

## Level Five: Activities

### Sample Policy

Collaboration between the Center Against Family Violence and the Border Patrol

#### **CENTER AGAINST FAMILY VIOLENCE REFERENCE GUIDE TO DOMESTIC VIOLENCE IN THE WORKPLACE**

CAFV SERVICES: Shelter for Battered Women, Family Resource Center, Battering Intervention and Prevention Program (BIPP), Community Education & Outreach, Volunteer Services, and Ritzy Raggs Resale Store.

- 1. PURPOSE:** U.S. Border Patrol is committed to promoting the health and safety of our employees. Domestic Violence is a leading cause of injury to women in this country. The purpose of this policy is to heighten awareness of domestic violence and to provide guidance for employees and management to address the occurrence of domestic violence and its effects in the workplace.
  
- 2. DEFINITIONS:**
  - A. Domestic Violence:** A pattern of coercive behavior that is used by one person to gain power and control over another, which may include: physical violence, sexual, emotional and psychological intimidation, verbal abuse, stalking, and economic control. Domestic violence occurs between people of all racial, economic, educational, religious backgrounds, in heterosexual and same-sex relationships, living together or separately, married or unmarried, in short-term or long-term relationships. Domestic violence is a major cause of injury to women, although men also may be victims of such violence.
  
  - B. Batterer, Perpetrator, or Abuser:** The individual who commits an act of domestic violence as defined above.
  
  - C. Batterer's Intervention Programs:** Programs that batterers attend designed to eliminate violence in intimate relationships, stop other forms of abusive behavior and increase victim safety. Inappropriate batterer's intervention programs include, but are not limited to: couples, marriage or family counseling and anger management courses. These programs have proven to be ineffective in stopping domestic violence. Individual

counseling/ or therapy is only effective after the batterer has completed meaningful work to stop their emotional and physical abuse. Counseling may result in confusing empathetic statements, with supporting their position against their partner, therefore reinforcing justification for the abuse.

- D.** Survivor or Victim: The individual who is the subject of an act of domestic violence.

### **3. POLICY:**

#### **A.** Early Intervention and Education Prevention Strategies

- 1.** It is the policy of U.S. Border Patrol to use early prevention strategies in order to avoid or minimize the occurrence and effects of domestic violence in the workplace. U.S. Border Patrol will provide available support and assistance to employees who are survivors of domestic violence. This support may include: confidential means for coming forward for help, resources and referral information, additional security at the workplace, work schedule adjustments, or leave necessary to obtain medical, or legal assistance, and workplace relocation. Written resources and referral information will be available in all the languages spoken by employees. Other appropriate assistance will be provided based on individual need. In all responses to domestic violence, U.S. Border Patrol will respect the confidentiality and autonomy of the adult survivor to direct her or his own life, to the fullest extent permitted by law.
- 2.** U.S. Border patrol will attempt to maintain, publish, and post in locations of high visibility, such as bulletin boards and break rooms, and on the El Paso Sector Website, a list of resources for survivors and perpetrators of domestic violence, including but not limited to: CAFV Hotline (915) 593-7300, the National Domestic Violence Hotline number (800)799- SAFE, Employee Assistance program (800) 467-3277, Chaplin and Peer Support information, a list of local batterer's interventional programs, such as Battering Intervention and Prevention Program (BIPP) (915) 562-0077 and Alternative Center for Behavioral Health (ACBH) (915) 565-4800.

## **B. Domestic Violence Involving Border Patrol Employees**

- 1.** The U.S. Border patrol is committed to providing a workplace in which domestic violence is neither tolerated nor excused. Any physical assault or threat made by an employee while on the U.S. Border Patrol premises during work hours, or at a U.S. Border patrol sponsored social event is a serious violation. This applies to acts against other employees and acts against all other persons, including intimate partners. Employees found to have been in violation may be subject to corrective or disciplinary actions, up to including dismissal.
- 2.** Employees who are convicted of a crime as a result of domestic violence are subject to corrective or disciplinary actions, up to and including termination.

## **4. GUIDELINES REGARDING ASSISTANCE FOR SURVIVORS AND PERPETRATORS:**

### **A. General Guidelines:**

- 1.** The following information is provided to help employees of U.S. Border Patrol who are survivors of domestic violence obtain the services they desire and to enhance the safety of U.S. Border Patrol workplace.
- 2.** U.S. Border patrol seeks to create a supportive workplace environment in which employees feel comfortable discussing domestic violence and seeking assistance for domestic violence concerns. If an employee discloses that he or she is a survivor of domestic violence, it is important to send the following messages and avoid victim blaming:
  - You are not alone.
  - You are not to blame.
  - There is help available.
  - You do not deserve to be treated this way.
- 3.** If a supervisor believes that an employee is in an abusive relationship, but the employee has not disclosed this to their supervisor, the supervisor should address any job performances issues and refer the employee to the Employee Assistance Program and/or CAFV or other community resources.

4. Recognizing the absence of service and support for survivors of domestic violence and the survivors of domestic violence may face threats of violence or death when they attempt to end a violent relationship, supervisors will make efforts to provide a nonjudgmental and supportive environment for the employee which is not dependent on the employee's decision regarding the relationship.
5. A successful workplace intervention may consist of providing the employee with nonjudgmental place to discuss the violence and information to begin accessing resources in the community, or assisting the employee to formulate a plan to increase that employee's safety.
6. It is important that all employees know how best to respond to the effects of domestic violence on the work-place. The following clarifies roles for all staff:

**B. Manager/ Supervisor:**

1. Participate in domestic violence training as provided by CAFV.
2. Be aware of physical or behavioral changes in employees and consult with your Chaplain, Peer Support, Employee Assistance Program, CAFV, or supervisor for advice. Your role is not to diagnose or counsel the employee, but to refer the employee to appropriate resources. The following behaviors may be associated with domestic violence: chronic absenteeism, inappropriate/ excessive clothing, obsession with time, repeated physical injuries, chronic health problems (e.g. chronic pain), isolation, emotional distress, depression, distraction, and excessive number of personal phone calls.
3. Be a resource to employees, managers and supervisors in addressing domestic violence situations.
4. Managers/Supervisors must be respectful of employees' personal choices. If the manager or supervisor observes the signs of violence, it is appropriate to convey concern regarding signs and to educate the employee regarding resources available. It is critical that the manager/supervisor respect the employee's

privacy and not pressure the employee to disclose any personal information.

- 5.** Be responsive when an employee who is either the survivor or the perpetrator of domestic violence asks for help. Immediately contact your Chaplain, Peer Support, Employee Assistance Program, or CAFV.
- 6.** Maintain the confidentiality of domestic violence circumstances and any other referrals under this policy to the extent permitted by law. Inform other employees of the domestic violence circumstances on a need to know basis only. Wherever possible, give advance notice to the employee who is experiencing domestic violence if you need to inform others about the domestic violence situations.
- 7.** If a spouse of an employee discloses that she/he is a victim of domestic violence be concerned for his/her safety first. A manager/supervisor may offer the survivor information about the CAFV (915) 593-7300. An allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to the discipline process, cannot guarantee their confidentiality. As discussed in paragraph 6, above, discussion of the allegation is limited to a need to know basis. Discussion of the allegation in the general working environment is not appropriate. The CAFV does protect the confidentiality of survivors of domestic violence.
- 8.** A manager/supervisor may ask the person making the allegation to keep them aware of their whereabouts to ensure their safety. A manager/supervisor should be aware of and look for signs of a battering personality. (Appendix A), A manager/ supervisor may speak to an employee if they appear to have signs of problems and attempt to open a dialogue, if the employee is willing. If the employee is open to a dialogue, the supervisor may utilize the resources of and/or refer the employee to the CAFV, BIPP, EAP, Chaplain, Peer Support and review "Time Out." (Appendix D.)

- 9.** Offer the victim a temporary safety plan (Appendix B) and make reasonable accommodations. Refer the victim to the *Family Resource Center* for a personalized safety plan. (915) 595-2238 or/and refer to CAFV Hotline (915) 593-7300. When assisting an employee to develop a workplace safety plan (Appendix C), ask what changes, if any could be made at the workplace to make the employee feel safer. Survivors of domestic violence know their abuser better than anyone else. When it comes to their own safety, offer to assist them in developing a workplace safety plan, but allow them to decide what goes in the final plan. However, if it is determined that other employees are at risk, it is essential to take measures to provide protection for them.
- 10.** If possible, the supervisor, will make efforts to adjust the survivor/ employee's work schedule and/or grant leave [seek, annual, shared leave, compensatory time, or leave without pay] if the employee needs to take time off for medical assistance, legal assistance, court appearances, counseling relocation, or to make other necessary arrangements to enhance her or his safety. Be sure to follow all applicable personnel policies and procedures and statues.
- 11.** The employee should maintain communication with her or his manager during the absence. The employer should maintain the confidentiality of the employee's whereabouts.
- 12.** Work with managers to relocate employee to an alternate worksite, whenever feasible, if the employee requests to relocate for safety reasons.
- 13.** Managers will post information about domestic violence in your work area. Also, have information available where employees can obtain it without having to request it or be seen removing it. Some suggestions are restrooms, lunchrooms, or where other employee resource information is located.
- 14.** If both the perpetrator and victim are employees of U.S. Border Patrol, managers will work with sector staff and supervisors to ensure that the perpetrator is relocated to a workplace in which the perpetrator will have no contact with the

victim. If you observe domestic violence call the police and/or contact the supervisor.

- 15.** Respect the employee's boundaries and privacy, even if you disagree with the decisions she/he is making regarding the relationship. A survivor of domestic violence may make numerous attempts to leave his/her batterer. It is often difficult to leave because of financial and childcare responsibilities, or threats of violence.
- 16.** After consultation with management, take any appropriate corrective or disciplinary action consistent with policy and procedure up to and including termination, against employees who have been convicted of committing acts of domestic violence.
- 17.** Signs of a battering personality may be detected to avoid the abuse from getting physical. Some signs may include: constant jealousy, constant complaints about the spouse, excessive calls to spouse, checking up on their partner, disrespectful comments, sexist comments, and inability to control anger when family issues arise. You may speak to the employee if they appear to have signs of problems and open a dialogue, if the employee is willing. If the employee is unwilling to discuss personal issues, the supervisor should refrain making allegations of domestic violence. If the employee opens a dialogue to discuss personal issues, the supervisor may provide guidance utilizing the resources of the Center Against Family Violence, BIPP, EPS, Chaplin, Peer Support, and review "Time Out" (Appendix D).

### **C. Employee Assistance Professionals (Chaplains/ Peer Support)**

- 1.** Participate in domestic violence training as provided by CAFV. More specifically complete a batterer's intervention program to better understand the dynamics of domestic violence and be able to make appropriate referrals to accountability programs. Understanding the effectiveness of such programs will assist in helping the perpetrator understand the benefits of receiving help.
- 2.** Participate in periodic training by CAFV on how to identify warning signs of potential violence in both the survivor and the perpetrator, and on how to intervene most effectively.

- 3.** Provide information on domestic violence through existing or new channels such as Musters, newsletters, posters and pamphlets.
- 4.** Inform management of the need to call the Chaplin/Peer Support to consult about any domestic violence situations that they become aware of, including concerns about either survivors or perpetrators and make the proper referral.
- 5.** Work with survivors, management/supervisors, and CAFV to develop a personal and workplace safety plan to minimize the risk to the victim, and other employees.
- 6.** If a person discloses that she/he is a victim of domestic violence, be concerned for his/her safety first. An allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to the disciplinary process, cannot guarantee their confidentiality.
- 7.** Hold perpetrators of domestic violence accountable. Avoid colluding with the batterer and avoid inappropriate referrals such as individual counseling, couples counseling, family counseling and anger management where there is abuse.

**D.** Options for Employees Who Are Survivors of Domestic Violence:

- 1.** Talk with a trusted co-worker, supervisor, or manager about your situation.
- 2.** Contact your nearest Employee Assistance Program office:
- 3.** Contact the National Domestic Violence Hotline at (800) 779-SAFE, or CAFV (915) 593-7300.
- 4.** Call the local police if you are in immediate danger.
- 5.** Notify your supervisor of the possible need to be absent and find out your leave options. Be clear about your plan to return to work and maintain communications with your supervisor during your absence. If necessary and available, make alternate arrangements for receiving your paycheck.

**6.** If you are concerned about your safety at work, submit a recent photograph of the abuser and a copy of your protection order to your supervisor.

**7.** Work with your supervisor/manager, Employee Assistance Program manager, or CAFV to develop a safety plan.

**E.** Options for Employees Who are Perpetrators of Domestic Violence.

**1.** Contact the nearest Employee Assistance Program (1-800-467-3277) for confidential consultation and resources.

**2.** Contact battering intervention program: BIPP (915) 562-0077

**F.** Options for Other Employees Who Have Concerns about Domestic Violence.

**1.** If you know or believe that a co-worker is a victim of domestic violence, communicate your concerns for her or his safety to that person. Be clear that your role is to help and not to judge. Refer the employee to the Employee Assistance Program, CAFV (915) 593-7300, or the National Domestic Violence Hotlines at (800) 799-SAFE. Maintain the confidentiality of the domestic violence circumstances and any other referrals under this policy to the extent permitted by law.

**2.** Discuss the employee's situation with employer assistance counselor, or CAFV for further guidance. As discussed previously, an allegation that an employee has engaged in domestic violence is treated as an allegation of misconduct. The person making the allegation must be informed that the U.S. Border Patrol, due to disciplinary process, can not guarantee their confidentiality.

**3.** Report any threats or violence that you experience or witness to your supervisor, or local law enforcement.

**4.** If you know or believe that a co-worker is a perpetrator of domestic violence notify your supervisor. Supervisor will refer back to policies and procedures.

## SIGNS TO LOOK FOR IN A BATTERING PERSONALITY

Many women are interested in ways that they can predict whether they are about to become involved with someone that will be physically abusive. Below is a list of behaviors that are usually seen if the person is a batterer – if the person has several of the behaviors (say three or more) there is a strong potential for physical violence – the more signs the person has, the more likely the person is a batterer. In some cases, a batterer may have only a couple of behaviors that women can recognize, but the behaviors are much exaggerated (e.g. extreme jealousy over ridiculous things). Initially, the batterer will try to explain his behavior as signs of love and concern, and a woman may be flattered at first. But as time goes on, the behavior becomes more and more severe to dominate the women.

- 1. JEALOUSY:** At the beginning of a relationship, an abuser will always say that his jealousy is a sign of love. Jealousy has nothing to do with love. It is a sign of insecurity and possessiveness. He will question the women about who she talks to, accuse her of flirting, or be jealous of the time she spends with family, friends or children. As the jealousy progresses, he may call her frequently during the day or drop by unexpectedly. He may refuse to let her work for fear she'll meet someone else, or even do strange behaviors such as checking her mileage or asking friends to watch her.
- 2. CONTROLLING BEHAVIOR:** At first, the batterer will say that this behavior is because he is concerned for the women's safety, her need to use her time well, or her need to make good decisions. He will be angry if the woman is "late" coming back from the store or an appointment. He will question her closely about where she went, whom she talked to. As this behavior gets worst he may not let the woman make personal decisions about the house, her clothing, or going to church. He may keep all the money or even make her ask permission to leave the house or room.
- 3. QUICK INVOLVEMENT:** Many battered woman dated or knew their abuser for less than six months before they were engaged or living together. He comes on like a whirl-wind claiming "love at first sight", and he will tell the woman flattering things such as "you are the only person I could ever talk to", "I've never felt love like this by anyone". He needs someone desperately, and will pressure the woman to commit to him.
- 4. UNREALISTIC EXPECTATIONS:** He is very dependent on the woman for all of his needs. He expects her to be the perfect wife, mother, lover, and friend. He

would say things like “if you love me, I’m all you need – you are all I need”. He expects that she will take care of everything for him emotionally and in the home.

- 5. ISOLATION:** The man tries to cut the woman off from all resources. If she has male friends, she is a “whore”. If she has female friends, she is a “lesbian”. If she is closed to a family member(s), she is “tied to the apron strings”. He accuses people who are her support of “causing trouble”. He may not let her use the car, or he may try to keep her from working or going to school.
- 6. BLAMES OTHERS FOR HIS PROBLEMS:** If he is chronically unemployed, he will claim that someone is doing him wrong or that someone is out to get him. He may make mistakes and then blame the woman for upsetting him and keeping him from concentrating on doing his job. He will convince the woman that she is at fault for almost everything that goes wrong.
- 7. BLAMES OTHERS FOR HIS FEELINGS:** He will tell the woman “you make me mad”, “you are hurting me by not doing what I ask”, and/or “I can’t help being angry”. He really makes the decisions about what he thinks and feels, and will use those feelings to manipulate the woman. The harder to understand are his claims that “you make me happy” or “you control how I feel”.
- 8. HYPERSENSITIVITY:** The man is easily insulted, he claims his feelings are “hurt”, when he is really very mad, or he takes the slightest setbacks as personal attacks. He will “rant and rave” about the injustice of things that have happened to him – things that are just part of living, like being asked to help with chores.
- 9. CRUELTY TO ANIMALS OR CHILDREN:** This is a man who punished animals brutally or is insensitive to their pain or suffering. He may expect children to be capable of doing things far beyond their ability, (whips a two years old for wetting his diaper) or he may tease children or young brothers or sisters until they cry. 70% of men who beat a woman will also beat the children. He may not want children to eat at the table or expect them to keep to their room all evening while he is home.
- 10. “PLAYFUL” USE OF FORCE DURING SEX:** This man may like to throw the women down or hold her down during sex: he may want to act out fantasies during sex where the woman is helpless. He is letting her know that the ideas of “rape” excite him. He may show little concern about whether the woman wants to have sex and use sulking or anger to manipulate her into compliance. He may start having sex with the woman while she is sleeping, or demand sex when she is ill or tired.

- 11. VERBAL ABUSE:** In addition to saying things that are meant to be cruel and hurtful, he will degrade the woman, curse at her, and put down her accomplishments. The man will tell her that she is stupid and unable to function without him. He might not let her go to sleep or might wake her up to insult her.
- 12. RIGID SEX ROLES:** The man expects a woman to stay home in order to serve him. She must obey him in all things – even things that are criminal in nature. The abuser sees women as inferior to men, stupid, and unable to be a whole person without the relationship.
- 13. DR. JECKYLL & MR. HYDE:** Many women are confused by their abuser's "sudden" mood changes. They will describe that one minute he is nice and the next he explodes or one minute he is happy and the next minute he is sad. This does not indicate some special "mental problem" or that he is "crazy". Expressiveness and mood swings are typical for men who beat their partners. These behaviors are related to other characteristics such as hypersensitivity.
- 14. PAST BATTERING:** The man may say he has hit a woman in the past, and that they (the woman) made him do it. The woman may hear from relatives or ex-spouses that the man is abusive. A batterer will beat any woman he is with. Situational circumstances do not make a person an abusive personality.
- 15. THREATS OF VIOLENCE:** This would include any threat of physical force meant to control the woman: "I will slap your mouth off", "I'll kill you", and/or "I'll break your neck". Most men do not threaten their mates, but a batterer will try to excuse his behavior by saying, "everybody talks like that".
- 16. BREAKING OR STRIKING OBJECTS:** This behavior is used as punishment from very immature people. Breaking loved possessions is mostly used to terrorize the woman into submission. The man may beat on tables with his fist; throw objects around or near the woman. Again, this is NOT normal.
- 17. ANY FORCE DURING AN ARGUMENT:** This may involve a man holding a woman down, physically restraining her from leaving the room by pushing, shoving and/or blocking her way. The man may hold the woman against her will and say "you're going to listen to me".

## GEP Assessment Tool<sup>8</sup>

### What is the GEP Assessment Tool?

This diagnostic tool was developed to assist companies in implementing and promoting the Gender Equality Principles (GEP). It will help you assess your company's performance in 7 key areas and identify and define areas for future opportunities and focus. The Assessment Tool is for internal company review only.

### How does the GEP Assessment Tool work?

The tool is organized based on the Gender Equality Principles. The "key elements" of each Principle are goals and guidelines designed to help you assess gender equality in different aspects of your company. This self-assessment will provide you with an initial look at how your company is performing, and identify areas of strengths and areas needing improvement. The relevance and importance of each key element will vary for each company depending on the industry and type of operation involved.

### How do I use the rating system?

Each key element has a space next to it where you can rate your company's implementation of that element on a scale of 0-4. The rating categories are defined as follows:

5	<b>Full Implementation</b>	Policy and implementation plan in place, widely accepted and utilized.
4	<b>Moderate Implementation</b>	Policy and implementation plan in place, but not yet widely accepted or utilized.
3	<b>Beginning Implementation</b>	Policy in developmental phase and/or minimal implementation.
2	<b>Ad Hoc Arrangements</b>	Ad hoc arrangements made for specific cases.

<sup>8</sup> San Francisco Department on the Status of Women. Gender Equality Principles Assessment Tool (2008 draft version). Retrieved March 17, 2009, from [http://www.sfgov.org/site/dosw\\_page.asp?id=84667](http://www.sfgov.org/site/dosw_page.asp?id=84667).

1	<b>Square One</b>	No policy or plan in place; need information to get started.
0	<b>Not Applicable</b>	Particular key element is not relevant to organization's operations.

You may check more than one category.

### How do I use the Notes section?

The elements are often broad and may contain compound issues. Please make use of the notes next to each key element to clarify or expand upon your answers, and highlight best practices and areas in need of improvement. This is also an appropriate place to note whether the policy is implemented at the domestic workplace or headquarter level, with contractors and the global supply chain, or both.

#### I. Employment and Compensation

Corporations will take concrete steps to attain gender equality by adopting and implementing employment policies and practices that eliminate gender discrimination in areas such as recruitment, hiring, pay, and promotion.

Key Elements	Rating 0-5	Notes
a. Pay the legal wage to all women.		
b. Ensure fair and comparable wages, hours, and benefits, including retirement benefits, for all employees for comparable work.		
c. Undertake concrete, verifiable actions to recruit and retain women and candidates from traditionally underrepresented groups.		

<p>d. Eliminate all forms of discrimination based on attributes such as gender, race, ethnicity, religion, disability, sexual orientation, gender identity, or cultural stereotypes in all work-related privileges or activities, including wages, hours, benefits, job access and qualifications, and working conditions.</p>		
<p>e. Prohibit discrimination based on marital, parental or reproductive status in making decisions regarding employment or promotion, including ensuring employment security that allows for interruptions in work for maternity, parental leave, and family-related responsibilities.</p>		
<p>f. Implement equitable policies for non-salaried employees regarding contract work, temporary work, and layoffs that do not disproportionately affect women.</p>		
<p>g. Strive to pay a living wage to all women.</p>		

## II. Work-Life Balance and Career Development

Corporations will take concrete steps to attain gender equality by adopting, implementing, and promoting policies and practices that enable work-life balance and support educational, career, and vocational development.

Key Elements	Rating 0-5	Notes
a. Undertake concrete, verifiable actions to make professional and private life more balanced, by implementing and promoting flexible work options, family leave, dependent care, wellness programs, and workforce exit and reentry opportunities.		
b. Support access to childcare either by providing childcare services or by providing information and resources regarding childcare services.		
c. Provide gender equitable opportunities for and access to literacy training, education, and certified vocational and information technology training.		
d. Provide professional development opportunities that include formal or informal networking, client development activities, and mentoring programs that include women at all levels, including those women working in non-traditional fields.		

### III. Health, Safety, and Freedom from Violence

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to secure the health, safety, and well-being of women workers.

Key Elements	Rating 0-5	Notes
a. Prohibit and prevent all forms of violence in the workplace, including verbal, physical, or sexual harassment.		
b. Ensure the safety of female employees in the workplace, in travel to and from the workplace, and on company-related business, and ensure the safety of vendors in the workplace.		
c. Provide and promote policies and programs addressing domestic violence.		
d. Eliminate and disclose unsafe working conditions and provide protection from exposure to hazardous or toxic chemicals in the workplace, particularly when those substances have known or suspected adverse effects on the health of women, including reproductive health.		
e. Allow time-off from work for employees seeking medical care or treatment, for themselves or their dependents, including family planning, counseling, and reproductive health care, and support return to positions of equal pay and status.		
f. Prohibit discrimination in hiring and employment based on health status, such as individuals with HIV/AIDS positive status.		
g. Strive to provide gender equitable health services and insurance.		

#### IV. Management and Governance

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to ensure equitable participation in management and governance.

Key Elements	Rating 0-5	Notes
a. Establish policies and undertake proactive efforts to recruit and appoint women to managerial positions and to the corporate board of directors.		
b. Establish policies and undertake proactive efforts to assure participation by women in decision-making and governance at all levels and in all areas of the business, including budgetary decision-making.		
c. Include gender equality as a factor in performance measures, strategic planning goals and objectives, and budgetary decisions.		

## V. Business, Supply Chain, and Marketing Practices

Corporations will take concrete steps to attain gender equality by adopting and implementing non-discriminatory business, supply chain, contracting, and marketing policies and practices.

Key Elements	Rating 0-5	Notes
<p>a. Maintain ethical marketing standards by respecting the dignity of women in all sales, promotional and advertising materials, and excluding any form of gender or sexual exploitation in marketing and advertising campaigns.</p>		
<p>b. Encourage and support women's entrepreneurship, and seek to enter into contractual and other business relationships with women-owned businesses and vendors, including micro-enterprises, and work with them to arrange fair credit and lending terms.</p>		
<p>c. Clearly forbid business-related activities that condone, support, or otherwise participate in trafficking, including for labor or sexual exploitation.</p>		
<p>d. Ensure that these Principles are observed not only with respect to employees, but also in relation to business partners such as independent contractors, sub-contractors, home-based workers, vendors, and suppliers.</p>		
<p>e. Take these Principles into consideration in product and service development and major business decisions, such as mergers, acquisitions, joint venture partnerships, and financing.</p>		

## VI. Civic and Community Engagement

Corporations will take concrete steps to attain gender equality by adopting and implementing policies to promote equitable participation in civic life and eliminate all forms of discrimination and exploitation.

Key Elements	Rating0-5	Notes
a. Encourage philanthropic foundations associated with the entity to adhere to these Principles through their donations, grant-making, programmatic initiatives, and investments.		
b. Encourage women and girls to enter non-traditional fields by providing accessible career information and training programs designed specifically for them.		
c. Respect female employees' rights to participate in legal, civic, and political affairs — including time off to vote— without interference or fear of repercussion or retaliation in the workplace.		
d. Respect employees' voluntary freedom of association, including the voluntary freedom of association of female employees.		
e. Work with governments and communities where the company does business to eliminate gender-based discrimination and improve educational and other opportunities for women and girls in those communities, including support for women's non-governmental organizations and other community groups working for the advancement of women.		

<p>f. Exercise proactive leadership in its sphere of influence to protect women from sexual harassment, violence, mutilation, intimidation, retaliation, or other denial of their basic human rights by host governments or non-governmental actors and refuse to tolerate situations where cultural differences or customs are used to deny the basic human rights of women and girls.</p>		
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**VII. Transparency and Accountability**

Corporations will take concrete steps to attain gender equality in operations and in business and stakeholder relationships by adopting and implementing policies that are publicly disclosed, monitored, and enforced.

Key Elements	Rating 0-5	Notes
<p>a. Publicize commitment to these Principles through a CEO statement or comparably prominent means, and prominently display them in the workplace and/or make them available to all employees in a readily accessible and understandable form.</p>		
<p>b. Develop and implement company policies, procedures, training, and internal reporting processes to ensure observance and implementation of these Principles throughout the organization.</p>		
<p>c. Establish benchmarks to measure and monitor progress toward gender equality and publicly report results publicly.</p>		

<p>d. Conduct periodic self-evaluations through data collection and analysis, audits, public disclosure, and reporting on status and progress made in the implementation of these Principles.</p>		
<p>e. Establish a clear, unbiased, non-retaliatory grievance policy allowing employees to make comments, recommendations, reports, or complaints concerning their treatment in the workplace.</p>		
<p>f. Engage in constructive dialogue with stakeholder groups, including employees, non-governmental or non-profit organizations, business associations, investors, customers, and the media on progress in implementing the Principles.</p>		
<p>g. Be transparent in the implementation of these Principles, and promote their endorsement and implementation by affiliates, vendors, suppliers, customers and others with whom it does business.</p>		
<p>h. Strive to ensure that government relations and corporate political spending policies and practices incorporate these Principles.</p>		

## **Ideas For Workplace Campaigns<sup>9</sup>**

The following is a menu of ideas that companies can use for communicating the important message of the Founding Fathers campaign to employees, customers and professional colleagues.

### **Sign the Declaration**

- Have a company wide signing of the Founding Fathers Declaration and encourage top level management to participate and sign the Declaration
- Offer a corporate challenge to your employees - "for every employee who signs the pledge, "X" company will donate \$1.00 to the Family Violence Prevention Fund"

### **Spread the Word**

- Ask your CEO to sign a letter to all employees encouraging them to become involved in the Founding Fathers campaign
- Offer your employees a sample email that they can send to friends, customers, and colleagues promoting your company's efforts and encouraging others to become involved
- Include information on Founding Fathers and your company's participation in internal newsletters to employees

### **Get Involved**

- Provide employees with access to the FVPF's educational resources, including: Coaching Boys into Men Tips and the new Playbook for Coaches.
- Encourage your employees to be a "Coach for the Day" by allowing them to take a few hours off and volunteer with a local youth organization
- Encourage your employees to utilize the resources of the "Parent's Corner" in their daily interactions with their own children

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<sup>9</sup> Founding Fathers. Ideas For Workplace Campaigns. Retrieved August 19, 2009, from <http://founding-fathers.org/index.php?title=Workplace+Campaigns&page=workplace&show=5>.

## **Support the FVPF's Campaign for the Next Generation**

- Ask employees to consider a small contribution to the campaign.
- Sponsor the Founding Fathers campaign; Make a corporate contribution.
- Sponsor a company-wide used cell phone collection. The Wireless Foundation is a great supporter of the Founding Fathers campaign and FVPF through their national phone collection campaign. In 2004, more than \$75,000 was raised for Founding Fathers through the collection of used cell phones. This year, they are continuing their support with a dedicated drive between Mother's Day and Father's Day. Contact Heather Black ([heather@endabuse.org](mailto:heather@endabuse.org)) at FVPF to learn more!

## TOOLS FOR CHANGING ORGANIZATIONAL PRACTICES

FOUNDING<sup>SM</sup>  
FATHERS

### Campaign with Co-Workers

<http://foundingfathers.org/index.php?title=Campaign+With+Co-Workers&page=workplace>

This program of the Family Violence Prevention Fund (FVPF) is designed to help men and boys change practices at their places of employment.

**How It Can Be Used:** If men and boys are interested in changing practices in their workplace, a great way to make change a reality is to gain the support of key men in the organization. FVPF offers ideas for engagement, a sample newsletter article, and signature drive form to help men get started.



### Texas Health Resources: Domestic Violence Cost Calculator

<http://www.texashealth.org/14128.cfm>

After entering specific demographic information, this calculator estimates the effect physical and sexual assault have on individual businesses. It calculates the actual monetary cost and also estimates how many people will experience these forms of violence. It is easy to use.

**How It Can Be Used:** If advocates and ally community members are going to speak to a business about the importance of interpersonal violence and sexual assault in the workplace, this might be a helpful way of getting the conversation started. Advocates and allies can gather the information needed to complete the calculation beforehand and present the information to the larger group. If a presentation is given in a multi-media setting with different businesses represented, participants can calculate the cost of interpersonal violence and sexual assault themselves. The resulting data will be specific to their own business.



### “Bully-Proofing Your School” Program

<http://www.bullyproofing.org/index.php?.s=16>

*Bully-Proofing Your School* is a system-wide prevention program designed to help students and adults collaborate to create a safe and caring school community.

**How It Can Be Used:** The curriculum includes the establishment of school policies and rules against bullying. Schools can implement this research-based program to reduce violence on their campus. *Bully-Proofing Your School* can be purchased from [www.creatingcaringcommunities.com](http://www.creatingcaringcommunities.com). Prices vary.

Level Six:  
Influencing Policy and Legislation

## Level Six: Influencing Policy and Legislation



This level of the spectrum focuses on changing laws and policies on a community-wide level. When supported by grassroots efforts and community buy-in, influencing policy and legislation presents the broadest opportunity for preventing violence.

### **Why Influence Policy and Legislation?**

#### **To make domestic violence socially unacceptable.**

Some will remember when children could lay across the back window of the family vehicle, stand on the back of a speeding pickup truck, or recall when it was perfectly legal in Texas to drive with an open container of alcohol.

Such behaviors have become illegal and uncommon in our society. If someone is driving with 1) a child who is hopping around in a moving vehicle and not strapped

into a car seat properly, or 2) an open and visible container of alcohol, a driver can expect disapproving looks—and perhaps intervention—from fellow drivers. Not only are these behaviors illegal, they are now socially unacceptable.

These changes in social norms have led to greater safety for all. Fewer people per capita are dying in car accidents because of drunk drivers. More adults and children readily strap themselves into a seat restraint. In the end, the multi-level work done to impress upon the public that seatbelts are important when driving and drinking while driving is dangerous have led to profound changes in the public's behavior. It has led the public to hold *itself* accountable to these new social norms. These changes in social norms in other arenas help us see changing social norms to make domestic violence unacceptable can occur with a multi-faceted approach.

**To have a wide-reaching effect.** Change in policy is mandatory and enforceable. It affects entire populations because it creates a standard to which entire communities must abide. In this scenario, individual buy-in is not required.

**To support the work we are doing at the ground level.** The work we do on the ground level with men and boys can be enhanced through policy work. For instance, Texas Education Code 37.0831, previously known as HB 121, supports prevention educators work in schools by mandating school districts provide awareness education for students and parents. This policy can help educators get in the door and allow

prevention educators to position themselves as consultants who can help schools fulfill this state requirement.

**To galvanize community support.** Awareness campaigns about certain policies or legislative action days can help create a community of support on which we can draw to enhance our community efforts at other levels of the spectrum.

**To ensure that our work is funded.** Policy makers decide where funds are allocated. Influencing policy and legislation can support our efforts at all levels of the spectrum as we leverage our political connections and gain greater access to funds to continue and further our work.

**Policy work can be empowering.** Policy work can create an opportunity for programs working to end violence to include men and boys most affected by violence to write policy and legislation or speak on behalf of policy and legislation that promotes anti-violence.

**Here's a look into the Worker's Defense Project policy work approach**

"A lot of the ordinances [that we propose to legislators] are written by the membership. Policy work can either be empowering or disempowering. If you want to empower those most affected by an issue you want to be conscious about how it is done. So, for our organization, having them with us the entire way instead of just at the end makes it an empowering process. If you want ... buy-in [from those most affected] you need to have them at the table from the very beginning." Cristina Tzintzún, Worker's Defense Project staff member

**For people in violence prevention, work at this level can look like:**

- Lobbying local, state, or national legislatures for a bill that increases funding to violence prevention programs.
- Lobbying lawmakers to create stricter Texas Education Code 37.0831 enforcement policies.

- Working with local and national lawmakers to put restrictions on the programmatic content of television, radio stations, magazines and billboards that normalize violence. This can include making companies that produce such content pay a fee for each image and verbal/non-verbal language they use to normalize violence against women.
- Working with lawmakers to change the regulations placed on Batterer Intervention and Prevention Programs (BIPP) so such programs are not only mandatory for perpetrators of violence, but are long-term, accountable and regularly evaluated for effectiveness.
- Working with lawmakers to improve enforcement of current laws that promote nonviolence.
- Creating a city-wide policy that stipulates sports teams are not allowed to use city fields unless coaches have completed a positive coaching course.

## Case Study: Youth Sports Code of Conduct Neptune Township, New Jersey

In 2007 Neptune Township in New Jersey took a community based approach in drafting a city ordinance that established a youth sports code of conduct for their township. The ordinance ensures youth's safety and includes anti-bullying and anti-discrimination components.

The code of conduct stipulates the following for parents:

"I will teach my child to treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, gender, sexual orientation, national origin or ability."

For coaches:

"I will remember to treat each player as an individual, remembering that each child develops (emotionally and physically) at his/her own rate."

To view the ordinance go to:

<http://www.neptunetownship.org/upload/documents/ORD05-12.pdf>

Dawn Thompson, Municipal Alliance Coordinator states:

*"We implemented the ordinance so we could share our expectations 1. for users of our township fields, and 2. for participation in our youth sports programs. New Jersey has passed a state law saying townships can pass codes of conduct as an ordinance, which makes the punishments for offenses enforceable. Many other towns have similar ordinances, but we chose to keep the wording for ours positive (expectations rather than "no or "you shall not"). All sports groups in town (Little League, Pop Warner, Soccer, Biddy Basketball, Track) were involved in writing the code, and all used the same code. Since each player, parent, and coach receives and has to sign these codes before the start of the season, it isn't a surprise, So far we have not had to suspend anyone, but I have heard of other towns banning players and parents, and the police have helped enforce the ban."*

By getting a variety of groups to write the ordinance to be enforced, the township was able to create buy-in from those most directly affected. This process can foster social norms about acceptable and unacceptable behavior for coaches, parents, spectators and players.

See the Activities Section of this level of the spectrum for a sports code of conduct template.

## Considerations when influencing policy and legislation:



### Engaging men as legislators and decision makers

Male legislators and decision makers play an important role in determining how our society functions and outline what is acceptable and unacceptable behavior in our communities. This creates a unique opportunity for violence prevention advocates working with men and boys because

it allows the use of knowledge and skills previously obtained at different levels of the spectrum and applies that awareness to this specific setting. Here are ways we can engage men as legislators and decision makers:

- **Invite them to our workplaces:** Legislators enjoy seeing the work people are doing on an individual level to create healthy communities; a goal we all share. If your agency just received a certain amount of money for starting a boys group, inviting your legislator to visit and participate in one of those groups will help him understand the way his decision directly affects his community. We can also invite legislators to our places of work to expose them to where we are and the vision of where we would like to be.
- **Set up meetings with legislators:** Personal meetings with legislators can allow them to put a human face to the agency working to end violence in their community. Meetings in these intimate settings can create a rapport which will foster accountability between legislators and communities. These meetings can be an opportunity to lobby legislators to support non-violence legislation.
- **Public recognition** If a certain legislator is supporting our efforts, publically recognizing their work can demonstrate we appreciate their support and can help with their political career. Public recognition of positive male public figures can help create community buy-in to end violence against women. Further, positive male role models can serve as individuals men and boys emulate. Some ways of publically recognizing legislator's efforts is by sending an editorial to the local newspaper about the official's strong work or posting information about his/her efforts on your website.

## **Legislators and decision makers are personally and professionally affected by domestic violence.**

- **Domestic violence is a public health issue affecting our community.** We see the affects of domestic violence across the board from children missing school because of domestic violence, to depression and Posttraumatic Stress Disorder (PTSD) in survivors of domestic violence, and the direct bodily injury people experience which warrant extended hospital stays. Legislators are tasked to ensure communities are vibrant and healthy. Thus, their work is intimately connected to preventing domestic violence before it starts. Because legislators have experience in creating legislation that supports healthy communities, that information can be used as a basis to draft anti-violence legislation.
- **Violence occurs in spaces where it is socially acceptable to be violent.** We know personal relationships are an important reason why people perpetrate violence against their partners. Further, an entire community-wide climate has to be in place that permits and condones violence. Societal acceptance of violence is present from individual to institutional levels. Helping legislators see they have the ability to change our community climate by proposing and enforcing legislation that dictates violence is unacceptable is a necessary component of violence prevention work. It is important to note legislation can support primary prevention efforts while simultaneously supporting survivors of domestic violence.
- **Legislators and decision makers experience domestic violence in their personal lives.** Domestic violence is a difficult issue to discuss because it affects everyone and taps into sentiments of vulnerability and helplessness. Effective prevention work transforms negative sentiments into positive actions and provides boys and men with concrete things they can do to end violence. As community leaders affected by domestic violence, legislators and decision makers put a face to domestic violence and use their political influence to challenge others to end it.

At a recent TCFV fundraiser a city councilman disclosed his personal experiences with domestic violence in order to garner community support. His comments were transformative and caused the audience to consider their relation to domestic violence is personal and their responsibility as community leaders to end domestic violence.

- **How can groups partner with men and boys to support policy and legislation that promotes nonviolence?**

Men Stopping Violence, an Atlanta-based violence prevention organization, works with men and boys to promote healthier communities. Their volunteer-based men's group monitors relevant state and federal legislation, meets with lawmakers, and testifies at legislative hearings during sessions of the Georgia General Assembly.

This kind of engagement required groundwork on other levels of the Spectrum. First, they galvanized a group of men, educated and provided them the lobbying background information they needed. Next, they helped men find opportunities to contribute during legislative sessions. The results of their efforts were profound: according to the Executive Director of the Georgia Coalition on Family Violence, "because of the scarcity of men willing to speak out in this way, their voices had a real impact...in the legislative process."

The 2009 Legislative Agenda for TCFV included SB 82 which subsequently passed. The Bill requires that "all defendants placed on probation for family violence offenses pay \$100 to their local family violence center." The passage of Bills such as this, benefit from the support of men and boys. For instance, during legislative action day, men and boys could have come out in support of the Bill while men specifically could support its implementation. TCFV is currently working with probation departments, judges and prosecutors to create protocols for implementation. This is another arena in which male allies can move policy forward and end violence against women.

- **How can groups doing policy work remain accountable to survivors?**

In Atlanta, men decided to speak up on behalf of nonviolence—some of whom were former batterers. What if a man wants to tell the public about his abusive behavior...but his partner or former partner does not want their story told? **It is important any work on behalf of nonviolence is first accountable to the survivors of violence.** Violence prevention advocates will want to consider what accountability to survivors looks like. What policies or practices are already in place that help support accountability to survivors at the legislative level?

According to the Texas Council on Family Violence in order for Batterer Intervention and Prevention Programs (BIPP) to receive accreditation they must have a policy in place that “protects the **confidentiality** and safety of **victims** when a **batterer** is in contact with the media or participating in **community education** activities arranged by the **program or provider**.”

Any media contact arranged by the **program or provider** shall include the presence of a **BIPP** employee to protect **victim’s confidentiality**.”

For further BIPP Accreditation information please visit:

<http://www.tcfv.org/support-to-service-providers/bipp-accreditation/>



- **Accountability to women: how do groups balance the voices of men with those of women?**

In recalling the quote from the Executive Director of the Georgia Coalition on Family Violence, what becomes apparent is men’s voices against violence carry a lot of weight in a policy setting. Being aware of this and putting men in front of the room to talk about domestic violence is an important strategy, but how do we ensure women’s voices are not drowned out as a result of this decision? How do we ensure we are modeling the gender equality we would like to see? There is no simple answer. Violence prevention advocates should decide what works best for the communities to whom they are accountable.

- **Funding Challenges:**

Funding issues come up at this level of the spectrum. In funding issues, we all share the same pie and ensuring there is equitable distribution is important. Additionally, boys and men may want to consider where the funding they seek has historically been allocated. To this end, men and boys may consider engaging in on-going conversations with antiviolence organizations to identify a plan of action everyone

can follow to create a unified voice at the legislative session as they lobby for funding.

- **When it comes to influencing policy and legislation: who should take the lead?**

This will depend on the nature of your organization and the targeted outcome. The Texas Association Against Sexual Assault and the Texas Council on Family Violence have joined forces to promote statewide legislative work to end domestic and sexual violence. Although both agencies have separate legislative agendas they share a legislative action day and mutually support their legislative agendas.

## Level Six: Activities

Sample Template of Sports Code of Conduct <sup>10</sup>

**[CLUB NAME]**

### **ADMINISTRATOR'S CODE OF CONDUCT**

**[NAME OF CLUB]** is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Involve children in the planning, leadership, evaluation and decision making related to the activity.
- Ensure that equal opportunities for participation in sports are made available to all children, regardless of ability, size, shape, gender, age, disability or ethnic origin.
- Equipment and facilities must be safe and appropriate to the ability level of participating children.
- Ensure that qualified and competent coaches and officials capable of developing appropriate sports behaviour and skills provide adequate supervision.
- Remember that children play for enjoyment; downplay the importance of winning.
- Avoid allowing **[sport]** programmes to become primarily spectator entertainment.
- Focus on the needs of the participants rather than the enjoyment of spectators.

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<sup>10</sup> Counties-Manukau Sports Foundation (operating as Counties Manukau Sport). Template Codes of Conduct. Retrieved March 17, 2009 from <http://www.cmsport.co.nz/assets/A-Z/Template%20Club%20Codes%20of%20Conduct.doc>

- Provide clinics aimed at improving the standards of coaching and officiating, with an emphasis on appropriate sports behaviour and skills.
- Distribute codes of conduct brochures to spectators, officials, parents, coaches and players.

**[CLUB NAME]**

## **PLAYER'S CODE OF CONDUCT**

**[NAME OF CLUB]** is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Play by the rules.
- Never argue with an official. If you disagree, have your captain, coach or manager approach the **[referee/umpire]** during a break or after the game in an appropriate manner.
- Control your temper. Verbal abuse of officials or other players, deliberately distracting or provoking an opponent is not acceptable or permitted in **[sport]**.
- Work equally hard for yourself and for your team. Your team's performance will benefit, so will you.
- Be a good sport. Acknowledge all good plays whether they are from your team or the other team.
- Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.
- Co-operate with your coach, teammates and opponents. Without them there would be no competition.
- Play for the "fun of it" and not just to please parents and coaches.

- All members must respect the rights, dignity and worth of all participants regardless of gender, ability, cultural background or religion.
- Be prepared to lose sometimes. Everyone wins and loses at some time. Be a fair winner and good loser.

**[CLUB NAME]**

## **COACH'S CODE OF CONDUCT**

**[NAME OF CLUB]** is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Be reasonable in your demands on young players' time, energy and enthusiasm.
- Teach your players that the rules of the game are mutual agreements, which no one should evade or break.
- Whenever possible, group players according to age, height, skills and physical maturity.
- The scheduling and length of practice times and competition should take into consideration the maturity level of players.
- Avoid over-playing the talented players. The "just-average" players need, and deserve, equal time.
- Remember that children play for fun and enjoyment and that winning is only part of their motivation. Never ridicule children for making mistakes or losing a game.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
- Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.
- Actively discourage the use of performance enhancing drugs, and the use of alcohol, tobacco and illegal substances.

- Be aware of the role of the coach as an educator. As well as imparting knowledge and skills, promote desirable personal and social behaviours.
- Seek to keep abreast of changes in the sport; ensure that the information used is up to date, appropriate to the needs of players and takes account of the principles of growth and development of children.
- Do not tolerate acts of aggression.
- Provide feedback to players and other participants in a manner sensitive to their needs. Avoid overly negative feedback.
- Recognise players' rights to consult with other coaches and advisers. Cooperate fully with other specialists (for example, sports scientists, doctors and physiotherapists) and follow the advice of a physician when determining when an injured player is ready to recommence play.
- Treat all players fairly within the context of their sporting activities, regardless of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socio-economic status and other conditions.
- Encourage and facilitate players' independence and responsibility for their own behaviour, performance, decisions and actions.
- Involve the players in decisions that affect them.
- Ensure any physical contact with players is appropriate to the situation and necessary for the player's skill development. Avoid situations with your players that could be construed as compromising.
- Do not exploit any coaching relationship to further personal, political or business interests at the expense of the best interest of your players.
- Be acutely aware of the power that you as a coach develop with your players in the coaching relationship and avoid any sexual intimacy with players that could develop as a result.

**[CLUB NAME]**

## **SPECTATOR'S CODE OF CONDUCT**

**[NAME OF CLUB]** is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Remember children play sport for fun. They are not playing for the entertainment of spectators. They are not miniature professionals.
- Applaud good performances from each team. Congratulate all players regardless of the outcome.
- Respect the **[referee/umpire]**'s decision. If there is disagreement, follow the appropriate procedure in order to query the decision.
- Never ridicule or scold a child for making a mistake during competition. Be positive.
- Condemn the use of violence in any form, be it by spectators, coaches or players.
- Show respect for your team's opponents, without them, there would be no game.
- Encourage players to obey the rules and decisions of officials.
- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches or officials.
- Respect the rights, dignity and worth of every person regardless of their gender, ability, cultural background or religion.

**[CLUB NAME]**

## **OFFICIAL'S CODE OF CONDUCT**

**[NAME OF CLUB]** is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with **[NAME OF CLUB]** should comply by this Code of Conduct.

- Interpret rules and regulations to match the skill level and the needs of participants.
- Compliment both teams on their efforts. Encourage participants to value their performances and not just results
- Be consistent, objective and courteous in calling all infractions.
- Consider the wellbeing and safety of participants before the development of performance
- Condemn the deliberate foul as being unsportsmanlike, and promote fair play and appropriate sporting behaviour.
- Use common sense to ensure that the “spirit of the game” for children is not lost by overcalling violations.
- Actions speak louder than words. Ensure that both on and off the court your behaviour is consistent with the principles of good sportsmanship.
- Make a personal commitment to keep yourself informed of sound officiating principles and the principles of growth and development of children.
- Help the education process in the game. **[Referees/Umpires]** can help players learn to play the game well by ensuring rule infractions are understood, and by encouraging fair play.
- Never exert undue influence over performers to obtain personal benefit or reward

- Never condone rule violations, rough play or the use of prohibited substances
- Encourage and guide participants to accept responsibility for their own performance and behaviour.

## [CLUB NAME]

### PARENT'S CODE OF CONDUCT

[NAME OF CLUB] is fully committed to safeguarding and promoting the wellbeing of all its members. The club believes that it is important that members, coaches, officials, administrators parents and spectators associated with the club should, at all times, show respect and understanding for the safety and welfare of others. Therefore, all those associated with [NAME OF CLUB] should comply by this Code of Conduct.

- Respect the rights, dignity and worth of others.
- Encourage children to participate if they are interested. If they are not, don't force them. Remember children are involved in sport for their enjoyment, not yours.
- Focus on playing the game, reducing the emphasis on winning.
- Help your child to recognise good performance, not just results. Applaud good play by all teams.
- Demonstrate a high degree of individual responsibility especially when dealing with or in the vicinity of persons under 18 years of age, as your words and actions are an example
- Encourage your child to learn the rules and play within them.
- Never ridicule or yell at your child and other children for making a mistake or losing a competition.
- Accept decisions of all [referees/umpires] as being fair and called to the best of their ability. Do not raise issues of disagreement publicly.
- Support all efforts to remove verbal and physical abuse from sporting activities and avoid use of derogatory language based on gender, race or impairment.

- Encourage and guide performers to accept responsibility for their own performance and behaviour.
- Understand the repercussions if you breach, or are aware of any breaches of, this code of behaviour.

Sample Op-Ed Piece

### **Domestic Violence Offenders Required Under New Law to Pay Fees to Local Family Violence Centers**

Beginning September 1, 2009, individuals convicted of a family violence offense and who are granted community supervision will be required to pay a \$100 fee to a local family violence center. The recently adjourned 81<sup>st</sup> Texas Legislature passed Senate Bill 82 to support the vital services provided by family violence centers throughout the state of Texas. Authored by Sen. Jane Nelson (R-Lewisville) in the Senate and sponsored by Rep. Joe Moody (D-El Paso) in the House, the new legislation amends Article 42.12 of the Texas Code of Criminal Procedure to *require* a court to order an individual granted community supervision following conviction of an offense involving family violence to pay a \$100 fee to a local family violence center. Previously, the fee was optional and not often ordered.

Funds generated from the fee will go directly to the agencies providing services to victims of family violence and allow them to continue the delivery of vital services such as shelter and counseling. The new law also creates a direct funding link so that the perpetrators of family violence pay for the provision of services in their community that promote safety and stability for victims of family violence and their children.

#### *Family Violence Services in Texas*

Each year in Texas, family violence providers shelter over 26,000 women and children across the state. In addition, 50,000 victims of family violence receive non-residential services such as counseling and advocacy. While these numbers are already staggering, more victims every day are requesting services. Family violence programs across Texas received 200,258 hotline calls in fiscal year 2008. A December 2008 Allstate Foundation survey also found that 83% of shelters surveyed saw a dramatic increase in hotline calls, walk-ins, or families staying in shelter.

#### *Funding for Family Violence*

Throughout the United States community service agencies feel the pinch of an economy on the brink. Texas is no exception. [NAME YOUR COMMUNITY] is no exception. A downturn in private donations and lost funding from other sources such as foundations and government grants, coupled with an increase in the need for services, have placed

family violence service providers in a precarious position. Nevertheless, programs seek to provide the same level of services to victims of family violence even with a decrease in staff and resources. Senate Bill 82, and the resulting change to Article 42.12 of the Texas Code of Criminal Procedure, provide centers with the ability to respond to victims of family violence while simultaneously holding offenders accountable.

Senate Bill 82 was the product of strong leadership on the part of Senator Nelson and Representative Moody as well as a coordinated effort by the Texas Council on Family Violence. We commend the Texas Legislature for its overwhelming support of family violence center funding. These provisions take effect September 1, 2009.

## DVAM LETTER FOR STATE REPRESENTATIVES OR SENATORS

October 7, 2009

«sal» \_\_\_\_\_

Texas State Representative

Capitol Station

P.O. Box 2910

Austin, TX 78768-2910

Dear Representative \_\_\_\_:

Did you know that Texas and the nation observe October as Domestic Violence Awareness Month (DVAM)? With that in mind, we write to ensure that you have information about domestic violence in Texas. **Please join us as we remember the 136 Texas women killed by intimate partners in 2008, and help us honor their memories by working together to prevent future tragedies and raise awareness about this important issue in your district.**

The number of women killed as a result of domestic violence in 2008 (136) represents a 30 percent increase from 2007 (104). Although we celebrate the progress we have made and the commitment you show to this important work, we clearly still have work to do.

Of the 136 women killed, the youngest was 14. She was shot in the head by her then-15 year old boyfriend at his mother's apartment. The oldest victim was 74 and her common-law husband shot her. As part of these crimes, 11 children also were murdered and 96 children lost one or both parents. In addition, the 2008 Crime in Texas Report states that law enforcement responded to 193,505 incidences of family violence involving 208,073 victims. While those numbers are staggering, they are only the reported incidents of family violence. The Health and Human Services Commission (HHSC) Family Violence Program estimates 1,130,164 women were battered in 2008. These statistics highlight that access to safety for victims of domestic violence and raising public awareness continue to be significant issues in Texas.

Enclosed you will find:

- a reference sheet of statewide statistics on family violence for your use at DVAM events;
- a sample op-ed for your use in your district newspapers; and the
- 2009 TCFV Legislative Update highlighting the successful passage of family violence related bills.

We thank you for demonstrating your forward-thinking on, and dedication to, ending family violence by fully supporting the HHSC's request for funding for Texas family violence programs. By providing **\$50.9 million for core shelter and programmatic services**, as well as an innovative "exceptional item funding," the Legislature significantly invested in the safety of family violence victims in Texas.

If you'd like additional information, please visit [www.tcfv.org](http://www.tcfv.org) or call us at (512) 794-1133.

Sincerely,



Gloria Aguilera Terry

President



Aaron Setliff

Policy Director

Enclosures

## 5 Steps To Make A Difference<sup>11</sup>

### 1. Meet with a Member of Congress:

Set up a meeting in your state or in Washington, D.C. to meet with your Senator(s) or Representative to discuss the reauthorization of the Violence Against Women Act (VAWA) and ask for their support. To set up a meeting you can call the local office or send a letter requesting the meeting. To find your legislator's office, visit **www.house.gov** or **www.senate.gov**. For more information see our **Tips for Meeting with Members of Congress** in this guide. An ideal time to set up a meeting with your Member of Congress is during Congressional recesses when Members are in their home districts:

Memorial Day Recess: May 28 - June 2

Independence Day Recess: July 3 - July 7

Summer Recess: August 7 - September 5

See our sample letter to **Request a Meeting** in this guide.

### 2. Call or Write your Member of Congress:

To contact your Representative or Senators, you may call the Capitol switchboard at 202-224-3121 and they can direct you to your Member's office. Remember that telephone calls are often taken by a staff member, not the Member of Congress. Ask to speak with the staff person who handles violence against women. After identifying yourself, give the staff person a brief message. See our Sample Phone Script in this guide.

To find the addresses of your Representative and Senators, visit [www.house.gov](http://www.house.gov) or [www.senate.gov](http://www.senate.gov). If you decide to write a letter, keep these points in mind: Your purpose for writing should be stated in the first paragraph of the letter. Be courteous and brief. Remember that your legislators will respond well to stories about your personal experience with the issue you are addressing. See our **Sample Letter to Congress** on VAWA in this guide.

### 3. Contact Your Local Media:

Writing a letter to the editor or placing an op-ed in your local paper is a great way to support the Violence Against Women Act. Members of Congress pay close attention to

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<sup>11</sup> Founding Fathers. 5 Steps to Make a Difference. Retrieved August 19, 2009, from <http://founding-fathers.org/index.php?title=Make+A+Difference&page=become&display=advocate&show=1>.

the news in their home state and/or district. You can write a letter that explains the importance of authorizing I-VAWA and encourages your legislators to support it. See our **Sample Letter to the Editor** on I-VAWA in this guide.

#### **4. Reach Out to Your Community:**

One great way to support I-VAWA is to hold a house party. You can invite friends, co-workers, and community members to your home to talk with them about the issue of violence against women and children and why you have chosen to get involved. Invite a speaker, show an educational video, and have an action for people to take, such as writing a letter to their legislators. You may use the Sample Letter on I-VAWA in this guide.

#### **5. Stay Informed:**

There are many resources that can help you to become a more effective advocate. You may visit the Family Violence Prevention Fund's website, at **[www.endabuse.org](http://www.endabuse.org)**, to stay up to date on the issues that matter to you. Just click on Take Action or Public Policy to learn about pending legislation and contact your Members of Congress. You may also sign up for our e-newsletters to get the latest news and information from the Family Violence Prevention Fund at: **<http://action.endabuse.org/fvpf/mlm/signup/>**

## TOOLS FOR INFLUENCING POLICY AND LEGISLATION

FOUNDING<sup>SM</sup>  
FATHERS

Founding Fathers-*Become an Advocate*

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

**How It Can Be Used:** Among the diverse ways outlined by Founding Fathers for engaging men and boys (please see description on Level One) is their advocacy for nonviolence legislation. This website offers information on how a bill becomes a law, talking points for men, five steps to engaging lawmakers and community members on legislation, and sample letters that can be sent to Congress and news outlet editors.



Men Stopping Violence

Men Stopping Violence is a social change organization dedicated to ending men's violence against women.

**How It Can Be Used:** This organization's programming can be used as a model for building a men's engagement program. They offer basic education and legal advocacy for engaging men and boys.

## Additional Resources

### **Minimizing the Damage – Male Accountability in Stopping Men’s Violence Against Women**

by Ben Atherton-Zeman, Maynard MA

*My thanks to the many women who helped me write this.*

I have been working to end men’s violence against women for almost 20 years and I am doing this work largely because of the inspiration, teachings, and welcome of powerful, smart, feminist women. We men (myself included) owe it to these women, and to ourselves, to practice true accountability.

More and more men are (finally) joining the movement to end men’s violence against women. This is partly because of the efforts of a growing, multiracial movement of men, but it is mostly because of the efforts of women. The domestic violence movement has always invited and urged men to become involved – my gender is a bit slow to respond, but it seems as if we finally are responding. However, the rush to involve men needs to be tempered with wisdom and caution. Certainly, male involvement can be a positive thing. I believe it is my gender’s responsibility to step up and confront the violence that our gender perpetrates. But many communities are reporting that we men who label ourselves “allies” are still a large part of the problem – acting out sexism and denying it, refusing to be accountable to women, or even perpetrating violence ourselves.

#### **Rescue Me**

Certainly, many men who work to end men’s violence ARE accountable to women. I could fill this article with examples of men doing positive things across the globe – indeed, I am currently writing a “Men’s Monologues Against Violence” that highlights the work of some of these men. So many men I have met are admirable, helpful, moral, honest, and kind, but usually these men have been “raised” by long exposure to feminist women and to survivors of violence.

Why do men choose to do this work? For myself, it was because I had met (and dated) women in college who had been abused and controlled by previous partners. These courageous women shared with me stories of being sexually assaulted, physically assaulted, belittled, paid less, and having their opinions ignored in favor of male opinions. To say nothing of unwanted flirting, sexual harassment, sexist humor, and objectified images of women everywhere they looked.

Hearing what life was like for these women made me mad. “Well, if you’re mad,” they said to me, “then you should do something. Not many men are speaking up about this.”

So I began volunteering, and later signed up to be an Americorps member for a \$4000/year stipend. I thought I was in heaven – getting to do this work I loved AND getting paid for it!

I pictured myself as a knight in shining armor, riding in to rescue the poor women. But it turns out that women don't need a knight to rescue them. It turns out they need me to stop men's violence in the world. It turns out women wanted me to talk to my own gender.

I went to a Women's Studies conference in Connecticut and I was one of the only men at the conference. An older woman approached me and said, "I really appreciate the fact that you're here. I want you to know that, from the bottom of my heart. But I want to ask you for something. Go home. Go home and talk to the men."

### **Setting the Bar Higher**

When I receive positive appreciation (or even applause) for doing this work, I drink it in like a man dying of thirst. Yet I began to notice that I was often receiving overwhelming appreciation for actually doing very little.

My female colleagues have noticed this all along and are incredibly frustrated with the dynamic. One colleague in a conservative state has trained five men to be her co-presenters, if only to get her voice heard. Four of them are police officers. Lately, she has heard them saying things, making analogies, and telling the same stories she told them originally – and getting more credit for it! Once, in frustration, she called one of them and told him she had a training request and needed a "dick and a badge" to accompany her so that the audience would listen to her. She apologized to him for her rudeness, but I thought it was worth noting that the mere presence of a man standing next to her somehow gave her words more weight.

As a gender, we men are "Johnnies-come-lately" to the issue of domestic violence and sexual assault prevention. Yet when we do show up, we are often listened to more than women, praised more than women, and are paid more than women. Whenever we do the slightest thing, we get a whole lot of credit – sort of like fathers in the 80s who were staying home with their children ("Wow, he changes diapers!"). Our abilities to accomplish what women have been doing all along seem impressive to many...especially ourselves.

What do we do with this phenomenon of men getting praise for doing very little? As men, I think it is our responsibility to not only acknowledge the praise, but encourage praise for women as well. We men need to acknowledge that we would not be here if not for smart, powerful, feminist women who did this work long before we did, and who taught us everything we know.

As I have already mentioned, if I say anything smart or insightful in this article, it is probably because a woman taught me that particular concept. If I do anything admirable

or brave during my life, a woman probably inspired me to do it. And I need to acknowledge that publicly, not just here. My best teachers were survivors of domestic violence, sexual assault, stalking, and daily sexism. My best thinking was taught to me by Phyllis Frank, Anne O'Dell, Suzanne Pharr, Ellen Pence, Jill Davies and many others, and I need to say that publicly.

Nevertheless, it is tempting to give huge credit to men for simply showing up. My own desperation to get more men involved makes me want to stand up and cheer whenever a man signs up to volunteer at a domestic violence program. Why isn't my response, "Of course he's signing up – it's about time more men signed up!" Many women leaders have confided in me that their desperation for positive male involvement has led them to nominate a man to a Board of Directors or a Coordinated Community Response team, long before that man knew enough about the issue. These men will then make public statements that blame victims and undermine the work of women in that community.

### **With Friends like These...**

I was excited to meet "Roger" at a state domestic violence conference, and he seemed excited to meet me. Roger was passionate about challenging men to speak out against domestic violence – he eagerly told me about his idea to bring on more men. Roger had invited an NFL football team's cheerleaders to do a routine for men – he said that scantily clad, sexy women dancing around would bring men to the event and then Roger could talk to them about male violence.

I asked him what the local DV program or the state coalition thought about his idea. "Can you believe it?" he replied. "For some reason, they don't like the idea! But I told them that I know what will reach men."

"Roger," I said, "If they don't like the idea, you can't do it! We have to be accountable to women's leadership."

"Yeah, but they aren't really the experts on what will get men's attention," he replied. After the conference, I emailed him and repeated my assertion that he needed to be accountable to the women who had been leading this work in his state. In the end, he held the event with the cheerleaders despite local and state opposition from the same groups he was supposedly supporting.

After the event, I called the executive director of the local DV program to ask how things were going regarding this man. She sounded exasperated, and began talking about how much time dealing with him and with "Father's Rights" guys took away from her running her agency.

"Wait a minute," I said. "You know that Roger isn't a 'Father's Rights' guy, right? I mean, he may be doing some damaging things, but at least he's not a 'Father's Rights' guy."

“What’s the difference?” she replied. “Both sets of guys take time away from my agency. Both sets of guys make my job more difficult.” These men were conflated in her mind. She and her staff had sent out press releases, put out fires locally and statewide, and held meetings to deal with Roger, who was out there supposedly to “help women.”

In a different state, another friend of mine is part of what she describes as a wonderful group of men against violence that meets every other month. It consists of about 15 men and 2 women. But she is always the one who reserves the room; she is always the one who brings the food; she is always the one who sends out the reminder emails.

This group of men dutifully put an item on the agenda: “Sexism within this very group.” However, this agenda item kept getting put off in favor of other, more “important” agenda items.

The (male) chair of the group would sometimes “assign” action items to the two women members – the men’s group would then get the credit for the work the two women had done. As my friend puts it, “Shouldn’t it be the other way around?”

As more groups of men begin to organize to challenge men’s violence, more of these same groups rely on a few women to do most of the work. In a number of states, women have told me of individual men or men’s groups that begin taking on an anti-sexism project, but women end up doing the brunt of the work and receiving very little of the credit. Oh, the irony!

For myself, there have been many times where I have taken women’s thinking and posed it as my own. There have been many times where I have interrupted women in meetings, belittled women, and assumed they were not as smart as I was. When I worked at a domestic violence program in Maine, my supervisor was taking a little time at the copier. I assumed she was having trouble, and assumed that I could help her – I began explaining how the copier worked. She patiently said, “Actually, Ben, I have used a photocopier before, and am perfectly capable of doing this myself.”

Many times, when I am confronted on my own sexism, I become defensive and try to explain why the thing I did wasn’t sexist (as if that’ll make it all better). But I’ve learned (from women) that the important thing is not my intent, but the effect of my behavior. If we men claim to care about women, then we need to care about the impact of our actions, and not just our harmless intent, when confronted on our own sexism.

Of course, all men are socialized with sexism (racism, homophobia, anti-Semitism, etc.) and it takes constant work to contradict all the messages we received as boys. However, some of the stories I was hearing about went beyond daily sexism and a lack of accountability. Some men have been told, “I don’t feel safe around you, as you do the work that’s supposedly for women.” These men do not change, convinced they are right. Additionally, some supposed male allies to women have been served with

restraining orders, or have been tried and convicted of crimes of violence against women.

Your “star” man of this week might be convicted of abusing his wife next week. You do not know how we treat our partners at home – you only know how we treat you (remember how charming batterers are in court?). As more and more men become involved in this movement, more and more positive male role models will emerge. But more and more men will disappoint us—these disappointments will sometimes be public and embarrassing.

I was asked to say something for a church service at Pacific Lutheran University on the topic of involving men in stopping men’s violence against women. I wrote the following story for the service.

### **The Rain and the River**

What was once a beautiful, flowering prairie had become an arid desert. But the rain was determined to bring back the flowers, grasses, and the trees to the desert. Day after day, drop by drop, the rain worked to water the desert and make it green again.

Racing through the desert was a fast, powerful river. One day the rain visited the river and asked for help.

The rain said: “River, you have so much water. Would you help water the desert to bring back the grass and the trees?”

“I am too busy,” sniffed the river. “I have a job to do – I have to get to the ocean. Besides, watering the desert is rain’s work, not river’s work. Leave me alone – you’re bothering me.”

The rain was disappointed, so she went back to her job of watering the desert. But while she was talking to the river, she had fed the river some of her water. The river had risen a little.

Many seasons later, the rain visited the river again to ask for help. “Please, River – you have so much water. It’s a big job, bringing the grass back to the desert. I could really use the help.”

The river snorted. “Why do you keep bothering me? I feel attacked every time you say you need my help. Why is this my concern? I have to get to the ocean. Watering the grass is rain’s work – leave me alone.”

But the rain had again fed the river some of her water. The river’s waters had now risen, and he could see the desert a bit better – part of him felt badly that he wasn’t helping out.

The rain was, again, disappointed, so she went back to her job of watering the desert. But they had talked longer this time, so the river had risen even higher.

Some seasons later, the rain visited the river yet again. “River!” she said. I’m getting pretty tired of being the only one watering the desert. You really have a lot of water here. I could really use some help!”

The river had risen very high by then, mostly thanks to the rain. He listened to the rain’s words, and looked out at the desert. Some bits of grass had been brought back by the rain. Some trees had started to grow. But much more needed to be done.

The river liked to feel useful. He liked to have a purpose. Until now, that purpose had been to rush to the ocean. But in the desert, he saw that he could have a purpose here. He could be useful here.

“All right!” cried the river. “I want to help!”

And the river crashed out of his banks. He rolled over the dry sand of the desert. He rolled over the new grass brought back by the rain. It rolled over the new trees brought back by the rain.

At first, the rain was happy. Finally, the river was helping out! But pretty quickly, the rain realized that the river might be doing more harm than good.

“Slow down,” said the river. “You’re not watering the desert. You’re flooding it!”

The river was shocked. “For so long you begged me for help and now that I’m here you criticize me? I have half a mind to go back and leave you to do this all by yourself!”

How does this story end? I believe that, in a very real sense, the ending will be determined by the men who have pledged to work to end men’s violence. We are the river – we mean well, but we have done some damage.

The Hippocratic Oath taken by doctors’ states, “first, do no harm.” I am not sure this is possible in this case, as the very same men who are part of the solution are also part of the problem. I think that we, the river, have already overflowed the banks. As men, we will do some damage despite our best efforts. I believe the key is to remain open to feedback, to remain accountable to women, to listen without (or despite) defensiveness.

The title of this article, “Minimizing the Damage,” might seem negative, but the feedback I have received from so many women is overwhelming. Clearly, across the country many men are getting involved and doing wonderful things. Clearly, many of these same men are also lacking in accountability to women leaders.

However, many women (and some men) have involved men in their communities in ways that have worked very well. These leaders seem to follow a five-step process that I wish to outline here.

## **Involving Men and Keeping Us Accountable: A Five-Step Process that Just Might**

### **Work**

#### ***Step One: Educate us about male violence***

This is the work that many women are doing already – whether they are community educators in domestic violence programs, or hotline workers that are asked, “So, what do you do for a living?” and end up educating the stranger who happens to be sitting next to them on the bus. Some of these education programs are aimed at men—the Mentors in Violence Prevention Project, the Coaching Boys to Men campaign, and many others. Often, the most effective way to reach men is simply to feature the voices of survivors themselves. I believe that once men have truly listened to the voices of survivors, and they have survivors in their lives, they will not be able to NOT do this work.

#### ***Step Two: Ask us to do something small, something simple***

The White Ribbon Campaign in Canada urges men to wear a white ribbon as a pledge to “never commit, condone, or remain silent about men’s violence against women.” The Men’s Resource Center for Change and other groups ask men to sign their names to a similar public pledge. College campuses often encourage men to participate in events such as “These Hands Will Not Hurt” or “Walk a Mile in Her Shoes.”

None of these efforts are very difficult, and some men will complete these projects and do nothing else. Yet for others (as it was for me), it will be the first step in a lifetime involvement.

#### ***Step Three: Ask us to learn more***

Ask us to sign up for your agency’s volunteer advocate training (if such trainings accept men). Some trainings are 40 hours or more. Men will use that time to learn about the issue, meet others who are working for the same thing, and begin to build relationships of accountability with feminist women leaders.

Some colleges offer classes on men’s violence against women, or will give credit for men (and women) to attend an agency’s volunteer training. This helps busy students and folks who do not yet prioritize these issues in their lives.

Not all of the men who agree to the Step Two activities will agree to attend a volunteer training. Many men will help; however, only “when you need it.” These men are still important – keep them on a mailing list and ask them to help as often as they can (manufacture things for them to do, even). Some states are developing statewide Men’s Initiatives and have active email lists – Minnesota and Massachusetts among them. For many men, continued involvement with Step Two level activities will someday get them to “graduate” to Step Three and make that bigger commitment.

Most of our movement’s volunteer trainings cover more than just the surface level. My first volunteer training was where I learned that, for example, battering was not simply an individual “bad” man committing physical abuse because he was sick or crazy. I learned that the real root of battering is a society that favored my gender – sexism, racism, homophobia, rigid gender role expectations, institutionalized power, and privilege of some groups over others. Battering, I learned, was one person choosing to establish a pattern of coercive power and control over another. Sexism and other forms of oppression influenced this person’s choice, but in the end, it was that person’s choice to abuse.

It was at this point that I realized that I had much more in common with these “bad men” than I was comfortable with. It was at this point that I realized that some of my behaviors in college, for example, were certainly on the continuum of violence. The men in your volunteer trainings might be realizing the same things – this might scare them off, or it might bring them to a deeper level of commitment to challenge violence not just in the world, but in themselves as well.

#### ***Step Four: Mentor us***

Invite us to conferences – what an inspiring place to meet our movement’s founding mothers! To meet others who are passionate about doing this work! It was at conferences (especially the NCADV conference) where I met and listened to Suzanne Pharr, Ellen Pence, and many others.

Conferences might feel scary at first to these men – they did to me. I had heard the stereotype of “man-hating feminists” and worried about how I would be accepted. Yet from the very first conference, I was more than accepted – I was invited, encouraged, and welcomed. Yes, when I said or did something sexist, I was called on it. Initially I reacted with defensiveness and felt attacked, but after a while, I realized this feedback was a gift, and now I try to treat it as such.

Some men new (and not new) to this work might react to feedback with defensiveness. Hopefully, these men will get over it, perhaps with support and encouragement from other men who do this work. But if, by Step Four, men are not willing to take feedback from women’s leaders, their involvement and leadership potential should be reconsidered.

### ***Step Five: Encourage us to take leadership***

We may *think* we are ready to take leadership right from the beginning! However, we should probably wait to do so until we know more about the issue. Even at this point, we will still make mistakes, but by now, we have set up a relationship of accountability with feminist women.

The leadership we take might even be to do the same educational work that taught us back at Step One—so the steps actually become a cycle! Moreover, the Step One activities might bring more men on board, at which point we can ask them to do some Step Two activities, and so forth.

## **The Future**

The “2008 Call To Action Statement By Those Aspiring To Be Allies to Women of Color Advocates and Activists” states the following:

*We all agree...that one does not get to label oneself an ally nor should one befooled into believing that the journey to becoming an ally is finite. In fact, as one shared, “I was always told by women of color that my ally status ‘expires every day at midnight!’” We must strive to work at it on a daily basis.*

It is my honor to be an “aspiring ally” to women who have been victims of male violence. I am willing to work on being a better ally – being a better man – every day. I know that I have made mistakes, and I am sure I will make more, but I will keep at it.

More and more men are going to become involved in this movement. As this happens, we in the movement will use our collective wisdom to not only keep them involved, but also see to it that these men are accountable to women’s leadership. It is simplistic to believe that these five steps will “accountability-proof” the men who are coming into our movement. Some men will enter our movement, learn from women, and not “take over” – they will do the right thing right away. Yet many men are entering this movement and becoming part of the problem, while trying to become part of the solution. With this article, I am trying to help minimize that.

Michael Kimmel and Tom Mosmiller have written a book called *Against The Tide* about pro-feminist men in the United States. I am from New England, and I know that tides are powerful, but I also know that they can change. I envision a tide of men who have taken advocate trainings, who have listened to battered women, rape survivors and their advocates, who are accountable to our own sexism, who listen and get past defensiveness when we are challenged. Once this tide has changed, the men who sue our shelters, who say they are for “Father’s Rights” when really they are for the

suppression of mothers, and who refuse to be accountable to women will be going against that tide.

For a long time, my gender has been the source of most violence. Now that we are getting involved in being part of the solution, we are bringing our own sexism as we get involved. Nevertheless, the tide can also change. With some work, men will become involved in greater numbers, while practicing what we preach. We are working on a tidal change to stop domestic abuse, sexual assault, sexual coercion, sexism, racism, homophobia and heterosexism, transphobia, anti-Semitism, ableism, classism, and all forms of injustice. Those tidal forces we are shaping can create a culture where violence is unacceptable, where hypocrisy is unacceptable, and where we men challenge violence and sexism in ourselves as vigorously as we challenge it in others.

Atherton-Zeman, B. (2009, Spring). Minimizing the Damage – Male Accountability in Stopping Men's Violence Against Women. *A Journal of the Battered Women's Movement*, pp.8-13.

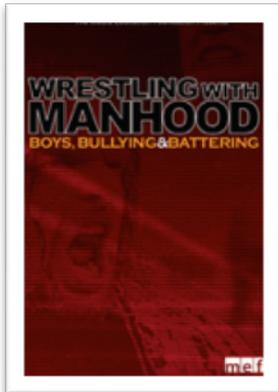
## Media

*The educational videos listed below may be used as training tools in various settings, but speak specifically to men's involvement to end violence against women and/or concepts regarding the social construction of masculine identities.*

### Breaking Out Of the Man Box

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

National violence prevention organization A Call To Men helps organize communities to raise awareness and get men involved in ending violence against women. Their DVD, "Breaking Out of the Man Box", is an excellent tool for facilitating dialogue in a men's group. It asks critical questions about men's violence against women, the nature of sexism, and what men and boys can do to combat sexism in their communities.



### Wrestling with Manhood: Boys, Bullying & Battering

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=216>

"*Wrestling with Manhood* is the first educational program to pay attention to the enormous popularity of professional wrestling among male youth, addressing its relationship to real-life violence and probing the social values that sustain it as a powerful cultural force. Richly illustrating their analysis with

numerous examples, Sut Jhally and Jackson Katz – the award-winning creators of the videos *Dreamworlds* and *Tough Guise*, respectively – offer a new way to think about the enduring problems of men's violence against women and bullying in our schools." \*

Study Guide [PDF]



### Hip-Hop: Beyond Beats and Rhymes

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

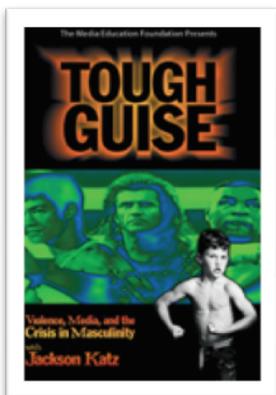
This documentary is a riveting examination of masculinity, sexism, and homophobia in Hip-Hop culture. Delivering a self-described "loving critique" of rap music, director Byron Hurt pays tribute to the power and creativity of Hip-Hop while challenging the rap music industry to take responsibility for glamorizing destructive stereotypes of manhood and perpetuating negative

myths about African American males. A resource guide, high school educator

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curriculum, facilitation tips, and fact sheets are available at [www.bhurt.com](http://www.bhurt.com), and on the PBS website

## Tough Guise: Media Images and The Crisis in Masculinity



<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=211>

This educational program examines the relationship between the images of popular culture and the social construction of masculine identities, using excerpts from movies, music videos, and other media representations. The film addresses Latino, African American, Native American, Asian American, and Caucasian boys and men. Recommended for grades nine to adult, it shows images of sexualized violence (no nudity). © 1999, 57 minutes \* Study

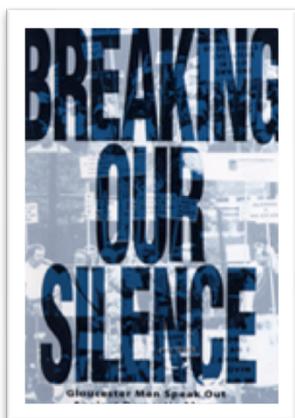
Guide [PDF] found on webpage above.

## Young Men's Work

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

A video by Paul Kivel of Oakland Men's Project discusses the role of men in reducing male violence in society. Available separately, or as a component of Kivel's *Young Men's Work* curriculum.

## Breaking Our Silence



*Available through:* Gloucester Men Against Domestic Abuse & Media Education Foundation

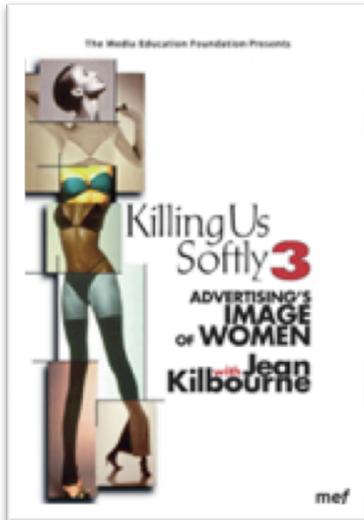
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=219>  
<http://www.strongmendontbully.com/video.html>

“This 11-minute documentary gives insight into the activist efforts of a group of men in the town of Gloucester, MA. Using footage from anti-violence marches and centering on community men speaking out against violence and domestic abuse, this video is an effective case study of how men can come together to challenge the violent construction of masculinity. With its focus on taking action to make change,

*Breaking Our Silence* is an excellent case study of the theories presented in MEF's *Tough Guise*.” 11 minutes

## Killing Us Softly 3: Advertising's Image of Women

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*Available through:* Media Education Foundation  
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=206>

Producer's description: "Jean Kilbourne's pioneering work helped develop and popularize the study of gender representation in advertising. In this important video, Kilbourne takes viewers on a tour to see how the image of women in advertising has changed over the last 20 years. Questions addressed are... Does the beauty ideal still tyrannize women? Does advertising still objectify women's bodies? Are the twin themes of liberation and weight control still linked? Is sexuality still presented as women's main concern? Are young girls still sexualized and grown women infantilized? Are images of male violence against women still used to sell products?" Killing Us Softly 3 discusses the

link between objectification and violence, and demonstrates how advertising trivializes violence against women. © 2000, 34 minutes. A copy of the study guide can be obtained from the Media Education Foundation, <http://www.mediaed.org>.

## MACHO



*Available through:* Women Make Movies, Inc.  
<http://www.wmm.com/filmcatalog/pages/c527.shtml>

This powerful documentary was produced by the BBC and chronicles the work of the Men's Group of Managua (Grupo de Hombres Contra la Violencia de Managua - GHCV). The GHCV seeks to combat violence against women. It is comprised of grassroots activists in Nicaragua involved in innovative community education work and a national media campaign that calls upon men to take

responsibility for male violence and help end it. The interviews with members of the GHCV are in Spanish with English subtitles. © 2000, 26 minutes

## Reviving Ophelia: Saving the Selves of Adolescent Girls

*Available through:* Media Education Foundation  
<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=303>

In this exclusive, illustrated interview, Mary Pipher, Ph.D., discusses the challenges facing today's teenagers, especially girls, and the role of media and popular culture in shaping their identities. She offers concrete ideas for girls and boys, families, teachers, and schools to help girls free themselves from the toxic influences of today's media-saturated culture. This is an excellent basis for classroom discussion; appropriate for middle school age and older, parents and teachers. © 1998, 35 minutes. A copy of the Level Six: Influencing Policy and Legislation

study guide can be obtained from the Media Education Foundation,  
<http://www.mediaed.org>.

## Together: Stop Violence Against Women



Available through: Lifetime Television

[http://www.mylifetime.com/community/olc/violence/together\\_doc2003.html](http://www.mylifetime.com/community/olc/violence/together_doc2003.html)

This powerful program highlights the stories of four survivors who experienced domestic violence in marriage, acquaintance rape on a college campus, battering with immigrant status, and stranger sexual assault with stalking. Each woman shares her personal struggles for survival. Also spotlighted are men in the movement to end violence against women, including Jackson Katz of the Mentors for Violence Prevention Program. Producer's description: "An original, thought-provoking documentary about women who found the courage to stop the violence in their lives. The program features interviews with these brave individuals as well as with advocates, friends and family members who helped them escape their violent situations." © 2003, 60 minutes (with ads)



## NO! The Rape Documentary

<http://notherapedocumentary.org/>

This thought-provoking and powerful film by Aishah Shahidah Simmons discusses the issue of sexual violence against African-American women within an African-American context. A history of sexual violence against African-American women beginning with slavery and ending in contemporary times is discussed. Activists, artists and academics share their insights about why sexual violence is so prevalent against this population and continues to be such a taboo subject. This film is rich with possibilities for discussion through its questioning of societal structures that contribute to violence and oppression with a focus on the link between racism and sexual violence. This film is appropriate for juniors in high school to adult populations.



"Drop Jewels" by Public Offenders

<http://www.acalltomen.org>

"Public Offenders...delivers 11 songs with a powerful message to young men, men and fathers about respect for women. The lyrics inform men (as well as challenge men) to take a serious look at ourselves and our society as it relates to violence,

manhood, fatherhood and sexism. "DROP JEWELS" provides an extremely positive message of manhood that validates men and invites young men to get involved in the effort to end violence against women while also affirming the experience and reality of women. In addition, this talented group takes on the issues facing black men, teen pregnancy as well as the pain left with children by absentee fathers."

## Literature

*Many of the resources listed below may be used as training tools in various settings to engage men and boys. All speak specifically to men's involvement in the effort to end violence against women and concepts regarding the social construction of masculine identities.*



What Every Man Can Do To Help End Men's Violence Against Women Handout from The White Ribbon Campaign (<http://www.whiteribbon.ca/>)



10 Things Men Can Do to End Men's Violence Against Women Handout from A Call To Men (<http://www.acalltomen.com/>)

## Ten Things Men Can Do to Prevent Gender Violence

Handout from Jackson Katz.com



Involving Men in Efforts to End Violence Against Women Article may be found on XY: men, masculinities and gender politics website (<http://www.xyonline.net/articles.shtml#Violence>)

This paper outlines strategies for the primary prevention of violence against women, focused on engaging and working with men using the Spectrum of Prevention. This guide can be used to foment new ideas and guiding principles that help advocates engage men and boys in their community. Since it is formatted around the Spectrum, it is a great complement to the MNP Guide to Engaging Men and Boys on every level of the Spectrum.



**Building a “Big Tent” Approach to Ending Men’s Violence**  
Article can be found on the Family Violence Prevention Fund website  
(<http://endabuse.org/>)

This paper argues for an expansion of prevention work and gives examples to engage more individuals and organizations—specifically those with a large male membership—in the struggle against violence. The paper contains a set of six case studies, each highlighting the efforts of organizations from different sectors to include men in gender violence prevention.



**Engaging Men as Social Justice Allies**  
Article may be found on the National Center Against Sexual and Domestic Violence website (<http://www.ncdsv.org/>)

This article looks at using a specific form of social change marketing and education – the “social norms approach” – applied to sexual violence efforts on college campuses. Although the article examines sexual violence, there are implications for educational efforts that focus on other forms of gender-based violence.



**Politicizing Masculinities: Beyond the Personal**  
Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

This publication captures exciting new thinking and possibilities from conversations in a symposium on 'Politicizing Masculinities', held in October 2007 in Dakar, Senegal, organized by the Institute of Development Studies (IDS). Four key areas of discussion emerged: new ways of theorizing; male bodies and sexualities; shaping policies and transforming institutions; and mobilization, activism and movement-building.



**Changing Masculinities in Nicaragua: A Community Based Approach**  
Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

This paper describes the background and political context in which community initiatives in Nicaragua began working with men against violence, including the theoretical framework, strategies, and critical assessment of their application.

**The Individual and the Political: Promundo's Evolving Approaches in Engaging Young Men in Transforming Masculinities**

Article may be found in the **Siyanda: Mainstreaming Gender Equality** website (<http://www.siyanda.org/>)

How can resistance to inequitable and violent forms of masculinity be promoted?  
Instituto Promundo - a Brazilian initiative against gender violence - focuses on promoting positive masculinities.



### Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors, and Violence

Book may be purchased through publisher's webpage  
(<http://www.jist.com>)

Rus Ervin Funk's comprehensive manual for educators and organizers provides a theoretical background and practical tools, on the best strategies to educate and mobilize men against rape/sexual assault, domestic violence, dating abuse, stalking, pornography, prostitution and harassment.

### XY: men, masculinities and gender politics

XY is a website (<http://www.xyonline.net/>) focused on men, masculinities and gender politics. XY features over 200 articles on key 'men's issues', and includes personal stories, book reviews and links to related websites. Resources specific to men's violence against women include:

- The Men's Bibliography a comprehensive bibliography of writing on men, masculinities, gender, and sexualities.
- A large collection of xy articles include articles under the general headings of Violence; Growing up male, boys/young men, boys' education; and Men's politics, Activism, The men's movement(s).
- Men's anti-violence activism (published works)
- The Profem mail list is an Internet list with a focus on men, masculinities and gender relations. Profem Archives are selected from previous Profem postings, grouped by subject, and available through xy online. Posted archives include: Masculinity, privilege, and men [PDF] and construction of masculinity, men's agency, and power [PDF].
- Engaging Men: Strategies and Dilemmas in Violence Prevention Education Among Men (2002) by Dr. Michael Flood provides useful information to those interested in implementing a prevention campaign targeting men, and focuses on strategies and their effectiveness with male populations.



*Men Stopping Violence* Articles  
(<http://www.menstoppingviolence.org/>)

Why Do Men Batter? by Brian Nichols, B.A., Public Policy Team Manager

- Male Violence and Male Privilege by Dick Bathrick and Gus Kaufman, Jr., Ph.D.
- Unpacking Provocation by Red Crowley
- The Lie of Entitlement by Red Crowley
- Deconstructing Male Violence Against Women by Ulester Douglas, Dick Bathrick and Phyllis Alesia Perry
- "Men: What you can say and do to make a difference" Brochure

Working with Men & Boys to End Domestic Violence, Julia Perilla, Ph.D.

[http://www.dvalianza.org/pdfs/Working\\_With\\_Men.pdf](http://www.dvalianza.org/pdfs/Working_With_Men.pdf)

This position paper by the *National Latino Alliance for the Elimination of Domestic Violence (Alianza)* speaks about the use of culture as a vehicle to end violence against Latinas. It invites programs working with Latino/a populations to commit to making cultural competency a central focus of their work. The paper provides a general framework of what cultural competency means and entails. It includes insight into the historical and current oppression and experiences of the Latina/o community. The paper describes how these factors, along with the understanding that the Latino/a community is comprised of diverse populations, shape the work of engaging Latinos as batterers, allies and youth to end violence .

## MODEL ORGANIZATIONS

### Men Stopping Violence

(<http://www.menstoppingviolence.org>)

Men Stopping Violence is a social change organization dedicated to ending violence. Their work provides great examples to strengthen the individual knowledge and skills of younger and older men. The “What We Do” section of their website offers ideas that may work in various communities. MSV works on other levels of the Spectrum of Prevention. They conduct community trainings, publish articles, and ally with other organizations doing similar work.

### A Call To Men

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



Through seminars, workshops and other educational vehicles, A Call To Men helps organize communities to raise awareness and get men involved in ending violence against women. Their DVD, “Breaking Out of the Man Box”, is an excellent tool for facilitating dialogue in a men’s group. It asks critical questions about men’s violence against women, the nature of sexism, and what men and boys can do to combat sexism in their communities. They also offer presentations that may help jumpstart men’s engagement programs in various communities. Their website provides information on how to schedule a speaker.

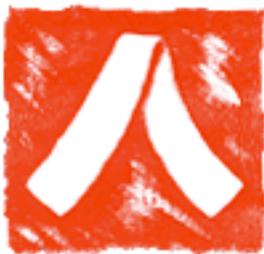
### Mentors in Violence Prevention

(<http://www.jacksonkatz.com/mvp.html>)

Mentors in Violence Prevention (MVP), a leadership training program, motivates student-athletes and leaders to play a central role in combating problems historically considered “women’s issues”: rape, battering, and sexual harassment. MVP conducts full or half-day workshops on engaging young men for college administrators, faculty, and staff, high school educators, sexual assault and domestic violence program staff, health-care professionals, law enforcement personnel, and others. The website links to other resources on engaging men and boys.

## The White Ribbon Campaign

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



The White Ribbon Campaign (WRC) is the largest network in the world of men working to end violence against women (VAW). In over fifty-five countries, campaigns are led by men and women, even though the focus is educating men and boys. In some countries it is a general public education effort focused on ending violence against women. To spread awareness, men wear a white ribbon as a symbol of their opposition to violence against women. Their website offers information on starting a white ribbon campaign.

## The National Compadres Network

(<http://www.nationalcompadresnetwork.com/>)



The National Compadres Network offers trainings, consultations, technical assistance, curriculum training, and Círculos de Hombres (extended kinship groups) throughout the nation to end different forms of violence in their community and redevelop and strengthen the compadre family system of the Chicano/Latino community. They encourage positive involvement of Latinos with their families and communities and work to dispel popular myths of Latino/Chicano masculinity by utilizing and honoring traditional ways of being.

## SUPPLEMENTARY CURRICULA

### Expect Respect



The curriculum is part of a comprehensive program focused on building healthy relationship skills and creating a positive school climate in which inappropriate behaviors are not tolerated and staff members respond consistently to incidents. It contains a successful research-based evaluation and can be ordered from SafePlace for \$50. Details at [www.safeplace.org](http://www.safeplace.org)

### Healthy Relationships

Curriculum consists of three areas; aggression, gender equality and media awareness, to support the formation of healthy relationships. It includes 53 user-friendly activities, dozens of reproducible student handouts, and a comprehensive print and video resource appendix. Research-based evaluation demonstrated significant decreases in the number of physical violence incidents and the use of passive-aggressive strategies, increased disapproval of dating violence, and increased awareness of stereotypes used by advertisers in magazine ads. It can be purchased from Men for Change for \$52 plus \$10 for shipping, at [www.m4c.ns.ca/order.html](http://www.m4c.ns.ca/order.html)

### Safe Dates



The curriculum includes school-based activities geared at changing norms, decreasing gender stereotypes, and improving conflict resolution skills. Activities include a theatre production, 10-session curriculum, poster contest, and training service providers as a form of community intervention. It contains a successful research-based evaluation. It can be ordered for \$195 at [www.Hazelden.com](http://www.Hazelden.com).

### Gender Violence, Gender Justice

#### Transforming Communities

This curriculum gives junior and senior high school teachers a rich set of materials to help students recognize, respond to, and eliminate sexual harassment and gender-based violence. It offers role-playing games and other activities for kids, and strategies for teachers to respond effectively to students' abuse disclosure. The curriculum can be purchased from the Transforming Communities website. <http://www.transformcommunities.org/>

## Helping Teens Stop Violence



A practical guide for a proactive, multicultural approach in addressing the roots of violent behavior. Activities and

workshops in the book explore the manifestation of violence in families and dating, issues of race, gender, and age, and how teens can stop violence in their lives. It includes curriculum for classrooms and support groups, reproducible handouts, and strategies to support peer counselors and help abused teens. Available for \$16.95 or \$21.95 (spiral-bound) plus shipping, from [www.hunterhouse.com](http://www.hunterhouse.com)

## Bully-Proofing Your School

This system-wide prevention program was designed to help students and adults work to create a safe and caring school community. Training workshops are available for teachers and staff to help implement this program. *Bully-Proofing Your School* can be purchased from [www.creatingcaringcommunities.com](http://www.creatingcaringcommunities.com). Prices vary.

## Making The Peace



This 15-session violence prevention curriculum was written to help young people break away from violence,

develop self-esteem, and regain a sense of community. It provides exercises, role-plays, in-class handouts, homework sheets, and discussion guidelines to explore dating violence, gangs, interracial tension, suicide, sexual harassment, and the social roots of violence. Making the Peace can be purchased from [www.hunterhouse.com](http://www.hunterhouse.com) for \$24.95.



## Thank You for Taking this Important Step in Ending Violence!

Participants in the antiviolence movement are interested in making communities safe and healthy places in which to live and grow. Engaging men and boys is an essential part of this effort.

Although men and boys have been allies to women since the onset, in the past decade, men and boys have become more vocal and helped build the momentum necessary to support their transformation from silent witnesses to active bystanders and allies. Women have grown through this process by allowing individuals linked to their oppression become part of the movement they created in the struggle for liberation. Abolishing oppressive systems of power and domination from communities is long and arduous.

This guide is offered as a small contribution to men and women making change happen in communities. Their wisdom, determination and creativity allow the anti-violence effort to progress. Thank you!