



A project of the Texas Council on Family Violence

Guide to Engaging Men and Boys in Preventing Violence Against Women & Girls

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Yes, We Can! End Violence Against Women and Foster Healthy Relationships through Prevention Efforts...

Imagine a world where everyone can live safe and secure. Imagine a world without violence.

While this vision may seem a long way off, we must believe it is attainable. Consistent and deliberate prevention efforts will create a world free of violence—for current and future generations.

How do communities make a valuable impact on member's behavior in relation to each other? What influences teach community members about relationships, violence, and power—positively, negatively or with indifference?

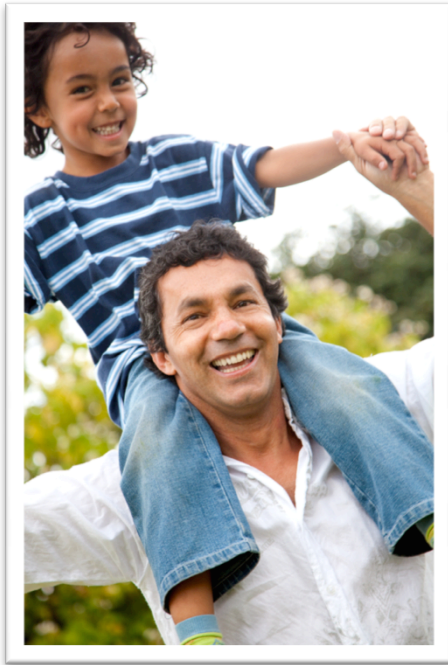
Do people learn from parents, friends, and peers? Or, do they make decisions based on messages they receive in school, clubs, and religious institutions? What about our mass media, military, or country's laws? Do they play a role?

Effective violence prevention efforts begin by recognizing that humans are *profoundly* influenced, in many different ways, by messages received from the world around them and the social conditions and forces which shape relationships and violence. Outside influences play a significant role in desensitizing people to violence and creating a culture where violence is “normal” and an appropriate response to a number of situations.

Prevention efforts recognize this message is present, and consider how it can be transformed to reflect positive ideas about relationships and create an environment where violence is unacceptable. Primary prevention seeks to prevent violence before it starts.

This guide should be viewed as an outline of actions groups and individuals are taking in their communities to engage men and boys in ending violence against women and girls. It does not exhaust the possibilities of work that *can* be done, it simply highlights that work and encourages readers to move beyond this point and imagine what can be.

Why Work with Men and Boys?



Violence prevention requires a change in the social conditions that impact the community which make violence normal and acceptable. Men and boys receive, sort through, and enforce messages about relationships, violence and power every day.

Men and boys also *send* powerful messages about relationships, violence, and power. They experience different forms of oppression: racism, classism, ableism, homophobia, etc., that affect members of society. Men also enjoy certain privileges in institutions established by sexism. Generally speaking, men have greater access to resources and opportunities to influence large social structures and institutions. They, as a result, play an important role to prevent violence against women.

decades men and boys have engaged through Batterer Intervention and Prevention Programs and nonviolence programs. Currently, non-violence work is taking one additional step: communities across the state are working to create long-term, transformative prevention efforts by focusing

on gender socialization and how it contributes to gender-based violence.

Studies have shown a small percentage of men and boys are violent. However, they continuously perpetrate violence against other men and women. Men and Boys engaged in the anti-violence movement play an important role in ending the violence to which they bear witness and experience themselves. As mentors, friends, brothers, fathers, sons, nephews, grandchildren, workers, diplomats and professionals, men and boys have the power to be positive role models and exemplify a masculinity that is non-violent and respectful of others. They have the power to intervene when they witness violence.

After a statewide needs assessment of member programs was conducted, the Texas Council on Family Violence (TCFV) designed this guide to establish a connection between engaging men and boys and the prevention of violence against women and girls. This guide includes exercises, curricula, and suggested practices reflective of a diversity of thought to encourage community based prevention efforts. Support is available through TCFV's Men's Nonviolence Project (<http://www.mensnonviolence.org>) which offers information, curricula and public awareness materials.

TCFV is hopeful this guide will help communities engage men and boys in prevention programs that create lasting change!

Detailed below are guiding resources that can be used in different prevention efforts to engage men and boys.

Why a Male Involvement Project

Steven Botkin, Director

Men's Resources International www.mensresourcesinternational.org

All around the world "male involvement projects" are being developed. In rural villages and in big cities new programs are being implemented for engaging men as partners with women for violence prevention and healthy families.

If male involvement projects are going to become part of our societies we all need to understand and support the reasons for having a men's program in our communities. Because few of us have any of experience with male involvement, and because there are many understandable reasons for suspicion and fear, we need careful, and repeated explanations of why a male involvement project is valuable. Here are some of our answers to this question.

Because men are hurting others. Violence in our relationships, in our families, on our streets, and in our schools continues to be one of the most significant social issues of our time. Much (although not all) of this violence is done by men and teen-age boys. Although there are a growing number of legal and social services for victims of violence, our society has not yet developed an array of effective resources for addressing the perpetrators.

In a male involvement project men join together in learning how to recognize and take responsibility for our patterns of hurtful behavior. We examine how the social and psychological dimensions of masculinity have affected us personally and created the conditions for violence and abuse. We share and support each other's efforts to change these patterns, individually and culturally. We join as allies with women in challenging cultural and institutional systems of domination and control. We offer each other and our society models of recovery, safety, empowerment and hope.

Because men are hurting themselves. Many men are in pain. This pain can be physical, mental or emotional, usually all three. Some men recognize it, many men do not. Often men try not to pay attention to their pain. We have learned to "suck it up", "hold it in", "walk it off". We believe that admitting our pain to others is an admission of weakness, proof of not being a "real man", letting others down. And we know it is frequently an invitation to be shamed and abused. We often end up isolated and afraid in our pain. Addictive and abusive behaviors are one way we attempt to cope with this hidden pain.

In a male involvement project a safe place is created where men are encouraged to respect the full range of our feelings, where we do not have to deny our pain, our fear, our anger or our joy, where men come together to witness and support each other in expressing ourselves clearly and honestly. We break through our fears and learn that our greatest strength is in our vulnerability with ourselves and others.

Because men are divided against each other. From an early age males learn to compete against each other. We are taught to think about ourselves literally as potential soldiers fighting other men to the death in combat. Other men are seen as enemies, dangerous, someone from

whom I have to defend myself and my family, someone competing for limited resources. We have used differences of race, nationality, class, and sexual orientation as battlegrounds for our fear of other men.

In a male involvement project men come together with an agreement of honesty and respect for each other. We learn to put aside our fears and create a culture where we can practice understanding rather than winning, communication rather than fighting, sharing rather than defending. We become a place where men from different backgrounds, lifestyles and communities can learn to feel safe with, listen to and care for each other.

Because masculinity is in transition. Our understanding of what it takes to be a successful man is going through big changes. We are being called upon to develop new ways of relating to our emotions, our partners/wives, our children, and our work. This can easily leave us feeling confused, disoriented and overwhelmed.

In a male involvement project men find others who are facing these changes. Together we resist the pressures to adapt to a rigid, dominating masculinity, and support each other in developing diverse ways of being a man that express our highest values and visions. We are creating a new, more healthy culture of masculinity.

Because men want to help. Many men care about violence, oppression, inequality, liberation and healing. Although we may want to take a stand, speak out, make a difference, we often feel uncertain, scared, isolated, silenced and powerless.

In a male involvement project men join together with other men who want to make a contribution to the lives of the men, women and children in our communities. Together we find ways to take actions that give voice to our caring and our commitment. We learn how to work collaboratively with each other and with women, developing shared power and leadership. A male involvement project offers training and opportunities for men's leadership and community activism.

The best answer to why a male involvement project, of course, may be simply to look at the projects for engaging men and boys that are being developed in Zambia, Rwanda, Nigeria, Liberia, Kenya, South Africa, Tanzania and many other countries in Africa and throughout the world. These initiatives are making a unique and significant difference in the lives of individual men, women and children, and the health of our communities and our society.

For more information visit:

www.mensresourcesinternational.org

www.menengage.org

Adapted from an essay first published in VoiceMale magazine, Fall 1997

Beliefs About Men & Boys

Adapted from Men's Resource Center for Change (www.mrcforchange.org) & Men's Resources International (www.mensresourcesinternational.org)

- Men and boys are naturally loving, caring and sensitive with other young men, with young women and with children.
- Men and boys are trained to be masculine in a way that leads to confusion, repression, isolation and domination.
- All men and boys have been profoundly impacted by violence and abuse. This may be in our families, on the street, through the media, racism, classism, homophobia, etc.
- Men and boys are both privileged and damaged by masculinity and violence.
- Violence and domination against women, children and other men and boys are used by men and boys to control feelings of fear and powerlessness, and to protect cultural and institutional privileges.
- Men and boys can play an important role in ending violence.
- By connecting with other men and boys about our own experiences with violence and with privilege, men and boys become empowered to join with women and girls to challenge violence and oppression.

From Intention to Action: The Spectrum of Prevention

As communities build teams of active members, new ideas will be generated about engaging men and boys in domestic and dating violence prevention efforts.

The question becomes: how will these ideas be put into practice to achieve lasting change?

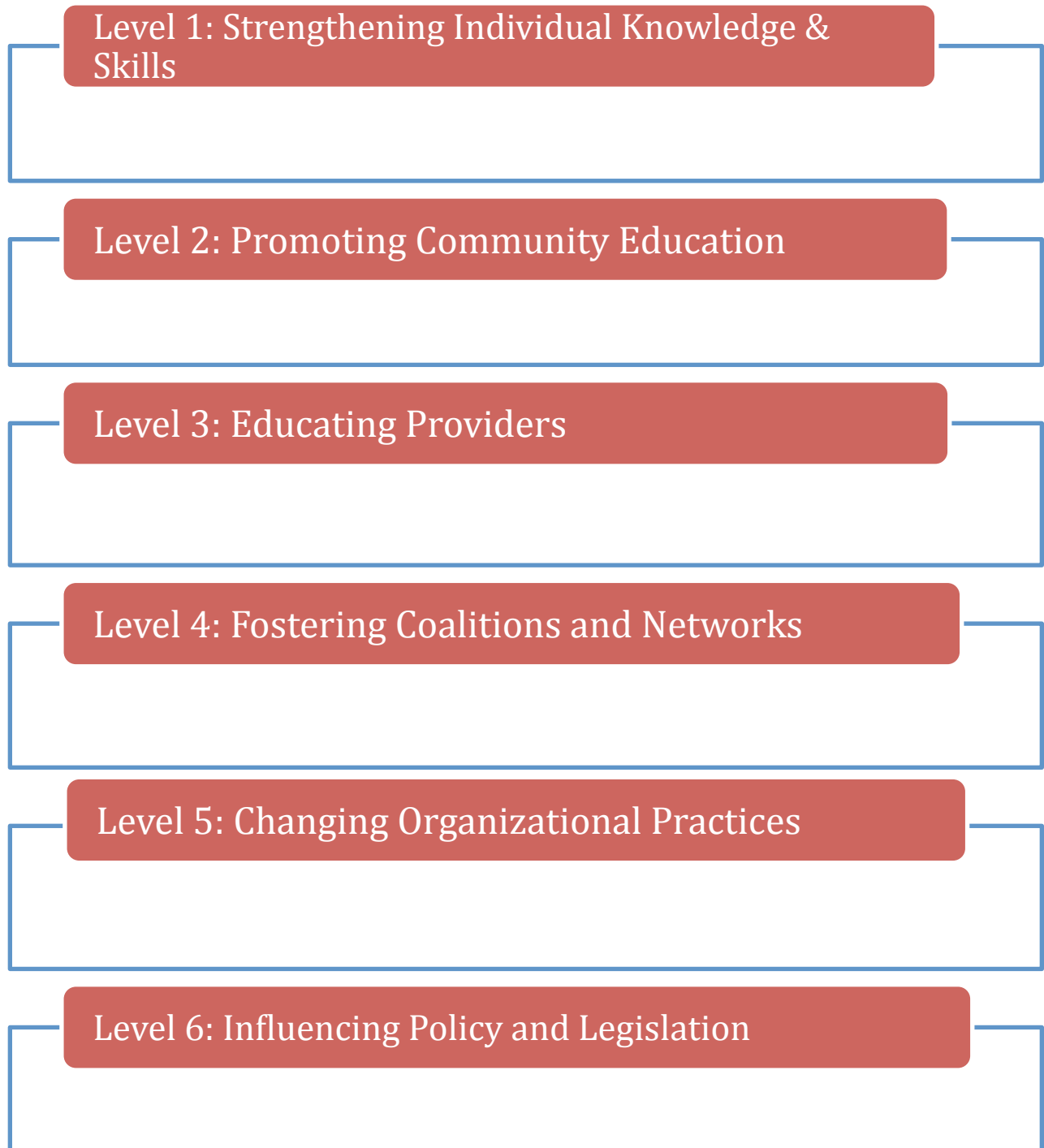
Change occurs every day. Seatbelt laws and social change campaigns reduced vehicular-related deaths; anti-smoking campaigns lessened the number of underage smokers; the civil rights movement secured voting rights for those disenfranchised by the political process. Throughout history, people have partnered and successfully created norms that promote greater safety and justice.

This was accomplished by presenting a social problem to the general population and showing how to change it. All levels of society were engaged in order to develop and promote a message that would impact individual behaviors and actions thereby creating a social norms change. Individual actions and larger strategies that included the implementation of laws, social marketing campaigns, community buy-in and support, worked over a period of time to create lasting change sought by the communities impacted by these disparities.

One framework for engaging men and boys utilized by those working in the field of Primary Prevention is the Spectrum of Prevention developed by Prevention Institute co-founder Larry Cohen. Widely recognized as an effective prevention strategy, the Spectrum guides prevention work and is an invaluable tool for groups and individuals in the anti-violence movement.

The guide is organized by using the Spectrum of Prevention. Each level of the Spectrum will be discussed individually. The discussion will include a definition of the level, possible challenges and opportunities for engaging men and boys at that level, tools for future research and practical activities.

The Spectrum of Prevention at a Glance



Why use the Spectrum of Prevention?

The Spectrum identifies multiple levels on which prevention work can happen and describes various activities that can be used. This framework can help communities plan prevention initiatives and encourage best thinking to engage men and boys on all levels of the Spectrum simultaneously. The Spectrum is most effective when community leaders are looking within their specific community to guide their work and infuse information with creative knowledge.

The Spectrum of Prevention is a useful tool because it encompasses a range of possibilities since there is no single road map for groups doing prevention work. Although the most effective prevention efforts are inclusive of all levels of the spectrum, organizations, for varying reasons, can only focus their work on certain levels. Collaboration with different groups is essential because it brings people together who are working on the same goal and delivering the same message to the community, but who are working at different levels of the spectrum. *Collaboration and communication between groups and organizations working on different levels of the spectrum can ensure a comprehensive approach to prevention.*

Strategies from different levels of the spectrum can reinforce each other in order to convey a larger message. For example, one level is fostering coalitions and networks that support engaging men and boys in ending violence against women. If the networks include lawyers, judges, and legislators, it is possible to influence policy and legislation.

All levels of the Spectrum can be considered in building a well-rounded prevention program. This will help address a community's needs and maximize the diverse talents and resources found among community members.

Guide

Level One: Strengthening Individual Knowledge & Skills *to Motivate People to Take Action!*

“I have to believe men can and want to change and want to do something about the problem. That’s been a really important place for me to start as a man, to have those beliefs about other boys and men.”

– Emiliano Diaz de Leon, Men’s Resource Center of South Texas, Founder & Executive Director

This level of the Spectrum creates opportunities to affect individuals in profoundly positive ways. Since helping anyone establish a personal connection and understanding of the problem is important, this level ensures active participation. Level One efforts can take place in many different settings including schools, businesses, or community groups.

Why strengthen men’s and boys’ individual knowledge and skills?



To provide an alternative message to men and boys. All men and boys raised in a society that condones violence against women, grow up receiving similar messages that support violence. Work at this level can be an opportunity for groups and individuals to deliver an alternative message to men and boys contrary to the lifetime of messages received. This can be a catalyst for helping men and boys become allies to women and girls. Effective prevention programming at this spectrum level moves beyond telling boys and men what not to do and provides a healthy alternative that fosters healthy relationships.

To get the message out to *other* men and boys. When men and boys become personally invested in ending violence against women and girls, the probability they will spread the message to their peers increases. Working with men and boys on an individual level has the potential of having a larger community impact.

To end violence against women. In a social context, where violence against women is acceptable, men and boys are the primary perpetrators. Changing individual men's and boys' understanding of acceptable behaviors that normalize violence is an essential component in ending violence against women and girls.

To strengthen positive social norms. Rigid gender norms of what is expected of men and women alike create a society where violence against women is normal. Work at this level can question men's and boys' perspectives on gender and sexuality and other forms of oppression to counter root causes of violence.

To identify ways in which men and boys are personally affected by violence. One challenge in working with men and boys is helping them recognize how they are personally affected by violence. Men and boys are targets of violence perpetrated by other men and boys and witness violence in their homes and communities. When speaking to men and boys about ending violence against women, supporting their understanding of how violence affects them will personalize the problem in order to create change.

To support the work happening on other levels of the spectrum. Prevention researchers consistently recommend Level One activities be supported by efforts at other levels of the Spectrum. For example, a young man engaged in an 8-week anti-violence class will receive effective messages but, what happens when he is in the hallway? And, what does he hear in his next class? What about after school, with friends or sports team? What messages will be received in these places? And, what might be absorbed at home, from watching parents, television, or surfing the internet? Whatever those messages may be, it's clear he will receive a lot more *outside* the classroom than from within. So, the challenge is to create *positive prevention* messages, ones he hears and sees regularly. This entails a comprehensive prevention strategy that engages all levels of the spectrum.

For violence prevention advocates, strengthening individual knowledge and skills may involve:

- Providing written information to individual men and boys by using pamphlets, posters, articles, and other relevant materials.
- Holding ongoing nonviolence classes or education groups.
- One-on-one mentorships of individual men and boys.
- Offering presentations that teach men and boys the dynamics of healthy relationships and providing basic skills to put knowledge into practice

Things to consider when working to change individual knowledge and skills

Who are men and boys?

Take a second to think about all of the men and boys you have encountered in your personal and professional life. Think of men and boys individually and consider their attributes and characteristics.

Hopefully, what develops is how different and unique boys and men are, even in relation to each other. As we work with men and boys, it is important we keep in mind the diversity within the group. There is no cookie cutter approach to engaging men and boys in non-violence efforts. Some will respond well to someone speaking from a perspective that assumes all men are hyper-masculine, love sports, women and money and are continuously in competition with other men and boys. Some men and boys will not appreciate this approach and prefer alternative approaches, ones that assume everyone in the room is a feminist who questions patriarchy. Others will be interested in sitting around and playing games, using that as an opening for dialogue. Many ways of approaching men and boys to end violence against women and girls exist. A profound understanding of the audience will determine the approach most appropriate for each setting. This creates an opportunity for anti-violence advocates to collaborate with other groups and individuals. For instance, when working with boys in a school setting, you can work with teachers, counselors, coaches, youth group facilitators and others working with youth in a different capacity. Collaboration will allow you to broaden your understanding of this community and consider how best to engage them.



Emiliano Diaz de Leon, Men's Resource Center of South Texas Founder and Executive Director, describes how he negotiated diversity issues that came up in his group:

"We had a general men's support group and then we had a group specifically for men who identified as gay, bisexual or who were questioning and that was really in response to the large number of gay and bisexual men that we were seeing coming to the general men's support group that had very specific needs that they weren't comfortable talking about in group. And so we created a separate group for those men. The groups were not curriculum based... they were facilitated discussions [in terms of] whatever the men brought with them. That was our approach to violence prevention work."

Considerations for Activities

Although information and statistics are an important part of a comprehensive education program, men and boys respond better to positive skill-building exercises. For instance, in the Man Box activity which can be found in the Activities section on this level of the spectrum —participants describe how society has trained them to be men —this opens an understanding of how they are socialized to behave in relationships and society. The activity allows men and boys to take a critical look at these messages and begin to question whether to continue to follow them. It also provides a departure point for future dialogue on sexism and healthy relationships.

Activities used to train men and boys are best when they include positive messages about masculinity, respect and healthy relationships. Affirmative messages and images serve as reminders of the goal to which men and boys engaged in anti-violence can aspire. Conversations and trainings can simultaneously provide men and boys with tangible actions to take in fostering healthy non-violent relationships in their lives.

Building self-awareness is a good first step, but effective prevention work puts awareness into action!

The curricula listed in the tools section, includes activities and ideas to help groups begin and sustain engagement with men and boys on an individual level. Also included is information on the *What Will It Take* Guide, and the FVPF *Men and Boys Toolkit* which contains free activities and guides.

People have an interest in ending Violence Against Women!



Case Study: Why I Got Involved in Ending Violence Against Women

In addition to having his own individual practice, Nathaniel Smith is a Batterer Intervention and Prevention Program (BIPP) group facilitator. In this case study, he reflects on why he began to work with men who abuse.

“What really started it for me was my wife, honestly.

When we first started dating, my wife had been through tremendous trauma in her prior relationship. She was involved with someone in Pittsburgh and he was extremely abusive. When my wife and I started dating it impacted me so much seeing everything that she went through emotionally early in our relationship, the anger, the distrust, all the things that come with these types of relationships so that’s really what got me motivated to start trying to do something about the root of the cause. I started to research... what kind of resources were out there for men that were involved in these behaviors, and that’s how I stumbled on to BIPP...

I was [also] affected by domestic violence at the age of 13. My mom had gotten remarried and she was involved with someone that was extremely abusive and we would go up there during the summer time and I would get exposed to these moments and the fear and the trauma that comes with it; I don’t even know how to put into words, honestly... [M]en are primarily the source of a lot of these behaviors unfortunately and I want to change that. I want other men to see that you can be a strong and a powerful man in different ways. You don’t have to exert it in these unhealthy manners. There’s other ways to be a powerful and a great man.

This is something that I really love and I’m passionate about. I hope we can push this message to another level and allow people to see that this is such a needed thing. I do participate in this work from my heart and I think that’s critical and I think other men they see that and they’re moved by that... It’s an honor to be able to sit with other men to try to help them to see... they can do something different in their lives; they don’t have to continue these patterns. This movement is extremely important and there’s so much more for us to do...”

Nathaniel’s story illustrates how men and boys are affected by domestic violence. It is critically important for men and boys to understand it is not enough to be a well intentioned man involved in healthy relationships, although this is a great first step! The work of ending violence against women and children moves beyond the individual level to one where well-intentioned men work alongside women to co-create non-violent communities by engaging people and institutions over an extended period of time.

Guiding ideas, talking points and exercises to help make the case to get men and boys involved in non-violence efforts can be found in the resource guide for A Call To Men's *Breaking Out Of the Man Box* DVD, Family Violence Prevention Fund's *Making The Case* guide, the Men Against Sexual Violence Toolkit, and Dr. Michael Flood's "Involving Men" guide.

Getting in the Door to Engage Men & Boys at this Level of the Spectrum

Prevention efforts at this level of the spectrum have historically focused primarily on conducting sessions at schools. One barrier to this has been the limited access prevention advocates have to schools. Listed below are examples of what educators have done to get in the door:

- **Use Texas policy**

"[T]he new Texas policy [House Bill 121, now Texas Education Code 37.0831] requires every school... to know what they're going to do in cases of dating violence...this new policy has allowed prevention staff into schools to provide services. I think that you can approach schools from that direction, from a policy point of view. If we want our presence known in the school, then we'll be there as a support to the school."

—Agnes Aoki, School Based Services Counseling Manager, SafePlace

- **Starting with the students**

"We've tried different ways [to get into the schools]. We've tried going directly to the top via the superintendents but were shut down. The idea was that we might be able to start at the top... through the superintendent and that would trickle down to other staff. In El Paso it was better to approach students ... then teachers and work our way up the administrative ladder."

—César Campa, Interim Chair of Puentes LGBT Resources Board

- **Working with teachers**

"Both years we had a teacher from one of the high schools that helped us recruit guys. He would get guys from his class he felt would benefit from participating in the program. A lot were friends. So they would come and bring another friend... the second year we were full."

—Emiliano Diaz de Leon, Men's Resource Center of South Texas, Founder and Executive Director



Case Study: Working Through Schools to Engage Young Men

Expect Respect
Austin, TX

The Expect Respect curriculum is 24 sessions and facilitated by SafePlace staff, a domestic violence shelter in Austin, TX. The groups are offered in middle and high school. There are groups for boys and girls whom school personnel identified as either experiencing or exhibiting different forms of violence. Although youth are referred to this program, it is not mandatory and students can choose not to participate.

“At the end of that group, at the end of those 24 week sessions I may be able to say well, I was a positive male influence. I may be the only positive male role model this kid’s ever seen because he grew up in this home watching his dad beat his mom. I may be the only male voice that’s said that violence wasn’t acceptable.” – Phil Barton, Expect Respect Group Facilitator

Here are things Expect Respect Boys Group Facilitators found to be effective ways of engaging young men in a group setting:

- **Have youth create group agreements**

“I try to give them a lot of ownership to the group when creating rules...”
– Phil Barton, Expect Respect Group Facilitator

Shift the curriculum to meet other people’s needs, when students come in and they’re upset about something, talk about it with the group

“I think the best curriculum we have ourselves, is to mentor. I came with something but this person has an issue that we’re going to help think about and hopefully they’ll feel better leaving. I find a way to facilitate that discussion and see how it affects other people because everyone has probably dealt with the same issue.” - Dave Braham, Expect Respect Counselor

Case Study: Working Through Schools to Engage Young Men

Expect Respect

Austin, TX

- **Drop the labels**

“Many times youth are labeled as ‘problem kids’ and they come into the group posturing that. We treat them like they’re not, we treat them like they’re a kid at school and it kind of gives them an opportunity to be who they really are.”

– Phil Barton, Expect Respect Group Facilitator

- **Show youth you respect them and that you care about them**

- **Be creative! What does the group enjoy doing? Do they enjoy role plays, games, videos? What will be the most effective with the group?**

“It’s a privilege to be in the group, to keep it fun and exciting, to try to do something that makes them look forward to group the next week...”

– Phil Barton, Expect Respect Group Facilitator

- **Take every opportunity to meet with parents**

- **Create a learning environment where the facilitator and the students are both “teachers”**

“It... lets me know about things that I don’t know are going on...[and]... it puts them in a position that they’ve never been in and there’s a lot of honesty when you do that.”

– Phil Barton, Expect Respect Group Facilitator

- **Create a safe environment and be a positive mentor**

“...[I]t’s more about the power of human experience and bonding and when you can get connected to a youth and get engaged into their lives and they trust you then so much is possible to change...and that’s the magical piece.”

– Dave Braham

Working with diverse populations...



The work to engage men and boys in ending violence against women is currently operating in diverse settings where a single class or event will be comprised of people from diverse backgrounds race, class, gender, sexuality and ability. Groups are diverse even when working within a seemingly homogenous population. Such settings offer opportunities for facilitators to dialogue and confront

issues that cause disparities which contribute to the perpetuation of violence in our communities. Creating appreciation of different communities is a vital component to violence prevention work as violence against women is linked to violence against other marginalized communities.

“A few of my groups are only African American or Hispanic and I’m the only White person there and I’m the facilitator. It’s important to be able to put that out in the open... [m]aking sure that everyone’s o.k. with the diversity within the group because [while]...we’re trying to educate them on gender awareness... the issues of race are huge in our schools.” —Dave Braham, Expect Respect Counselor

Ways to honor diverse populations

- Develop and distribute materials (videos, pamphlets, posters, flyers, etc.) representative of a diversity of backgrounds.
- Know your audience and history of the community in which you are providing groups. Coming into unfamiliar communities and expecting them to teach us about themselves can be perceived as disrespectful.
- In a group setting, provide concrete examples reflective of the community. People from marginalized communities are inundated with negative representations of themselves. Within an anti-violence context, consider the attributes the communities have that support the prevention of violence.

- Work to be an ally everyday. Strive to serve as an ally to communities to which we do not belong. Communities will then determine whether or not they consider us their allies. Serving diverse populations as an ally can be a life-long educational process as we grow and learn from those communities.
- Be aware about personal privilege and how it plays out in a specific setting. Coming into a group setting as an educator gives power and privilege. Being aware of the differences between yourself and the group is a good first step in sharing power.
- When stuck, ask for help from the group. Prevention workers interested in discussing an issue from the community's perspective will benefit from eliciting the support of a community member to facilitate activities. This allows us to become students and others not traditionally seen as educators to be in the front of the room. This can be a very positive experience, especially for young people.

What about race and culture?

Groups that target boys and men of color have used culture and tradition as a vehicle by which to help boys and men redefine traditional concepts of masculinity. Groups may use history and traditional ways to teach men and boys about the ways in which men and women coexisted before colonization and slavery. The benefits of such trainings are many.

- Culturally specific groups teach boys and men that violence against women is simply not part of who they are as a people; it is not inherent or traditional.
- This message is a powerful one to transmit considering the negative representations of people of color throughout history as less than human and violent. These messages have been reinforced through many different means in both formal institutional settings to informal settings. Stereotypes, prejudices and different forms of oppression, including segregation practices, lack of access to education, healthcare, housing, internalized oppression, etc. are a result of these beliefs engrained into our community as a whole. Reframing those perceptions from the perspective of honoring community's histories and tradition can result in changes in behaviors and attitudes.
- Culturally specific groups can more specifically address how oppression has affected marginalized communities. People who experience multiple forms of oppression have the opportunity to see ways in which oppression works as a web to marginalize specific communities, for the benefit of the few. Men and boys of color have experienced generations of violence committed against them; they have been

victims of violent and demeaning stereotypes placed upon them and also suffer from the systematic conditioning of violence. Working through culturally relative examples to talk about oppression can help men and boys personalize the topic as they begin to see themselves reflected in women's experiences of violence. This may have the effect of validating their experiences and in this way create an opportunity for them to be allies to women through their realization that ending violence against women is a struggle to end all forms of violence and oppression, including that which they personally experience.

- Culturally specific groups teach boys and men to be proud of who they are - it builds self-esteem and creates buy-in into the group. Boys and men who are members of marginalized communities may experience a sense of shame as a result of the oppression they encounter in the world around them. Creating spaces where people can be proud of their identity and use that as a point of departure to discuss healthy relationships can be a powerful experience for group participants and trainers alike.
- Redefining masculinity. The group process in this setting may lead to redefining masculinity in ways that are more respectful of people's culture and inclusive of what group members deem to be "masculine" qualities. The impact of such work can be transformative.

Redefining masculinity is something not unique to men and boys of color. This practice is extended to the diverse communities of which men and boys are a part. Indeed many groups for men and boys have sought to redefine masculinity in healthy ways as part of their curriculum.



Case Study: Becoming Men of Honor

Contributed by: Frank Castro, Fatherhood Program Manager
American Indians in Texas at the Spanish Colonial Missions

When it comes to working with young males, men and fathers, the one item that sets us apart is the same item that makes us similar in our effort to becoming men of honor. It is our *“identidad”* or identity as a people of color that is also the same guide used to help in the healing process.

In our work we have made it a necessary process to identify the core of our beliefs and traditions as a way to recognize our own true identity and the identity of masculinity and violence. It is important to every male to receive *“conocimiento”* or acknowledgement for his process in crossing over the bridge from male to manhood. This acknowledgement is the building block to the identity being formed, this also aides to better understanding of what it means to become a man of honor or Joven Noble. Without acknowledgement and understanding of what makes up the identity of men, we lose out on so much of the characteristics that help us define our role.

Often without these processes, men struggle with internalized oppressive issues that would otherwise [have] been recognized and worked through their rite of passage and helped allow for a process of healing that would become their own growth way. Cultural influence helps to teach and train our internalized oppression to work with our external resources to helping create a balance.

Recruiting Boys and Men as Volunteers and Positive Role Models

Long-term change takes time and depends on the strength of relationships built with men and boys. Having a solid base of volunteers and positive role models can have a positive impact.

The following are examples of recruitment strategies groups may consider in identifying positive volunteers and role models for boys and men.

- A. **Poster Campaigns:** Posters designed by men and boys can promote the issues groups are trying to address. Placing posters in strategic locations (i.e., schools, restrooms, restaurants, sports fields, Boys and Girls Club, etc.) as well as creating PSAs (public service announcements) with similar content can increase the level of interest and involvement of men and boys as they are involved in the production process.
- B. **Incentives:** Offer incentives to encourage men and boys to attend meetings/events. Incentives can involve awards ceremonies, providing food, positive reinforcement and the acknowledgment that participants are working for the greater good. Groups can figure out their funding options and solicit donations.

The Men's Resource Center of South Texas paid young men to participate in their summer program. This proved to be very effective given the scarcity of employment for youth during the summer in that area. The Expect Respect boys groups in Austin uses food, games and community outings as incentives to keep youth interested and engaged in the groups.

- A. **Social Change Organizations:** Building relationships with other organizations engaged in social change can help groups connect with men and boys who have made a commitment to improving their communities and who are willing to help with fundraising and leading discussion groups.
- B. **School Personnel:** School personnel interested in supporting young men and boys with whom they work can collaborate with community leaders and recruit other volunteers.
- C. **Group Members' Peer Group:** Male youth and adult men invested in making a change can recruit members of their peer groups to participate in anti-violence programs and activities.
- D. **Community Leaders:** Individual meetings with men are opportune times to share a vision of a world free of violence. Men often are part of other networks and can introduce the topic to groups to which they belong and invite prevention advocates to speak at their meetings. Identifying community allies that work with men can be a great place to grow a volunteer base.

Who is best positioned to convey a prevention message to men and boys?

While some have suggested the work of engaging men and boys in the anti-violence movement is best carried out by other men and boys, it is important to recognize men and boys comprise a very diverse population and respond to a diversity of voices. Identifying individuals with whom they felt comfortable will solidify the message.

Reflecting on his work with young men in Harlingen, Texas, Emiliano Diaz de Leon states:

“I think it was important to have a guy from that community, from Harlingen [co-facilitate the group]. The co-facilitator, Juan Gonzales, was a younger man in his early 20s and so that made a real difference and also having somebody from Harlingen made a real difference because I think that he could really speak the language of these guys that were coming to group. He understood their experiences better than I did.”

Other organizations that have successfully recruited and involved men and boys as volunteers are worthy of study. Some are listed below in the resource section. The *What Will It Take* guide found in the “Tools for Strengthening Individual Knowledge

Women as Leaders in Engaging Men and Boys

When we consider who is best positioned to convey a prevention message to men and boys, the question of women's roles as leaders and individuals who transmit prevention messages to men and boys often comes up. There have been numerous stories of women who have successfully facilitated BIPP (Batterer Intervention and Prevention Programs) and other men's and boy's groups. Women have the knowledge and experience necessary to convey their message, regardless of the potential barriers between themselves and their audience.

Recently, I attended a conference and a woman in the audience who had been facilitating a boys group in a detention facility stated that what she had learned about her experience in working with boys was that boys were really looking to be respected. She stated that by respecting the boys and addressing them as "Sir" and caring for them as she would her own children; she noticed that there was a big difference in the way that they would treat her. In fact, she stated that there was one situation where a new boy entered the group and threatened to hurt her. The other boys in the group, instead of reacting aggressively simply stated, "You aren't going to hurt her." This simple action demonstrated to her that she was actually getting through to the boys because instead of reverting back to their previous socialization, they responded in a non-violent way.

—Hilda Gutiérrez, Texas Council on Family Violence, Prevention Specialist

Things to consider when women are leading men's and boy's groups



- Discuss the group dynamic in honest ways. What are the implications of having a woman in the front of the room?
- How does accountability look in this setting? Does the facilitator take on that role or is it the responsibility of the group?
- What support networks does the

facilitator have in place to discuss the sexism she may experience in those groups? How will she deal with emotional triggers?

- If a group is being co-facilitated by a man and woman, what are the expectations of this collaboration? What needs to be in place so that these expectations can be a possibility? What does accountability look like in environments where co-facilitation exists?

How can a group ensure the presenters selected are the best people to transmit information to men and boys?

At times, organizations are excited to bring boys and men into the movement and quickly delegate important tasks to them. It is important well-intentioned men and boys receive the proper training before assuming a position of high responsibility and visibility. Men and boys doing anti-violence work are in a unique position because the privilege they hold in our society renders gender oppression invisible to them. Boys and men engaged in this work will benefit by participating in on-going trainings that help them recognize their privilege, how they consciously or unconsciously perpetrate violence and support them in identifying the most effective ways to ally with their female counterparts.

“I think... we as men that are doing this work need to mentor men who are coming into the work. I don’t think that there’s enough of that happening. I think that anytime a man comes into the work he should be hooked up with a man that has been doing the work for a while within his own organization.”

—Emiliano Diaz de Leon Men’s Resource Center of South Texas Founder and Executive Director

Getting to know new staff and volunteers

- **Institute a timeframe for involvement with the organization before they can start presenting.**

This transitional period provides the group or organization time to get to know the person and decide if they are fitted for the job. It also provides new staff or volunteers time to work through important issues and preconceptions of which they might not be aware. During this period, it is important to give new staff and volunteers tasks to retain their interest.

Tasks may include passing out flyers, meeting allied organizations, distributing information at booths, registering people for listservs, attending coalition meetings legislative sessions, etc.

- Create a peer mentoring process. Men can serve as facilitators after observing their co-workers facilitating a group. After several sessions the new volunteer or staff person can be given the opportunity to facilitate a group in the presence of peers. This process will allow the agency to determine if the new volunteer or staff can adequately represent the agency's needs and goals.
- Evaluate the facilitator at different intervals. Facilitator training evaluations can be submitted by participants of the training and other organizational staff who conduct a standardized evaluation to determine the facilitator's ability and understanding of the subject matter.
- **Institute Hiring Practices**

Hiring practices may include:

- Incorporating criminal background checks
- Interviews with personal and professional references
- Mandatory BIPP (Batterer Intervention and Prevention Program) training
- Mandatory volunteer training
- Reading requirements about the anti-violence movement and men's and boy's roles
- Evaluating pay to ensure men are not paid more than women with equivalent experience and responsibility

Groups working to engage men and boys in ending violence against women might consider how to respond if representatives from their groups exhibit any form of violence in or outside of the group/work setting. What are immediate and long-term responses? Will this entail a verbal warning, mandatory training, counseling, or a period of self-reflection that may result in a demotion?

Accepting Women as Leaders in the Domestic Violence Field

The domestic violence field is largely comprised and led by women. An issue that has come up for certain men working as prevention educators has been accepting women's leadership as managers, supervisors and executive directors.

"... [M]en have to learn [how to accept women's leadership]. It's so contrary to what we've been trained and told and conditioned to believe about women. We still don't know how to be allies with women and so I think a lot of men are still trying to figure out what that means. I think it poses some real challenges for guys and it's a good kind of challenge."

– Emiliano Diaz de Leon, Men's Resource Center of South Texas, Founder and Executive Director

Level One: Activities

Think of creative ways to integrate these activities into groups! They can be easily modified and changed to meet specific needs!

Guiding Men Along the Stages of Change

MRI's Principles for Engaging Men in Ending Violence

Men's Resources International www.mensresourcesinternational.org

AFFIRMATION

1. Emphasize the important role men can play in ending violence against women.
2. Affirm men's inherent compassion and desire for connection with women, children and other men.

AWARENESS

3. Broaden our understanding of violence to include domination, abuse and neglect.
4. Expose the costs and benefits of conformity to masculine domination and violence.
5. Help men understand the connections between their own experiences with violence and ending violence against women.

SKILLS

6. Help men practice listening to women and other men with compassion.
7. Teach men to talk vulnerably about their own experiences with violence.
8. Teach men to be proud and powerful allies with women.
9. Provide opportunities for women to witness and support men as they learn to challenge violence and domination.

ACTION

10. Provide specific actions for men to take toward ending violence against women.
11. Promote the development of men's networks and men's centers to support men to challenge masculine domination and violence.
12. Organize collective actions of men and women to challenge violence

Act-Like-A-Man Box

Adapted from: Creighton, A. & Kivel, P. (1990). *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents*. Alameda, CA: Hunter House.

Facilitator notes: This activity was designed by Paul Kivel and Allan Creighton for groups that are co-facilitated, although it can be led by only one person. This exercise can be easily adapted to fit facilitator needs.

Write "Be a Man" on a piece of paper or board that is visible to the entire group. Ask group members what it means to be a man. "What are some characteristics of men? When people tell you to be a man, how do they want you to be, what are they asking you to do?"

From Helping Teens Stop Violence:

Write a list on the board of the characteristics the students name. Be sure to include 'tough' and its equivalents, and "don't cry." Draw a box around the entire list and label it "Act-Like-A-Man".

(A note on "macho": Invariably someone will mention "macho" as a male characteristic. Always suggest an English term instead, and take a minute to explain that "macho" is a Spanish/Mexican term, having to do with honor, taking care of one's family, etc., that has been misused negatively in English as "tough, insensitive," and then reapplied to Mexican men as a stereotype. To avoid this form of racism, it is best not use the term at all.)

Presenter: We call this our "Act-Like-A-Man" box. We believe that all boys learn about this box as they grow up. Who are some of the people in society that teach us to be this way?

(**Co-Presenter** lists: parents, friends, lovers, media, coaches, teachers, grandparents.)

Presenter: What names do boys get called when they try to step outside of this box?

(**Co-Presenter** writes the names along the right side of the box.)

Presenter: What is the purpose of these names? What are you supposed to do when someone calls you these names?

Presenter: What is the particular purpose of *these* names? (Point out the names “fag,” “queer,” and any others that refer to gays.) When boys hear them, what are they being taught about being close to other boys or men? What are they being told about gay men? How does this fear of being labeled keep men in the box?

(Note: be prepared to address misinformation about gay people and the anxiety that will bubble right up when you even refer to this subject.)

Presenter: These names are little slaps in the face, telling us to get back in the box. They are emotionally violent, they hurt us, and they make us want to change our behavior so we never get called these names again.

Presenter: What happens to boys physically? How do they get treated physically to make sure they act like men? (Co-Presenter writes down list on other side of box, and then draws a fist around either side of the box.)

(Physical)	Act Like a Man	(Names)
rights beat up ignored forced to play sports sexual abuse harassed	tough in control hide your feelings don't cry show anger make money	wimp pussy fag wuss sissy queer

Presenter: Something else that happens to boys besides getting beat up is that one out of six boys is sexually abused before the age of 18. These boys are usually abused by a man, not gay, who may seem to be “like everyone else” – he may have a wife, children, etc. What is it about this box is that going to make it real hard for a guy who’s been sexually abused to talk about it and get help? What names will he be called if he talks?

We’re going into this because part of the message for men is: when you get hurt, take it in, keep it in, don’t ever tell anyone. Now, when you raise someone from the time he is a

baby to take the pain, keep it to himself, and not to show any feelings except anger, you're training someone to walk around like a time bomb. What is going to happen when this person is 17 or 18 or 20 and finds himself getting mad or upset about something?

We can see from the box that boys are not born to be violent, but that they get emotionally and physically hurt to make them stay in control. No boy wants it to be this way, and all of us as guys try to figure out how to get out of this box.

Male Violence Against Women Exercise

Source: Shared with TCFV by Paul Kivel

For mixed gender groups

Set-up: The facilitators ask men to stand side-by-side in a line and women to stand side-by-side in another line. A facilitator asks the lines of men and women to face one another, so that people can see each other respond to the questions. (The emotional content of this exercise can be high, and different room set-ups will have different impacts.) The men's questions should be read by a facilitator who is a man; the women's questions should be read by a facilitator who is a woman.

The first facilitator explains that he will read a series of questions to the men, alternating with the second facilitator. He asks the men to step forward if the statement applies to them and take time to notice their thoughts and feelings. They will then step back in line to wait for the next question.

The second facilitator explains that she will read a question for the women after the men have stepped forward and back. She will ask the women to step forward if the question applies to them, take time to notice their thoughts and feelings, then step back into line. The exercise should be done in silence.

Men's and Women's Questions

M: For the men, please step forward if you have ever interrupted a woman by talking over her.

W: For the women, please step forward if you have ever been interrupted by a man talking more loudly than you.

M: Men, please step forward if you have ever thought that what a woman had to say is not as important as what a man has to say.

- W: Women, please step forward if you have been told or received the impression from a man that what you have to say is not as important as what a man has to say.
- M: Men, please step forward if you have ever stopped what you are doing to look at the body of a woman going past you or looked at a woman's breasts while talking with her.
- W: Women, please step forward if you have had a man glance at or stare at your breasts while talking with you.
- M: Men, step forward if you have ever talked about a woman's body with another man or talked about whether she is easy or good in bed.
- W: Women, step forward if you have ever found out that a man had talked about your body or about sex with you with someone else.
- M: Men, step forward if you have ever downplayed a woman's fear of male violence.
- W: Women, step forward if you have ever limited your activity or changed your plans to go somewhere out of fear for your physical safety.
- M: Men, step forward if you have ever used your voice or body to scare a woman into doing what you want.
- W: Women, step forward if you have ever been scared by a man's tone of voice or use of his body.
- M: Men, step forward if you have ever tried to control where a woman can go or what she can do.
- W: Women, step forward if a man has ever tried to control where you could go or what you could do.
- M: Men, step forward if you have ever threatened to hurt a woman, break something of hers, or hurt yourself if she doesn't do what you want her to do.
- W: Women, step forward if a man has ever threatened to hurt you, break something of yours, or hurt himself if you didn't do what he wanted you to do.
- M: Men, step forward if you have ever hit, slapped, shoved, or pushed a woman.
- W: Women, step forward if you have ever been hit, slapped, shoved, or pushed by a man.

M: Men, step forward if you have ever had sex with a woman when you knew she didn't want to.

W: Women, step forward if you have ever been forced into having sex with a man when you didn't want to.

At the end of the exercise, participants will go to gender caucuses to process the exercise. In gender caucuses, participants should be encouraged to express their thoughts and feelings about the exercise or what it brought up for them. Gender caucuses should close with a discussion of what the group feels it is important to share with the whole group once men and women are together again for discussion.

The group will come back together from the gender caucuses, then dialogue about the exercise together.

The Privileges of Being Male Exercise

Source: Shared with TCFV by Paul Kivel

I am going to read a series of statements to the men in the room. Men, you decide if the statement applies to you. If you pass on any of these statements, think about why you are choosing to pass. Notice your thoughts and feelings about each statement.

Please stand up (or if unable to stand raise your hand to indicate) if:

1. Your forefathers, including your father, had more opportunities to advance themselves economically than your foremothers.
2. Your father had more educational opportunities than your mother.
3. The boys in your extended family, including yourself, had more financial resources, emotional support, or encouragement for pursuing academic, work, or career goals than the girls.
4. You live in or went to a school district where the textbooks and other classroom materials reflected men as normal, heroes, and builders of the United States, and there was little mention of the contributions of women to our society.
5. You attend or attended a school where boys were encouraged to take math and science, called on more in class, and given more attention and funding for athletic programs than girls.

6. You received job training, educational, or travel opportunities from serving in the military.
7. You received job training in a program where there were few or no women, or where women were sexually harassed.
8. You have received a job, job interview, job training or internship through personal connections with other men.
9. You worked or work in a job where women made less for doing comparable work or did more menial jobs.
10. You work in a job, career, or profession, or in an agency or organization in which there are few women in leadership positions, or the work has less status because women are in leadership positions.
11. You live in a city or region in which domestic violence and sexual assault are serious problems for women.
12. You generally feel safe when hiking in the woods, in the mountains, on the beach, or in other rural settings. (This one will exclude most men of color.)
13. When you turn on the TV you can routinely see male sports, men in positions of leadership, men portrayed as heroes and in a wide variety of other roles.
14. When you have medical procedures done to you, or take prescribed medicines and other health treatments you can assume they were tested and proven safe on men.
15. You have seen or heard men in positions of authority belittle women's contributions, women's writing or music, women's intelligence or physical strength, or make other comments about women being inferior to men.
16. You know where you can have access to sex from women for money in the city or region where you live.
17. You can have access to sexually revealing images of women easily, whenever you want them, from magazines, the Internet, bookstores, video stores or pornography outlets.
18. You have taken advantage of women earning much less than you do for childcare, cooking, cleaning, clerical services, nursing, or other services.
19. In your family, women do more of the housecleaning, cooking, childcare, washing or other caretaking than you or other men do.

20. Most of the clothes you wear have been made by women who are paid little for their work.
21. The computers and other electronic products you use are made by underpaid women in this and other countries.
22. In your community it is harder for women to get housing loans, small business loans, agricultural loans or car loans than it is for men of similar qualifications.
23. In your community women are routinely charged more for haircutting, cleaning, cars or other services or products.
24. You don't need to think about gender and sexism every day. You can decide when and where you deal with it.

DYAD:

Ask all participants (men and women) to dyad for 2 minutes each about what their thoughts and feelings were during the exercise. They should take turns being the listener, then the talker. If it seems that the exercise was difficult for the group, it may be appropriate to use gender caucuses at this point for initial discussion before group dialogue.

DIALOGUE:

Men, what was it like to do this exercise?

Men, what was most difficult about it? (Participants get to decide what applies to them or not. Some things are harder to acknowledge than others, especially in front of a group; it can be helpful for men just to get a chance to think about whether the question applies to them.)

Did you think about anything for the first time during this exercise?

Not every man stood for every statement. What are some of the differences between men's experiences of male privileges? Are there any men that don't get male privileges at all?

Some questions we don't know the answer to (who made your clothing or electronic products, for example). What does that say?

Women, what was it like watching this exercise?

Everyone, how do you think this exercise could be used?

Men Stand Ups

Funk, R.E. (2006). *Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors, and Violence*. Indianapolis: JIST Life.

I. Say the following to the audience:

I am going to read a number of statements. It is important that this exercise be done in silence. If you decide the statement is true for you, please stand up. Each of you decide for yourself whether you want to stand. If you decide to stand up, do so silently, look around the room to see who is standing with you, and sit back down. Notice what you are feeling and thinking as each statement is read.

Stand up if you ever had:

Worn blue jeans

Worried you were not tough enough

Exercised to make yourself tougher

Been disrespected by an adult

Been called a wimp, queer, or a fag

Been told to act like a man

Been hit by an older man

Been forced to fight

Been in a fight because you felt you had to prove you were a man

Been deliberately physically injured by another person

Been injured on a job

Been physically injured and hid the pain

Been sexually abused or touched in a way that you did not like by another person

Stopped yourself from showing affection, hugging, or touching another man because of how it might look

Got so mad while driving you drove fast or lost control of the car

Drank or taken drugs to cover your feelings or hide pain

Felt like blowing yourself away

Hurt another person physically or sexually

II. Give the men a minute or so to collect their thoughts. Depending on the size of the group, ask the following questions all together or break into small groups and give each group a piece of paper containing the additional questions.

Additional Discussion Questions

1. What feelings or thoughts did you have while doing through the list of statements?
2. Which of these experiences are most alive in your memory? Which of these experiences have been the most painful?
3. Do you have any “fighting words” that make you feel attacked and make you want to defend yourself? Why are they so powerful to for you?
4. What are you doing to take care of yourself and to unlearn these things?

Six Key Principles of Popular Education

Source: Adapted from Economics Education: Building a Movement for Global Economic Justice, available in the TCFV library

1. Education is not NEUTRAL

Education is either designed to maintain the status quo, imposing on the people the values and culture of the dominant class – or education is designed to liberate people, helping them to become critical, creative, free and active.

2. CONTENT COMES FROM THE PARTICIPANTS

People will act on the issues on which they have strong feelings. Education that starts by identifying the issues that people speak about with excitement, hope, fear or anger will have greater success in reaching those involved.

3. DIALOGUE

No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process.

4. PROBLEM- POSING EDUCATION

Participants are thinking, creative people with the capacity for action. A facilitator can help participants learn by providing a framework for thinking and creativity. By posing questions instead of lecturing, a facilitator engages the participants in an active way.

5. REFLECTION/ACTION

By continually engaging in a cycle of reflection and action, a group can celebrate their success, analyze critically their reality, mistakes and failures – and use this information to act again. This allows a group to become more capable of effectively transforming their daily life.

6. TRANSFORMATION

Transform the quality of each person's life, the environment, the community, the whole society. This is not an individualistic academic exercise, but a dynamic process in which education and action are interwoven.