

# TOOLS FOR STRENGTHENING INDIVIDUAL KNOWLEDGE AND SKILLS

Toolkit for Working with Men and Boys | <http://toolkit.endabuse.org/Home.html>



Created by the Family Violence Prevention Fund, this web site is designed to help groups and individuals work with men and boys to prevent gender-based violence. It provides an extensive list of readings, case studies, handouts, exercises, other resources and helpful community-building tools.

**How It Can Be Used:** The “Get To Work” section of the toolkit has activities and literature that help strengthen men’s and boys’ individual knowledge and skills.



## Young Men’s Work

<http://www.hazelden.org/>

This curriculum addresses gender-based stereotypes, power dynamics, economic hierarchies, and healthy relationship building.

**How It Can Be Used:** This 26-session curriculum is a great tool for strengthening the knowledge and skills of boys 14-19. It is adaptable, contains free standing activities along with the 26 session curriculum. This curriculum—which includes a facilitator's guide, set of student workbooks, 27 minute video and three posters—can be purchased online for \$275. Components are sold as a whole, or separately.

*“I liked the theme of the curriculum because I think that it addressed the underlying causes of men’s violence in terms of homophobia, sexism, oppression, power and racism. The way the curriculum was structured really allowed for multiple ways of engaging this group of young men in terms of discussions, exercises, activities. ... [O]ne of the main reasons that we used it was because it was based on real work with young men of color and it worked for our guys. They responded to it really well. It’s straight forward. It’s just easy to use. I highly recommend it to people...”*

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

## Men's Work

<http://www.paulkivel.com/books.php>



This curriculum focuses on how men are taught to respond to women, other men, and traditions; the social framework of violence and power, and relationship between drugs and violence.

**How It Can Be Used:** This facilitator's guide is designed to be a vehicle for group discussions with men about nonviolence. It covers a range of topics, and keeps a men's group lively and productive for an extended period of time. It is also adaptable to the timeframe and resources of groups/organizations. Included is a 96-page facilitator's guide, an audio tape version of the guide, and a video with role play dramatizations. These components can be purchased separately at the author's website (<http://www.paulkivel.com/>).

## Men Against Sexual Violence Toolkit

<http://www.menagainstsexualviolence.org/toolkit/toolkit.pdf>



The MASV toolkit has information on mobilizing men.

**How It Can Be Used:** MASV's toolkit can help groups and organizations build a men's task force. It has talking points, sample new participant contact forms, interpersonal violence statistics, and tips on getting resources to sustain a men's task force.

## Boys-Talk Program

<http://www.boys-talk.org.au/>

This program provides young men with support and options as they seek to understand their own masculinity. It addresses gender stereotypes, managing feelings, problem solving, sexuality, reducing violence, and pathways to change.

**How It Can Be Used:** This is a research-based program developed by respected community and government violence prevention organizations. It is unique because it encourages program leaders to establish their own socialization into dominant gender norms and makes it easier for boys to open up and acknowledge their own. The tool can be adapted for use by different prevention workers including teachers, youth workers and parent groups. It includes a program manual, available at [this website](http://www.boys-talk.org.au/). The manual is shipped from overseas, so there may be an additional charge.

This campaign of the Family Violence Prevention Fund teaches adult men to guide boys toward nonviolence and healthy relationships. The campaign also prompts men to educate other adults about violence against women and engage political processes to end violence against women.

**How It Can Be Used:** Use this website to learn about different strategies that can be employed to engage men and boys. The website has materials for coaches on how to talk to young people, share information about the work of the Founding Fathers with other co-workers, become a Founding Father and advocating for legislation supportive of men's and boys' nonviolence.



### 'What Will It Take?' Guide

<http://www.cfw.org/Document.Doc?&id=82>

This guide contains statistics on men's violence, insight into how men can be allies and suggestions for men's involvement in anti-violence work.

**How It Can Be Used:** This guide can help men and boys gain a better understanding of violence against women via sexual assault statistics. It offers suggestions for engagement, helpful activities like *Act Like A Man / Act Like A Lady*, and a list of helpful resources. Parts can be used as handouts, or one can use the activities in group or individual work settings.



### Men Can Stop Rape's MOST Clubs

<http://www.mencanstoprape.org/>

Men Can Stop Rape is an organization that mobilizes male youth to prevent violence against women. They have established MOST (Men of Strength) chapters nationwide comprised of young high school and college men who engage in a 16-week curriculum and participate in violence prevention efforts.

**How It Can Be Used:** MCSR's sixteen-week curriculum, targeted at young men, was profiled by the National Crime Prevention Council as one of several promising *50 Strategies to Prevent Violent Domestic Crimes*. MCSR offers a blueprint on creating a group of male youth nonviolence activists. Also offered are trainings on facilitating MOST (Men of Strength) chapters using their curriculum.



### One Man Can

<http://www.genderjustice.org.za/onemancan/home/index.php>

This South African campaign encourages men and boys to end different forms of violence in their communities: domestic, sexual and the spread of HIV/AIDS. This campaign engages men as teachers, coaches, youth, interfaith communities and fathers.

**How It Can Be Used:** The One Man Can campaign offers a toolkit, resource guide, workshop activities and handouts on starting a conversation on violence prevention, educating others and taking action. The One Man Can campaign advocates change through individual efforts, one-on-one interaction and large scale actions.



### You The Man

<http://www.addverbproductions.com/>

*“Based in Portland, Maine, Add Verb works locally and nationally to incite dialogue and change around critical social issues. Across the nation, Add Verb’s issue-based touring plays are instigating understanding and action around such complex problems as eating disorders, bullying and harassment, dating violence and sexual assault. The plays are followed up by a panel discussion with campus and local advocates, enabling communities to coordinate with their local resources to respond to the issues and take action.”*

**How It Can Be Used:** The Play “You The Man” is a one man production involving individual plays and six characters all connected to victims or survivors of violence. *“You The Man is such an effective program in part because its male characters ring so true. This provides men with a way to empathize and identify with issues that many of us have long chosen to shy away from. You The Man is an original, creative -- and dare I say it -- entertaining contribution to this movement. It promises to spark some really useful dialogue between women and men on college campuses, high schools and all sorts of community settings.” —Jackson Kat*

Level Two:  
Promoting Community Education

## Level Two: Promoting Community Education



Community education allows prevention workers to share nonviolence messages with a large audience of men and boys.

### **Why Promote Community Education?**

**To gain access to future donors, volunteers and employees.**

Community education helps create a space in which we access a wide

and diverse range of men and boys. Community events, PSAs or other activities at this level can build interest with men and boys who may consider working on the issue on a long-term basis as donors, volunteers or employees.

**To normalize healthy messages.** Community education has the power to influence and shape social norms that support and promote men's non-violence. "In sociology a *social norm* is a pattern of behavior expected within a particular society in a given situation. The shared belief of what is normal and acceptable shapes and enforces the actions of people in a society. The very fact that others in one's society follow the norm may give them a reason to follow it" ([www.tcfv.org](http://www.tcfv.org).)

Social norms are difficult to decipher because they are:

- Pervasive
- Normal
- Acceptable

Effective community education to prevent violence deciphers negative messages and transforms them into positive messages that support healthy relationships.

**To make domestic violence a community-wide issue.** Many times people suffer with domestic violence in isolation. Some men and boys think this is something they experience alone and do not see it as a community-wide issue. Community education can help them realize they are not alone; domestic violence happens to different members of their community and necessitates a community-wide response.

**To reinforce anti-violence groups.** Anti-violence work, especially the kind of work being done by domestic violence shelters, is frequently linked, and at times relegated to working with men and boys on an individual level. While we are diligently serving our community, our community may not necessarily be aware of the work we are doing. Community education reinforces the work we are already doing on an individual level while simultaneously creating public awareness of the issue.

**To strengthen coalitions and groups.** Coalitions and groups of men and boys working to end violence against women can be enhanced and strengthened by the coordination of a community engagement activity. Community education activities can give coalition and group members' concrete actions they can take to end violence in their community.

**To support efforts at different levels of the spectrum!** Be creative and think strategically when inviting others to community events. Inviting key politicians can show the community backs certain legislation your group or agency is promoting. Similarly, if you wanted to promote school-based programming, students could create an event the superintendent, principals, teachers, school faculty and staff could attend. This would demonstrate the need for anti-violence work in a school setting and display the importance of student leadership. In this way, community education can play a critical role in informing and supporting efforts at different levels of the spectrum.

**Examples of Level Two work for violence prevention advocates:**

- Writing articles and editorials on men's and boys' nonviolence for newspapers, magazines, blogs, listservs.
- Posting information about men's and boy's nonviolence on MySpace, Facebook, YouTube, Twitter etc.
- Holding community events centered on nonviolence.
- Creating or supporting social marketing campaigns that reinforce local efforts to foster social norms change.
- Creating posters that transmit knowledge about healthy manhood/boyhood.



## There are many ways to reach men and boys through community education!



### Some Considerations

#### **Creating a community event men and boys can relate to**

When creating an event targeting men and boys, how can we ensure the group targeted for outreach feels welcomed, excited, motivated and reinvigorated to do the work? As peers, brothers, fathers, uncles, grandfathers and sons, men and boys will have a unique and

important perspective on the development of effective campaigns and activities that will engage men and boys and foster lasting change.

When planning an event many logistical questions come up: “What kind of event do we want?” “Where will we get the money to fund it?” Questions related to intentionality are not to be overlooked. By creating an event that deliberately seeks to incorporate the ideas and influence of men and boys, groups may create a welcoming space and build a rapport with community members willing to support the social transformation necessary to eradicate all forms of violence in our communities.

Listed below are questions on intentionality groups may consider when planning an event:

- Who is planning the event?
- Are men and boys—members of the particular outreach target group —involved in the process?
- What avenues (flyers, radio, television, word of mouth, etc.) will be used for message delivery? Why?
- Have men and boys helped craft a singular message that will be transmitted through all advertising avenues?
- What does the event look like?



- Can participants feel represented and reflected in the event, presenters and organizers?
- Has the event location, entertainment and general theme kept the particular interests of the target group in mind?
- What is the goal of the event (volunteer recruitment, community building, awareness drive, etc.)?
- Where is the event funding originating? Is it possible to secure funding for similar events in the future?

Groups interested in doing work at this level will want to consider how to remain accountable to survivors and the group they are seeking to engage.

### **Who should take the lead on community education strategies?**

Leadership will look very different depending on the desired outcome of the community education strategy. If groups are seeking to engage young men through their work, leadership will likely be taken by young men. There are instances where leadership will be shared and other instances where anti-violence groups will play a supporting role to other community members. We can strategically consider who should take leadership on issues in order to better support our work. Thinking critically about who should do what, but also who should take the lead can lessen the pressure as we continue to engage communities of men and boys.



## Case Studies: Men Standing Up to End Violence Throughout Texas

The following case studies look at two community events that took place in different parts of Texas. The first, Men Rally for Change, is a community-based collaborative project and the second, the Walk Against Domestic Violence, is supported by Family Services of Southeast Texas.

### Men Rally for Change Austin, TX

The Men Rally For Change march and rally took place in Austin on April 18, 2009. The march began at the Mexican American Cultural Center and ended at Fiesta Gardens where SafePlace, the local domestic violence shelter and rape crisis center, hosted their annual fundraising event. The organizers for the march and rally met months in advance to think critically and strategically about how the event would look and review every piece of the event, including ensuring the performers and orators reflected the diversity of the community.

The organizers shared that the march and rally were initiated when employees and former employees of SafePlace and community members joined “to promote a growing community of men to speak up for safe communities and healthy relationships.” They further stated they liked the idea of creating a march because it was a hands-on opportunity for people to experience feminism in a safe communal space.

Event organizers received donated funds and materials from community members in order to make this event possible. They contacted community associations and organizations working in the area the event was to be held in order to include the community in the process. Organizers envision this event taking place in different strategic locations throughout the city and garnering community support in each of those sites in years to come.

To learn more about Men Rally for Change visit their website:  
<http://www.menrallyforchange.com/>

## Case Studies: Walk Against Domestic Violence Beaumont, TX



The annual Walk Against Domestic Violence has taken place in Beaumont for three years around Father's Day. An advisory committee meets throughout the year to ensure each walk is bigger and better than the previous one. The advisory committee is comprised of people with diverse backgrounds, including pastors, businessmen and teachers.

One of the visionaries and organizer of the walk is Dr. Alvin Williams from Family

Services of Southeast Texas. Dr. Williams is the Community Education Director and facilitates Batterer Intervention and Prevention Program (BIPP) groups. Graduates from Dr. William's BIPP group participated in the walk by passing out brochures to create awareness. They also helped with additional tasks to be completed the day of the event.

This year the walk had a new element to it. The group added an honoring men component. Dr. Williams said "...there are two messages we want to send out during the walk: one is that we want men to change and men do need to change but there are men out there that are doing good things, that are respectful to women, and are setting the pace..." This was true for this year's honoree Craig Soignet, the founder of Stand Up Guys in Beaumont.

Dr. Williams describes why Mr. Soignet was chosen as the honoree, "This is a guy whose daughter was actually assaulted by three athletes in high school. He turned a negative into a positive by organizing Stand Up Guys..."

He is someone we want to acknowledge this year because of his efforts to continue to do what is right and ability to turn a negative into a positive."



In 2009, more than 300 people attended the walk.

News coverage of the 2009 walk can be found at:  
<http://setxhomepage.com/content/fulltext/?cid=54891>

## Keeping the Fires Burning

While effective community education delivers the message to men and boys, it does not necessarily keep them engaged. How do groups maintain the momentum?

To keep the fires burning, groups can make sure there is an event follow-up.

- A community outreach event for men and boys can be coupled with a poster campaign. Men and boys can be asked to take posters to their schools, colleges or places of employment and have them displayed.
- If the activity is a presentation given to a group, what can the group members do to advance the message? Is there a possibility for the group to work on policy changes within their group or in the larger organization of which they are a part?
- If giving a school-based presentation, is a club or organization available which group members can join? Is there another event they can help promote to friends? Is there a listserv which individuals can register for and receive updates on future events?
- Another possibility for further engagement is have participants distribute signature petitions for community members or have people call legislators to oppose or support a domestic violence or sexual assault bill.

SafePlace Boys Group facilitators encouraged boys in their groups to attend the Men Rally for Change march and rally to expose them to the community of men and women working to end violence. The Austin High School PALs (Peer Assistance and Leadership) donated money for beverages and music equipment rentals for the event.

When establishing tasks for attendees to complete, the chance community education work may have a lasting impact increases. Follow-up from group leaders assures delegated assignments are completed and provides the volunteer with someone that can encourage future participation. Further, it creates an accountability system.

## Social Marketing Campaigns

In addition to creating and promoting community events that foster social change, anti-violence groups may be interested in creating social marketing campaigns to support their message. Men and boys can help create social marketing campaigns that normalize healthy relationships.

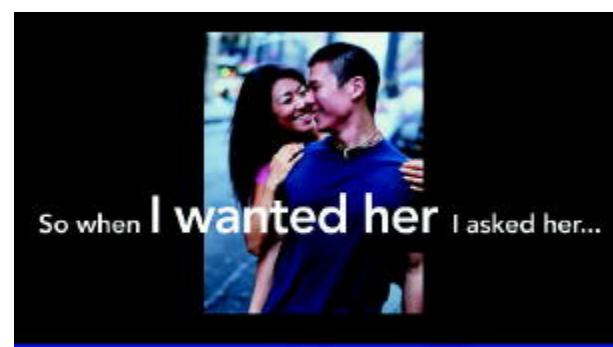
Prevention work focuses on changing social norms in society that foster violence in a community. Social norms can be effectively challenged and transformed if all levels of the Spectrum of Prevention reinforce the same message.

A **social marketing campaign** seeks to change social norms that adversely affect a community by utilizing media sources. A social marketing campaign does not sell a product but instead sells an idea and prompts its audience to change attitudes and behaviors to create a healthier society.

The California Coalition Against Sexual Assault (CALCASA), in collaboration with Men Can Stop Rape, are utilizing the MyStrength campaign to transform messages about male strength. This social marketing campaign includes radio and print advertisements, mobile Strength team and two websites. Detailed below is an example of the advertisements that this campaign developed.



In the resource guide see Men Can Stop Rape's *MyStrength* campaign, or the Family Violence Prevention Fund's *Founding Fathers* campaign. Both are excellent examples of social marketing and community outreach campaigns.



Social marketing campaigns are an important strategic piece to creating an effective prevention message. The singular message found on posters, radio and television advertisements, print materials (t-shirts, pens, cars, etc.) comprise social marketing campaigns. Social marketing campaigns are most effective when they incorporate efforts at different stages of the spectrum while utilizing one common message.

**When working to create a social marketing campaign consider:**

- How much of the campaign is based on what men and boys believe would work for other men and boys?
- Throughout the creation of a social marketing campaign, has a focus group of men and boys helped craft the message and images used by the campaign?
- What forms of media are being utilized to promote the campaign and why? Are these media sources those most used by the target audience?
- What outcome is the group seeking from the campaign?
- Is the campaign based on market research?
- How and by whom is the campaign being funded? Is a long-term investment feasible?
- How can the campaign be evaluated for success?

## Male Privilege and Community Engagement

Ending violence against women has historically been viewed as a women's issue. Although this is not the case, we continue to witness the repercussions of this belief in the reception men and boys receive when they stand up against violence. Men and boys can expect to be praised for being in the room and not in front of the room. The challenge that arises for men and women alike is how we deal with this issue when it develops and consider what we can put in place to create a situation where this is not the norm.

Suggestions of actions we can take:

- Ensuring men and women share air time (i.e., we model the interaction we would like to see in the world).
- Setting ground rules for large group trainings that stipulate that undue praise will not be given to individuals based on their gender identity.
- Having male facilitators speak about why they are there and why all men should attend.

The community education level of the spectrum provides many exciting opportunities to engage men and boys to transform society!

### Getting Started

The free, online Community Toolbox in the resource guide offers engagement strategies information including focus groups and surveys. This outreach can help create effective messages for a community.

Another way to create a social marketing campaign is use what is already available to help guide the work during the initial phases of community outreach.



## Level Two: Activities

A great activity on Level Two is to get a focus group of men and boys involved in ending domestic violence by creating a social marketing campaign used to engage the larger community. Listed below are Public Service Announcements that can be used as a source of inspiration! You could hold a PSA or short film contest in your community or school to get people interested in ending violence against women!

### **Short Film by Scenarios USA: Bitter Memories**

*“Rob is a young man who grows up watching his father abuse his mother. When jealousy brings Rob face to face with his own violent tendencies toward women, he confronts his father’s behavior so he can learn how to be ‘un hombre vero [sic].’ Bitter Memories examines masculinity by addressing responsibility, relationships and the cycle of domestic violence.”*

#### **Scenarios Bitter Memories Part 1**

<http://www.youtube.com/watch?v=xSwFfsAyXN4>

#### **Scenarios Bitter Memories Part 2**

<http://www.youtube.com/watch?v=zopuybsnJME&feature=channel>

If you are showing this film in a classroom setting, Scenarios USA has prepared an accompanying Lesson Plan found at:

[http://scenariosusa.org/img/downloads/LessonPlan\\_BitterMemories.pdf](http://scenariosusa.org/img/downloads/LessonPlan_BitterMemories.pdf)

### **Public Service Announcements in Spanish and English**

This Spanish video by the Mexican American Legal Defense and Education Fund (MALDEF) discusses teen dating violence in the Latina/o immigrant community.

<http://www.youtube.com/watch?v=834pkw85F2A>

This Spanish PSA from Puerto Rico asks people to stop ignoring domestic violence and end it. <http://www.youtube.com/watch?v=0U4qqhQSRJs>

This bilingual, multi-racial, multi-cultural PSA from the New Mexico Children Youth and Families Department asks men to break the cycle of family violence.

<http://www.youtube.com/watch?v=HGkAYzy0Dg>

CALCASA’s MyStrength Campaign has a PSA component. See their website for access to radio spots <http://mystrength.org/>

Jason Witten speaking out against domestic violence:

<http://www.youtube.com/user/wtreichler#play/uploads/2/SZfT3moZrTA>

Level Two: Promoting Community Education

# List of Youth Activities - Outreach and Education Ideas

Source:

Texas Dating Violence Prevention Team. List of Youth Activities – Outreach and Education Ideas. In *Texas Dating Violence and Awareness Toolkit*. Retrieved August 17, 2009, from [http://www.cscs.txstate.edu/healthyteendating.org/downloads/awarenessprevention/week/15A\\_List\\_of\\_Youth\\_Activities\\_Outreach&Education\\_Ideas.pdf](http://www.cscs.txstate.edu/healthyteendating.org/downloads/awarenessprevention/week/15A_List_of_Youth_Activities_Outreach&Education_Ideas.pdf)

**Create a clothesline of decorated t-shirts:** Have a table set up where students can come and decorate a t-shirt or a cardboard cut-out in the shape of a t-shirt. Then, hang them on a clothesline or on multiple clotheslines throughout the school. If you want to use real t-shirts, you can hold an old t-shirt drive where students, teachers and staff donate old t-shirts or ask for donations from the community.

Potential prompts for the activity could be:

- How has violence or harassment impacted you?
- How do you see a world without dating or sexual violence?
- What does it look like to be a survivor?
- What does a healthy relationship look like?

**Create a pathway to a violence-free school:** This can be done using a green carpet, yellow brick road, or other type of pathway. Include road signs or components of the road where necessary steps to achieving a violence-free school are written or symbolized. At the end of the pathway could be a poster or banner where students write their thoughts on what their school would be like if it were completely free of violence and harassment.

**Statistical/Informational Signs:** Using butcher paper or poster board, make large signs to hang around the school that contain statistics and information related to dating and sexual violence. Focus on including information that is especially relevant to the age group you are targeting and have other students think of creative, appropriate ways to make the signs eye-catching. Smaller versions can be produced by hand or on a computer to distribute or to hang in places where space is more limited (e.g., bathroom stalls). Recent statistics on dating violence and sexual assault can be found on our website ([www.taasa.org](http://www.taasa.org)) or the website for the Rape, Abuse, and Incest National Network ([www.rainn.org](http://www.rainn.org)).

**Critiquing Mass Media Messages:** Critique messages from TV, radio, magazines, movies, billboards and other advertisements. Discuss with classmates how these messages may or may not reflect the principles of equality, respect, dignity and non-violence. You can have students bring in their own examples, or you can provide examples for them. Here are some examples of what to look for and discuss:

- Examples of power and control such as women being in inferior positions to men.
- Examples of the objectification of women or men.
- Examples that support myths about dating or sexual violence (e.g., victim blaming, “She was playing hard to get,” or “He shouldn’t have made her mad.”)
- Examples that enforce rigid gender roles

### **Art, Poetry, Essay and/or Song Lyric Contest**

This section includes guidelines for a contest that can be organized by school teachers, student organizations, or community members. This is an opportunity for creative expression through which students may share concerns, their stories, and/or personal safety tips using graphic art, song lyrics, essays, poetry, button and/or bookmark designs. Possible themes include:

dating violence  
words can hurt  
bystander intervention  
Speak Up. Speak Out.

gender respect  
personal boundaries  
rigid gender expectations/assumptions  
flirting vs. sexual harassment

Depending on the type of contest you choose to organize, prepare registration forms for the entrants detailing all specifications for their entry. Teachers can help students identify areas of the school policy or student code of conduct that could also be highlighted on the poster to affirm student rights. Judges for the contest can be prominent members of your community, including the school principal, superintendent, or the executive director of the local rape crisis center or domestic violence service center. If you don’t have a budget that allows you to purchase prizes for the contest, ask local businesses if they would be willing to donate a prize. For example, local restaurants might offer gift certificates or movie theaters might offer a few free movie passes.

## **Getting the word out**

Make sure to target your audiences with age-appropriate letters and flyers. In addition to targeting schools, local newspapers, community newsletters, as well as local youth organizations may help you get the word out. Make the deadline for entries early enough to allow time to judge materials.

## **Releases**

Make sure to provide and collect parental release forms; this will allow you to keep all art and written entries for future use and will allow you to announce and recognize the artists publicly, if desired. In the release, include information about how materials might be used.

## **Recognition/Distribution**

Besides using local newsletters, newspapers, or magazines, the entries could also be reprinted in youth organization newsletters and in your program's future publications. Graphic designs could be used for buttons, bookmarks, mouse pads, agency calendars, school book covers or banners. Remember, both the students and the schools deserve recognition. Groups such as Partners In Education and school parent networks may also help with recognition activities.

## **Peer Education Organization**

Start a peer education club or organization. Gather a group of committed students who want to spread awareness about sexual and dating violence, and who desire to make their school and community healthy and safe.

Call the Texas Association Against Sexual Assault (TAASA) to find out more about the Students Taking Action for Respect (STAR) program. The STAR program is targeted to junior high and high school students and is designed to develop leadership and prevention skills around issues of school safety such as sexual harassment, dating violence and sexual assault. TAASA provides support to teams who are newly forming, training through the annual Students Taking Action for Respect Conference and presentation curriculum to help youth leaders talk to their peers about dating and sexual violence.

To find out more about the program, or to see if a STAR team is already active in your community, please visit the Students Taking Action for Respect website at [www.taasa.org/star](http://www.taasa.org/star), or contact TAASA at 512-474-7190.

Retrieved August 18, 2009 from: [http://www.whiteribbon.ca/about\\_us/](http://www.whiteribbon.ca/about_us/).



## The White Ribbon Campaign

### What is the White Ribbon Campaign (WRC)?

The White Ribbon Campaign (WRC) is the largest effort in the world of men working to end violence against women (VAW). In over fifty-five countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries it is a general public education effort focused on ending violence against women.

### How did the WRC get started?

In 1991, a handful of men in Canada decided they had a responsibility to urge men to speak out about violence against women. Wearing a white ribbon would be a symbol of men's opposition to violence against women. With only six weeks of preparation, 100,000 men across Canada wore a white ribbon, while many others were drawn into discussion and debate.

### What does it mean to wear a white ribbon?

Wearing a white ribbon is a personal ***pledge to never commit, condone or remain silent about violence against women and girls.*** Wearing a white ribbon is a way of saying, "Our future has no violence against women."

### What happens during White Ribbon Days?

White Ribbon activities happen at many times during the year. But White Ribbon Days--starting the last Friday in November---is our focus in most communities. We distribute white ribbons as a vehicle to get people talking and to create awareness. During the week you also can:

- Arrange to go into schools, workplaces, union meetings, places of worship, and service clubs to talk about the problem of violence against women and the White Ribbon Campaign. Bring ribbons and pamphlets with you. Encourage boys and men to organize their own activities for the week.
- Co-sponsor a public forum or a cultural event along with local women's groups. Get your city government and other local groups to endorse the meeting, to do publicity, and to have representatives present. (Many mayors and school boards have already been contacted by our national office).
- Have a walk-a-thon, ski-a-thon, or skate-a-thon to raise awareness and raise money. (Maybe a father-son or father-children walk). Have a fund-raising concert or dance with proceeds getting divided between the WRC and local shelters or women's programmes. (These things take good advance planning. If you haven't

done it before, get the advice of those who know how to organize and publicize such an event).

- Arrange to speak to the local media, get on interview shows, write letters to or articles for community, school, company, and other papers.
- Hand out information brochures and white ribbons at shopping malls, schools, workplaces.
- Think of events for particular age groups. Have school boys draw a picture or write a few paragraphs about why men shouldn't be violent against women and display their work in a local library or city hall.
- Be creative. And always check with local women's groups or give us a call at the White Ribbon office or visit the web site ([www.whiteribbon.com](http://www.whiteribbon.com)) to get a second opinion on your plans.

And please FAX us *early* in White Ribbon Days. (See support documents). This allows us to keep in touch with you and to report your stories and successes to the national media. You can FAX a report once in mid-week or, better, if there's a lot happening, FAX us a very short report every day or two or contact us by e-mail.

Following White Ribbon Days please call, FAX, write, or e-mail us a short report on your activities. Please send us any newspaper clippings (marked with the date and name of the paper). Send us names and addresses you collected in your area. Organize an evaluation meeting of your supporters or a social event to celebrate your hard work.

For more information on how to run a White Ribbon Campaign in your community visit: [http://www.whiteribbon.ca/get\\_involved/default.asp?load=org-kit](http://www.whiteribbon.ca/get_involved/default.asp?load=org-kit).

**Sample Media Alert: Men Rally for Change, Austin, TX**



MenRallyForChange@gmail.com

**MEDIA ALERT**

**CONTACT:**

Dave Braham  
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**MEN RALLY FOR CHANGE:** *Marching for Safe Homes and Safe Streets*

**WHAT:** The first annual "*Men Rally For Change*" Rally and March asks that people of all ages join in keeping our relationships, families and communities safe. Men of all ages who speak out against sexual and domestic violence, while speaking up for safe communities and healthy relationships will lead the way with a rally featuring lively speakers, outstanding performers, and a high school marching band leading the 2 mile march from Central East Austin to Fiesta Gardens West End Park. April is Sexual Assault Awareness Month, and as we promote awareness in the tradition of *Take Back the Night* rallies around the country, we also want to spread the message that there is a growing community of men working towards safe communities, inclusive to schools, workplaces, homes, apartments, and prisons.

**WHO:** *Speakers:* Julia Spann, Executive Director of SafePlace; Michelle Mock, Survivor; and Emiliano Diaz de Leon, Primary Prevention Specialist at the Texas Association Against Sexual Assault.  
*Performances by:* P.U.B.L.I.C. O.F.F.E.N.D.E.R.S. and the Reagan High School Marching Band

**WHEN:** Saturday, April 18, 2009  
10:00AM- 12:00PM

Rally at: 10:00AM  
March at: 10:45AM

**WHERE:**

Rally at: Mexican American Cultural Center  
600 River St.  
Austin, TX  
Free Parking

March to: Fiesta Gardens West End Park  
2101 Jesse E. Segovia  
Austin, TX  
Free Parking

**TICKETS:** Free admission! Participants will also receive a free wristband guaranteeing them free admission to the **SafePlace Field Day & Festival**, Saturday, April 18th, 11:00AM- 4:00PM at Fiesta Gardens West End Park!

**MORE:** Spanish interpreters and parking for persons with disabilities provided. Shuttles back to the Mexican American Cultural Center will be provided.



**Sample Meeting Agenda/Minutes for community event  
Men Rally for Change, Austin, TX**

***Men Rally For Change***

***Meeting Minutes***

***February 19, 2009***

***12:00pm***

Men Rally for Change

Marching for safe homes and safe streets

April 18, 2009

10:00 am Rally at Mexican American Cultural Center (600 River St)

10:45 am March to Fiesta Gardens

**Agenda**

**1. Updates**

A. Speakers/Performers: Survivor

B. APD/City Permit: (Updated since meeting!) V. met with Betty Torres, City Right-Of-Way Representative, who invited him to the City's Special Events Meeting on Tuesday, Feb 24. Betty is confident that we'll need a parade permit. **V. is filling out the paperwork and will contact Bobby Garza, Assistant to Councilmember Mike Martinez, who will request the fee waivers for APD. Lt. Regalado is our contact for APD officers to escort us through the march. He is awaiting Bobby Garza's fee waiver before APD confirms.**

C. Flyer/Press Release: The English versions are finalized. **The Spanish translations will be done by the weekend.**

D. My Space page: We discussed recreating a webpage or using SafePlace's webpages to promote our event. **Dave will talk to Narissa Adams (SafePlace) and Shannon Sandra (The Cipher) about promotion.**

E. Promotion Items: (Update since meeting!) Dave scored us 100 free t-shirts!!! through Dizzy Tees. (Update since meeting!) Dave scored us the opportunity to get a banner, buttons, stickers, and magnets. More TBA (To Be Announced).

F. Translation: Stacey Smith (V.'s wife/partner/BabyMomma) will translate for speakers at event. Veronica Hernandez (SafePlace), Hilda Gutierrez (TCFV), and Diana Trimino (Eastside HS) volunteered to be editors of materials. When translating materials, we agreed to keep the logo *Men Rally For Change* in English, as well as the *Men Rally For Change* signs in the bottom image that appears on the flyer.

G. Photographer: Two Austin High School students are excited to take pictures of the event! **Dave will look into collaborating with the students to sell their pictures.** All thanks to Dave!

## 2. Action Plans (Finalizing)

A. DJ and PA (Public Address/Sound System) person: **V. will contact DJ Chorizo Funk to seek a deejay for the rally.**

B. APD/City Permit: see Agenda Item 1.B.

C. Spanish Flyer/Press Release: See Agenda Item 1.F.

D. Intentions with Collaborators: We discussed our focus on utilizing other collaborators, people or organizations, to bring large groups of people to the actual event on April 18th. We also want to encourage collaborators to help seek donations of materials such as signs, sound system, and copies.

E. Volunteer Coordination: Dave typed up and distributed a copy of Volunteer positions to Langa (SafePlace).

F. Sign Making/Fundraiser Party: We discussed having a sign making party where people could bring their own materials to make signs and help us save funds. **Ted has a contact at the restaurant/bar North By Northwest and will see if we can have a sign making/donation raising party there the week of March 23rd.**

## 3. Topics for future meetings:

We discussed asking the non-Spanish event speakers to submit a written copy of their speeches at least two weeks before the event in order to translate them before the event.

**4. Next Meeting time and location:** TBD (To Be Determined) with respect to the schedule of new members.

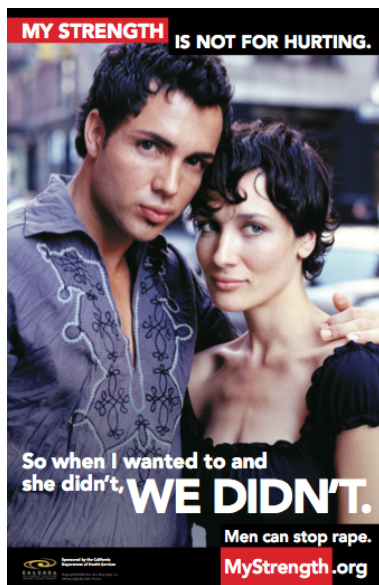
**5. Action Plan (Promotions):**

(Updated since meeting!)

The kick-off parties are on the 4<sup>th</sup> and 5<sup>th</sup> of March, not the 3<sup>rd</sup> and 4<sup>th</sup>.

Date	Day	Time	Event	Participants
2/24	Tuesday	1-2pm	Meet with Ananda Moss	V.
2/25	Wednesday		Austin Neighborhood Council	Dave
2/28	Saturday	9am-3pm	Mobilizing Men's Task Force	V.
3/4	Wednesday	11:30-11:45am	XYZone Meeting	V.
3/4	Wednesday	5-9pm	SafePlace Field Day kick-off party Pt 1	Tony, Dave
3/5	Thursday	5-9pm	SafePlace Field Day kick-off party Pt 2	Dave, V.
3/11	Wednesday		TAASA Annual Conference	V.
3/28	Saturday	10-1pm	Cesar Chavez March	V.
4/1	Wednesday		Take Back the Night (Austin)	V.

## Tools for Promoting Community Education



### CALCASA's MyStrength Campaign

<http://mystrength.org/>

"CALCASA's MyStrength Campaign centers around the theme, 'My Strength is Not for Hurting,' which emphasizes positive masculinity and enables men to maintain their strength without using coercion, intimidation, force or violence. The Campaign takes an innovative approach to sexual assault prevention by demonstrating the way young men can play an active role in the movement to end sexual violence. Complementing over 30 years of work and programs in the movement to end sexual violence, MyStrength enlists men and boys in prevention efforts, encouraging them to take responsibility and find solutions. The MyStrength Campaign is based on an existing prevention program developed by Washington D.C.-based

Men Can Stop Rape, but involves 66 rape crisis centers in California and entails a comprehensive social marketing campaign to support youth involvement."

**How It Can Be Used:** This campaign can be used as an organizing tool to engage men and boys to take action against sexual violence. Anti-violence advocates can use this campaign as an example to develop a social marketing or community organizing campaign. Programs and individuals can distribute these materials in their communities.



### The Community Toolbox

<http://ctb.ku.edu/en/>

The Community Tool Box is the world's largest resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement, and is a growing global resource for this work.

**How It Can Be Used:** This tool can be used to craft any community engagement project, including working with men and boys. It is comprehensive, allowing a perusal of the table of contents to result in answers to most questions about community engagement work.



## Media Advocacy Manual

[http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media\\_Advocacy\\_Manual.pdf](http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media_Advocacy_Manual.pdf)

**How It Can Be Used:** The manual provides helpful suggestions on how to engage the media to promote community education. It offers ideas on contacting media, and using the media to create an effective community education campaign.



## Coaching Boys Into Men

<http://www.endabuse.org/cbim/>

*Coaching Boys into Men* is a campaign created by the Family Violence Prevention Fund to inspire men to teach boys that violence against women is wrong.

**How It Can Be Used:** It consists of several public service announcements, brochures, and posters that can be purchased and used to create a community-based media campaign in your community.s

## Involving Men in Efforts to End Violence Against Women

<http://www.xyonline.net/articles.shtml#Violence>

This paper outlines strategies for the primary prevention of violence against women and is focused on engaging and working with men using the Spectrum of Prevention.

**How It Can Be Used:** This guide offers ideas and guiding principles on engaging men and boys in a specific community context. Since it is formatted around the Spectrum, it complements the MNP Guide to Engaging Men and Boys.



## Young Men's Work

<http://www.hazelden.org/>

This curriculum addresses gender-based stereotypes, power dynamics, economic hierarchies, and healthy relationship building.

**How It Can Be Used:** This 26-session curriculum is a great tool for engaging boys 14-19 years of age. It is effective because it works on multiple levels of the Spectrum, strengthens individual skills, and contains a community-level campaign element. You can purchase this curriculum online for \$275. Components include a facilitator's guide,

set of student workbooks, 27 minute video and three posters; sold as a whole, or separately.



### Founding Fathers

<http://founding-fathers.org/>

This Family Violence Prevention Fund campaign teaches adult men how to guide boys toward nonviolence and healthy relationships. It also encourages — mothers, fathers, grandparents and older siblings—to give and teach respect.

**How It Can Be Used:** Those interested in joining the campaign can enter into an agreement with FVPF, which will allow access and usage of Founding Father campaign materials, and tips on how to organize locally.



### A Call To Men

<http://www.acalltomen.org/>

Through seminars, workshops and other educational vehicles, A Call To Men helps organize communities in order to raise awareness and involve men in ending violence against women.

**How It Can Be Used:** They offer great presentations that can help jumpstart a men's engagement program in local communities. To schedule a trainer go to: [www.acalltomen.org](http://www.acalltomen.org/).



### The White Ribbon Campaign

<http://www.whiteribbon.ca/>

The White Ribbon Campaign (WRC) represents the largest international effort of men working to end violence against women. Campaigns are led by men and women in over 55 countries and strive to educate men and boys.

**How It Can Be Used:** To spread awareness, men wear a white ribbon as a symbol of their opposition to violence against women. In Canada, the campaign's origin, ribbons are worn November 25 – December 6. View their website for information on starting a White Ribbon Campaign in your community. The WRC offers an Education and Action

Kit with in-class lessons and school-wide initiatives that can be used to end violence in schools.



Healthyteendating.org

<http://www.healthyteendating.org>

The Texas Dating Violence Prevention Team created a comprehensive kit of materials to help schools and communities counteract dating violence and promote healthy dating.

**How It Can Be Used:** This free, online community education resource contains useful posters, brochures, wallet cards, and videos.



### **"Choose Respect" Campaign**

<http://www.chooserespect.org>

*Choose Respect*, an initiative of the Center for Disease Control and Prevention, targets adolescents between the ages of 11 and 14. It seeks to help form healthy relationships and prevent dating violence.

**How It Can Be Used:** While not specifically geared toward men and boys, this campaign provides a variety of materials including ecards, posters, bookmarks, pocket guides, online games, television and radio spots, activity ideas, an award-winning video, and clickable quizzes designed to inspire young people to choose respect.



Level Three:  
Educating Service Providers

## Level Three: Educating Service Providers



This level of the spectrum focuses on educating people to share new information and perspectives with others. In prevention efforts, “service providers” are employees of social service agencies and people who hold roles that allow them to educate and influence others. Law enforcement officers, media professionals, teachers, coaches, religious leaders, probation officers, and parents are examples of

individuals in official or unofficial positions of influence in the lives of men and boys.

**Why educate service providers?** There are many benefits to educating providers in promoting social change:

**Access to different communities.** Working with service providers will help broaden the scope, outreach, and impact on our communities and allow prevention to be a possibility on a larger scale as we gain access to the communities that providers have connections with.

Service providers are often connected to other groups (e.g., churches, schools and other institutions that they are a part of). Educating providers who in turn will educate or influence others may prove to be an efficient way of message delivery to the larger community.

For example, if working with pastors, they could influence congregations by giving sermons on the issue. Also, anti-violence information could be incorporated in their newsletter and marriage preparation courses could include healthy, nonviolent relationships information. Work with pastors could possibly change how *all* congregational pastoral counselors and lay leaders are expected to respond to domestic violence.

**Service providers have access to power.** Some providers have access to power that can help influence other levels of the spectrum. For instance, when working with coaches on violence prevention efforts, they can change policies on positive sports conduct in schools or the sports leagues with which they are involved.

**Working with service providers helps reinforce consistent messaging.** Imagine what could happen if we were to educate facilitators of fatherhood classes who have invited us to give a one-hour presentation? They would be able to reinforce the themes of respect and nonviolence addressed in our session throughout their classes. **Access to resources.** Service providers have access to different kinds of resources not available to prevention workers. Resources can include community networks, meeting spaces, funding options, political connections, etc. Educating providers can expand our work through new access to resources.

**They're already doing the work.** Many service providers have the possibility of utilizing their current jobs to promote violence prevention. We are not asking them to take on a new project but to take advantage of existing opportunities to engage boys and men as positive partners in domestic violence prevention.

News reporters for example, could add prevention messages to the domestic violence stories they already cover. For instance, when covering the Chris Brown and Rihanna story, reporters could discuss the things in place for Chris Brown which supported his violent behavior. They could also include information on community members and their efforts to prevent boys from receiving the same message.

**They are experts in what they do.** Service providers are experts in their work. Consequently, they can offer a different perspective and insight on what they have learned in working with men and boys. This may help inform and shape our work in different ways.

**Examples of Level Three work for violence prevention advocates are:**

- Nonviolence trainings for school teachers, health care providers, law enforcement, firefighters, clergy, coaches, etc.
- Ongoing skill-building for nonviolence activists and violence prevention advocates.
- Media advocacy training for journalists, local news stations, etc. to help frame violence as a preventable public health issue.
- Train the trainer events and conferences aimed to turn professionals into advocates against violence in their own communities.

## Things to consider when working with Service Providers

### Getting in the door...

- **Identify allies.** Identifying allies within the service provider group is an important step in getting in the door. Allies can help craft the best outreach approach and establish a rapport with other providers. Ally providers that are already in place like coaches, religious leaders, chief of police, etc. can help talk to other men and boys about the issue. If no current allies exist, how can such an ally be engaged? Suggestions include looking at established collaborations to identify providers and using pre-existing contact lists to expand new networks.
- **Go where they are.** Work with service providers can begin by going where they meet and attending their meetings. At what locations do men and boys get together? Consider settings such as community centers, sports leagues, men's clubs, and schools. Also, certain professions have high male populations, like police officers, firefighters and judges. Who are key service providers in those places? When and where do they meet and how can you make inroads?
- **Become familiar with the provider's culture.** Every service provider group has a certain "culture." It is important we familiarize ourselves with the provider culture to identify the language to which providers are accustomed in particular settings, the most appropriate attire, presentation style providers are most receptive to, and other considerations particular to that group. For instance, when working with male teachers to engage boys in school settings, consider addressing them as "Mr.", since this is the way teachers often address each other, regardless of age. Dress code and appropriate language are issues to consider when working in the school setting as well.
- **Meeting service providers where they are.** Gauge providers' interest and availability to determine commitment level. Some providers have the possibility of working on more long-term projects than others. For instance, in working with firefighters, schedules shift dramatically from week to week. Consider scheduling two or more meetings during the week to accommodate different schedules, but be aware they may not have a lot of available time to dedicate to a project, even if interested in the work. Engaging schools may be a project that may accommodate firefighters' schedules. Firefighters already conduct fire safety courses in schools; could they also promote healthy relationships and positive masculinity with young men they access?

- **Frame the discussion based on a deep knowledge of the audience and ensure the message resonates with the service provider group.** If seeking to work with judges on requiring that offenders attend BIPP (Batterer Intervention and Prevention Programs) and individualized counseling after the first offense, it may be beneficial to research costs to the community of having return offenders and effectiveness of prolonged counseling for changing attitudes and beliefs that support violence.



### **Case Study: Working with Providers**

#### **Center Against Family Violence**

The Healthy Relationships Outreach (HeRO) program started in 2003 when the El Paso sector of the Border Patrol experienced three domestic violence murder-suicides in a 24-month span involving agents. They sought assistance from the Center Against Family Violence (CAFV) and mandated all Border Patrol

employees-agents, administrative and support staff, attend healthy relationship workshops. The practice continues today with new personnel. The program expanded in 2007, when then-Chief of Police Richard Wiles, asked CAFV to begin the same workshops at the police academy. Other participating agencies include the El Paso Fire Department, Sheriff's Department, and Adult Probation and Juvenile Probation.

The HeRO program is co-facilitated by a man and a woman to model healthy relationships. This four-hour training addresses several topics including the dynamics of domestic violence situations within high risk occupations. The HeRO program focuses on officer's personal relationships. Prevention Coordinator James Ojeda explains why this focus exists, "at work they have power and authority and often show violence at work in order to stay safe and keep the community safe. The HeRO program helps transfer that mentality from work and home and allows staff to think differently at home."

Ojeda envisions the HeRO program will eventually involve the entire family. To that end, he has begun to develop children's workbooks HeRO participants can take home and share with their children. The workbooks reinforce information provided in the HeRO curriculum.

Ojeda speaks about a critical piece in working with providers: "The most difficult part [of working with providers] and the one that is going to take the most time is to establish relationships with individuals leading a group/organization and gaining their interest in participation. Establishing those relationships is key." Another critical piece for the success of the HeRO program was the flexibility of meeting times and locations.

See Level 5 Activity Section to view the domestic violence policy CAFV and the Border Patrol developed together!

## **Making the Case for Providers**

Domestic violence affects all members of the community whether they are personally dealing with the issue or know someone that is. Further, domestic violence impacts different sectors of society and agencies, organizations and institutions all play an important role in developing creative solutions to end it. When engaging or educating new partners and service providers, consider how domestic violence relates to their work. Making intimate partner violence relevant can open a door to conversation and action.

Many people accept the notion that intimate partner violence is a personal issue and something couples, specifically victims of violence, have to confront on their own. This perception further isolates victims of violence while giving abusers more power over them. Speaking to providers about domestic violence and empowering them to see their role in ending it can help them recognize that domestic violence is a community wide issue that necessitates a community wide response.

There are a variety of ways of engaging service providers. It could be very powerful to have men and boys already involved with the service provider group address the issue. We can offer presentations on the issue during meetings or meet with key service providers individually. Personal stories about men's and boys' experience with domestic violence can be a powerful tool to engage service providers.

One example of using personal stories to engage providers comes from Close to Home, an organization dedicated to preventing and reducing the impact of domestic violence in the Dorchester neighborhood of Boston, Massachusetts. They are a community focused organization and integrate the voices and efforts of their diverse community into their work. A variety of strategies are used to deliver the message that violence is unacceptable. One component of their work is the use of digital stories developed by community members to highlight the effects of domestic violence on individuals.



### **Case Study: Digital Stories**

Close To Home

Dorchester, Massachusetts

“Digital Stories are short multi-media videos created by community members using text, voice-over, pictures, and music. Through digital storytelling, local youth, adults, and organization leaders are given the opportunity to share their perspectives or stories about domestic violence with the rest of

the community. Digital Stories have proven to be invaluable educational and outreach tools in our work to raise awareness and start conversations about the issue. For more information about producing digital stories or to order copies of digital stories on DVD, please contact Close to Home at 617.929.5151.” (Close to Home Website, Retrieved June 24, 2009, from <http://www.c2home.org/stories.html>).

### **Sample Digital Story**

A Real Man

Dashawn Watkins

When I was younger I didn't know hitting a girl was actually a bad thing. In fact, back then it didn't even phase me because I was oblivious. As I got older it started to affect me. I started to get mad just hearing about it. Then I learned it was called domestic violence.

My first thought was “they actually categorized this?” I started to take a look around. I had no idea Domestic Violence was in everyday life, in the media, in the home, even amongst friends. I was really oblivious to this uprising apocalyptic virus. So now, me being the man that I am, I sit back and I think. Hitting or calling your girlfriend names isn't going to solve anything. For me being a man is more than beating someone up and pounding my chest. It's more like being real and true to myself. Just because she wears that, doesn't mean I should talk to her, just because I have the strength doesn't mean I should use it.

Love to me is supposed to be something you want to do not something you need to be doing. Love is not abuse. If I love that girl I shouldn't put my hands on her, call her names, take her money, or take her from her friends. If I love her she shouldn't be afraid of me. Not only does it affect her it affects your kids, your family and your friends. A real man knows how to rise above his anger. A real man knows how to handle a situation with his mind rather than his fist. So what could a man do if he's mad? Talk to his



friends, talk to his family, play that game, make that track or get them muscles. I don't put my hands on people. Because simply put I'm a Real Man.

(Close to Home. Sharing Our Stories, Literary Magazine. Retrieved June 24, 2009, from <http://www.weareclosetohome.org/2008Journal/c2h2008Journal.pdf>)

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## Transforming Resistance



Making the case to men and boys about their role in ending violence against women can elicit a response of resistance. This is something to be expected given that men and boys are the primary perpetrators of this type of violence. As violence prevention advocates, regardless of gender, we want to move the audience from initial feelings of resistance to action.

Resistance to the work we are doing may be frustrating and disheartening and can occur at different points in our work with men and boys. It is important to acknowledge that resistance does not mean we are on the wrong track—sometimes it is a sign we are where we should be. When people express confusion and misinformation related to the introduction of this issue, a unique opportunity is provided to help them explore their own notions of positive manhood, hopes for the boys (and girls!) in their lives, and ideas about their potential to contribute to a healthier, safer, and more respectful future.

The way we approach our collaboration with providers may help mitigate feelings of resistance. Suggestions on how to create a welcoming space that may foster future collaborations are:

### **Adapting our language about domestic violence so everyone can hear our messages**

As with any other field, domestic violence has a particular language in which others may not necessarily be well-versed. Language such as intimate partner violence, binary gender roles, oppression, perpetrator, ally and resiliency can be modified so they are still carrying the same weight and are accessible so others may understand. Using accessible language will allow providers to hear the message and participate in the discussion!

### **Use our personal allies to help deliver the message to new audiences**

It can be a very effective approach to place a familiar and trusted person in front of the room to discuss domestic violence issues with men and boys. This is an excellent way to leverage connections we have and begin from a welcoming place and not one of apprehension. Building a strong connection of mutual respect with service providers is important, and a great place to start!

### **Have service providers identify how the issue affects their area**

Providers are experts in their field and aware of how domestic violence is affecting their work. For instance, if working with parents, they have seen and heard the way their sons and their friends treat and talk about women. In our role as anti-violence advocates, we can facilitate this discussion by having them outline how *they* see violence against women affecting their home or community and strategize about changes they want to see and develop.

*People's resistance may manifest in different ways. The following are reactions we have heard during presentations with possible responses. As always, your instinct will help guide the response you consider to be most appropriate for your particular setting.*

Reaction:	Response:
Women also perpetrate violence against men. I heard of a case where a wife was actually abusing and beating the husband. He did not know what to do.	There are instances where women perpetrate violence against men and anecdotally we hear much more about those instances than what statistics support. Statistically, men perpetrate 97% of the violence perpetrated in domestic violence situations. This does not mean women do not perpetrate violence, but women's violence against men is not reported as much. There are a couple of factors that contribute to the lack of reporting by men. Shame about being victimized is definitely a big factor. Another is women's violence is often trivialized by men and communities as something almost comical and not to be taken seriously. When women are violent it is considered a joke and when men are violent it is a real threat. This is another way stereotypes about men and women can box people into dangerous situations.
Not all men are like that. I love my partner and would never hurt him/her.	Thank you for your comment. I am so happy to hear you would never hurt your partner. We need people like you to help spread the message that violence is never okay. We know peers are a powerful force for change on domestic violence issues; abusers and victims listen to peers the most. We know only a small percentage of men are abusive; they just continuously perpetrate violence against different people. People like you who model healthy relationships can help others see that violence isn't normal or acceptable.

<p>I don't believe you! I think you just hate men.</p>	<p>I think men are an important part of our community. We need healthy men to have a healthy community, that is why I am here to discuss how we can work together to change the mixed messages that teach men to be aggressive and angry. We know this attitude and behavior hurts men too: Men are more likely to be victims of men's violence, the majority of the prison population is men, specifically men of color, and men die at a younger age than women because of their unhealthy behaviors.</p>
<p>You must be gay if you're a man working to end violence against women.</p>	<p>John Trammel from Men Stopping Violence describes why he does not respond to this by saying "I'm not gay; I'm married to a woman." He states, "Homophobia keeps sexism in place as long as I can put out there that being gay is awful. Once you buy into that and that I think of you in that way, then it keeps men in their place.</p> <p>If I'm defending myself about being married, it feeds into homophobia. How do you respond in a way that does not reinforce homophobia? The goal is to address [it]... in a non-defensive way and not react to it. Use it as an opportunity to create dialogue in the room that can bring about a different viewpoint."</p> <p>Other possible responses may include:</p> <p>"I believe <b>everyone</b> in our community should live a life free of violence; that includes men and women. I stand with people suffering from violence to find my role in ending it. I can only hope others will do the same so we can help create a peaceful community."</p> <p>"This is not the first time, and certainly not the last time, I have heard this from an audience member. I wonder what it is about my wish to make sure my sisters, nieces, mother, grandmothers and friends are safe that makes me gay? I do not understand why men who love and respect women in their lives would not want to end violence against women, regardless of that man's sexuality. Where do you think the idea only gay men care about this issue comes from? "</p>