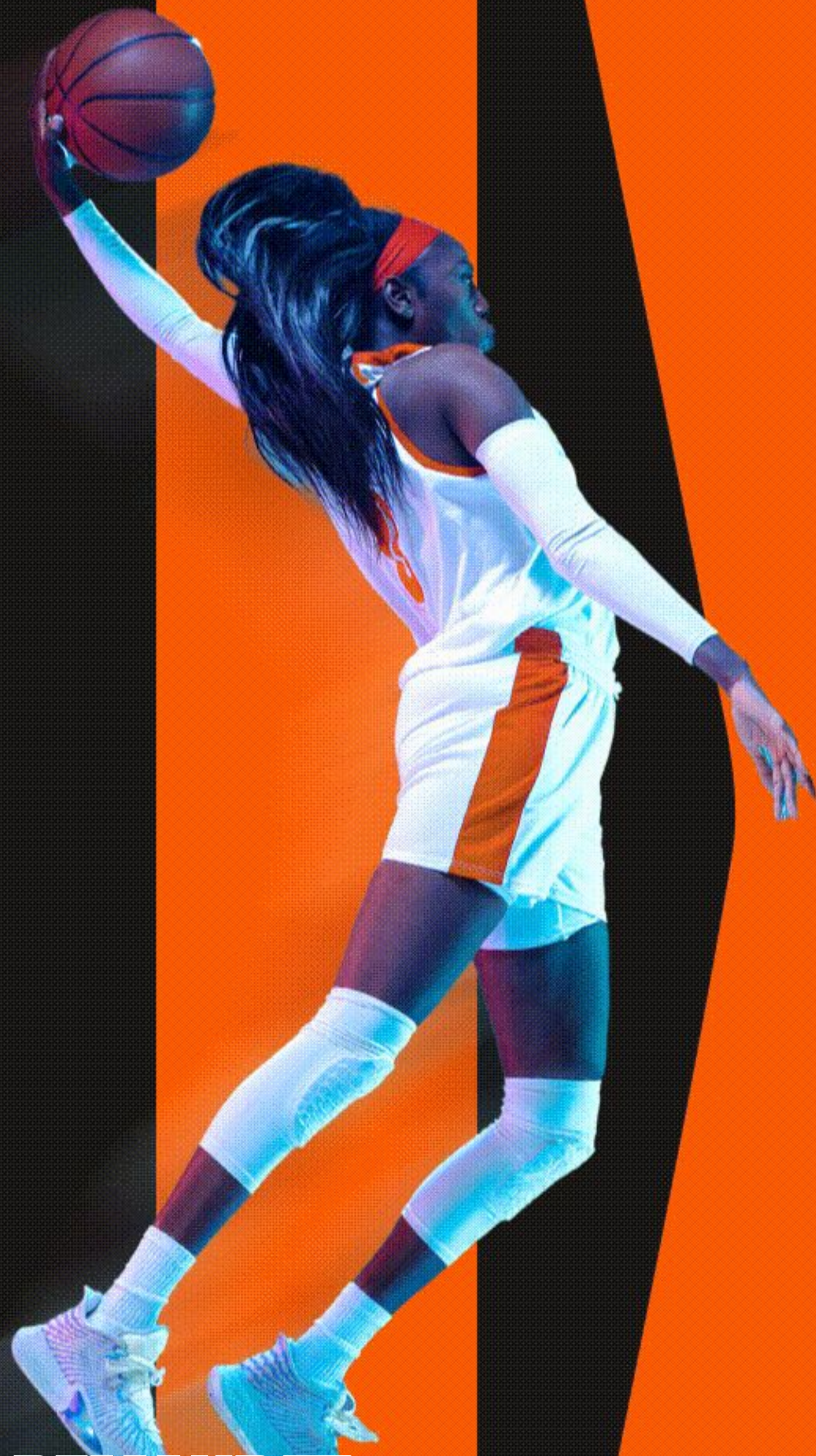
15. What additional resources or information do you think would have been helpful?

16. Overall, how has your experience affected your future personal advocacy?
- a. I am less likely to engage in advocacy in the future.
 - b. It has not changed my potential advocacy engagement.
 - c. I am more likely to engage in advocacy in the future.



Take Action:

Please fill out the National Student Month of Action evaluation form [here](#)



DEMAND IX

ABOUT THE CAMPAIGN

Demand IX is a campaign to engage millions of people as we coordinate efforts to galvanize the impact of individual Title IX Anniversary projects into one empowering national campaign that amplifies Title IX efforts and provides onramps for public participation and action.

The campaign is managed by the Demand IX leadership and the Billie Jean King Leadership Initiative, National Women's Law Center, and Women's Sports Foundation. The goal of the campaign is to get hundreds of thousands of signatures to take to Congress and other policymakers to demand more robust Title IX protection and enforcement.

Locally, Demand IX will educate, inspire, and empower millions of college students and leaders with the tools they need to ensure fairness for everyone in educational institutions.

Study Guide Credits



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