

Man to Man

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Man to Man

A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault

Introduction

Change takes time- a workshop is not enough time to process change, but does provide the opportunity for facilitators to plant seeds that raise awareness, deepen understanding, teach skills, and encourage participants to take action.

Many people have come to the conclusion that there is an identified need for sexual assault prevention programmes that focus on men (see Berkowitz, 2002).

Man to Man was developed in response to this need.

The Tool Kit seeks to:

- 1. Emphasize men's responsibility for preventing sexual assault:**
 - Material included here outlines men's responsibility for prevention and helps participants understand how men are hurt by sexual assault. Sexual assault distorts relationships between women and men, and it hurts men's relationships with each other.
 - Men are recruited as *partners in the prevention of sexual assault* rather than being blamed or accused of causing the problem.

- 2. Emphasize that sexual activity is a choice:**
 - There is an erroneous assumption that male sexuality is innately aggressive and uncontrollable. It is important to debunk such myths about men's sexual activity.

- 3. Provide information about the definitions and severity of the problem**

- 4. Promote an understanding of consent and how to be sure that both parties are fully consenting.**
 - Consent requires that both parties are fully conscious, have equal ability to act, are positive and sincere in their desires and have clearly communicated their intent.

- Facilitators can promote discussion about risky situations and explore the consent and intimacy through the discussion of realistic scenarios that occur.
5. **Distinguish between claims of “miscommunication” vs. the tactics of abuse and coercion**
 - Sexual assault is never just the result of poor communication. *All sexual assaults result from the imposition of one person’s wishes on another.*
 - While communication strategies are an important part of healthy sexuality, *any serious attempt to reduce sexual assault must address the abusive nature of all coercive sexual behaviour.*
 6. **Promote an understanding of the range of coercive behaviours that men are socialized to employ**
 - Coercive behaviours are presented in the context of a continuum ranging from verbal pressure to implied threats of force, actual force or sexual assault
 - Facilitators should present subtle forms of coercion and influence that operate in interpersonal relationships. Participants must learn the skills to ensure that equality of interpersonal relationships. Participants must learn the skills to ensure that *equality of choice and action is the basis of all intimate relationships.*
 7. **Explore relevant aspects of male gender socialization and the role of sexism in facilitating sexual assault.**
 - It is vital that discussion of relationships between gender role socialization, gender role stereotyping and sexual assault be emphasized.
 8. **Challenge sexual assault myths and reduce victim blaming**
 - Myths about victims and perpetrators that serve to justify, condone or minimize sexual assault must be discussed and challenged.
 9. **Address men’s exaggerated fears of false accusation**
 - Men frequently *overestimate* the rate of false reports of sexual assault, believing that many men are unfairly accused. Most men, however, are willing to acknowledge on reflection that a man may think he has permission when he actually does not.
 - Facilitators should encourage discussion to allow men to understand how a woman could have been assaulted even though the man she accuses claims to be innocent.

10. Reduce enabling behaviour and increase bystander interventions among men

- Facilitators provide information and skills to help move men from passive silence (which may be misinterpreted as support) to active opposition and intervention when inappropriate or aggressive sexual behaviour is witnessed.

11. Acknowledge male victimization

- Male victimization is defined and statistics provided
- Men's discomfort in discussing this issue is explored.

12. Explore opportunities for men to take social action to raise other men's awareness about the problem of sexual assault.

- Workshop participants are encouraged to become involved in political and social efforts to end violence against women.

Adapted from Fostering Men's Responsibility for Preventing Sexual Assault. (Berkowitz, 2002)

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This tool-kit is based upon the materials developed by the Fredericton Sexual Assault Crisis Centre for “The Empowerment Project.” “The Empowerment Project” has been successfully implemented in numerous communities to help women and girls become empowered to resist sexual assault and all forms of sexist oppression.

Using the Man to Man Tool-kit

Man to Man: A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault is composed of three manuals:

- Train the Trainer Manual
- Facilitator's Manual
- Workshop Manual

Train the Trainer Manual

The *Train the Trainer Manual* is composed of 9 sections. The purpose of the Train the Trainer is to aid in recruiting and training competent facilitators to deliver the Modules contained in the *Workshop Manual*.

Much of the information in the *Train the Trainer Manual* is complemented by information contained in the *Facilitator's Manual*.

Facilitator's Manual

The *Facilitator's Manual* is meant to provide facilitators with important skills and tools to prepare for and deliver the module information found in the *Workshop Manual*. The Facilitator's Manual is comprised of three sections:

- Section A: Workshop Planning and Evaluation
- Section B: Workshop Facilitation
- Section C: Workshop Ice Breakers and Energizers

Workshop Manual

The *Workshop Manual* is comprised of ten workshop modules, and is arranged in a flexible format so that facilitators can structure their workshops according to their participants, time available, and outcomes identified. Most modules are broken into 3 sub-sections:

- **Information Section:** contains information for facilitators on workshop topics.
- **Activities Section:** contains activities that can be used to help participants understand workshop concepts. These are not static. Facilitators are encouraged to change aspects of the activities to

fit the needs of the group. Some activities ask for facilitators to bring in their own information which can often be found via internet resources.

- **Handouts Section:** corresponds to activities found in the Activities Section. Not all activities have handouts. There are handouts in several sections that do not necessarily have an accompanying activity. These can be used to stimulate general discussion around the topic, or be handed out for participants to look over on their own time.

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Man to Man

A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault

Train the Trainer Manual

Train the Trainer

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Train the Trainer

Section 1:

Recruitment and Planning

Planning to Recruit

It takes careful planning and consideration to recruit successfully. When you are planning to recruit, think about how you will schedule and organize the various recruitment and selection tasks. To help organize your recruitment strategy, consider the following step-by-step action plan.

1. Plan for success.

Before you begin recruiting potential facilitators, consider the following questions:

- What responsibilities will the facilitator have?
- When and how often will the facilitator be working?
- Where will the facilitator be working? Will he require transportation?
- How many facilitators are needed?
- What skills and experience are needed to become a facilitator?
- How much awareness of the issue must the facilitator have?
- What education level does the facilitator require?
- What benefits will the facilitator get from this position?

2. Create a job description.

With these questions answered, write a facilitator's job description with well-defined duties and expectations.

3. Set dates.

Set timelines for:

- advertising
- sending out application packages
- receiving applications
- interviews
- training sessions

4. Advertise.

First, decide how you want to advertise. (Will you create posters? Submit an advertisement to the paper? Or write a letter to personal contacts requesting suggestions for great volunteer facilitators? Post on-line?) For more active outreach, consider advertising beyond the traditional publications such as newspapers and TV/radio. Alternative mediums to consider include: newsgroups, websites, and professional networks. Ensure that you are aware of any costs associated with advertising. Next, create the advertisement. Finally, submit or post your advertisement.

5. Applications.

- Create an application package. Include an introductory letter, information about your organization (for example, a brochure), an application form, as well as a training schedule.
- When application packages are returned, go through each application. Set up interviews a week or two prior to training.
- When you have finished interviewing candidates, shortlist candidates and check their references. Then, choose potential facilitators. Inform them that they have been accepted into training, and confirm the training dates to ensure availability.

6. Plan training.

Refer to the information on the next page. Read Section B.1 in the Facilitator's Manual: "Workshop Planning" for more information.

7. Conduct and evaluate training.

8. Choose facilitators.

Offer facilitator positions to selected trainees. Complete any required documentation. Consider setting up an orientation meeting for new facilitators.

Planning the Training

Planning the training session should begin about a month and a half before training. To plan training effectively, consider the following tasks:

Determine the focus of the training session.

Take some time to consider the overall feeling of your workshop. Ask yourself: how will your agenda reflect the goals of training? What will the training workshop focus on? Are the activities personally meaningful and varied? And most importantly, will the participants leave feeling positive about men's roles in helping end violence against women?

Confirm the training venue and location.

Read "Selecting a Site" (found in Section A.1 of the Facilitator Manual) for tips on how to choose an appropriate location.

Evaluate your success.

Review your goals and note any changes for the next raining session.

Consider meeting again.

After training, new facilitators may not feel completely comfortable or capable. Consider meeting a week or two after the workshop to answer questions and update skills. We have found it helpful for new facilitators to choose an activity and facilitate it within their training group. This builds confidence and gives the new facilitators an opportunity to practice.

TIP: Here are the best months and days of the week to recruit volunteers and have training sessions or workshops (listed from most to least effective):

- Months: January, September, October, March, April, June, November, February, May
- Days of the week: Thursday, Saturday, Wednesday, Sunday, Tuesday, Friday, Monday

To plan an effective training agenda, consider the following questions.

1. What is the objective of the workshop?

Ask yourself: what do you want the trainees to learn from the workshop? What do you consider as most important in a facilitator? How will you teach that?

2. Who are the trainees?

Will the group know each other well? How many trainees will you have? What experience, skills, and/or knowledge of the issue do the trainees already have? How can they teach each other?

3. How much time do you have for training?

To best determine the length of the workshop, consider how much training the future facilitators will need. If you are recruiting facilitators from the community, more training might be needed. We recommend at least 21 hours of training for men from the community. If the future facilitators have some basic knowledge in the issue, then a 14 to 16 hour workshop may be sufficient.

4. Which materials will you use?

It is important that future facilitators know the sexual aggression prevention and education training material well. To increase the trainees' familiarity with the sexual aggression information, goals and activities, we highly recommend that the first part of training be devoted to sexual aggression education and prevention. Once this information is understood, we recommend the second part of training focus on facilitator skills.

5. Is the agenda flexible?

When you have finished creating your agenda ask yourself, how flexible is the agenda? Have you allowed enough time for discussion? Can changes be made in the middle of training? If you realize the trainees are lacking information in a certain area can you add an activity? Which activity or section is less important and can be replaced?

With these questions answered, work out the time line (activities, breaks, discussion) and write or print it out. Photocopy any handouts needed as well as evaluation forms.

Creating a Training Agenda

- Consider the objective

What do you want the trainees to learn from the workshop? What do you consider as most important in a facilitator? How will you teach that?

- Consider the trainees

How many trainees will you have? Will the group know each other well? What experience, skills, and/or knowledge of the issue do the trainees already have? How can they teach each other?

- Consider the length of the workshop

How much time do you have for training? How much training do the future facilitators need? If you are recruiting facilitators from the community more training may be needed. We suggest at least 21 hours of training for men from the community. If the future facilitators come with some basic knowledge in men's issues then a 14 to 16 hour workshop may be sufficient.

- Consider using the sexual aggression prevention materials

It is important that future facilitators know the sexual aggression prevention and education training material well. To increase the trainees' familiarity with the sexual aggression information, goals and activities, we highly recommend that the first part of training be devoted to sexual aggression education and prevention. Once this information is understood, we recommend the second part of training focus on facilitator skills.

- Assess flexibility

When you are finished creating your agenda ask yourself, how flexible is the agenda? Have you allowed enough time for discussion? Can changes be made in the middle of training? If you realize the trainees are lacking information in a certain area can you add an activity? Which activity or section is less important and can be replaced?

- Reflect on the big picture

Take some time to consider the overall feeling of your workshop. Does your agenda reflect the goals of *Man to Man*? Does the agenda include information on raising awareness and debunking the myths around sexual aggression and sexual assault? Are the activities personally meaningful and varied? And most importantly, will the participants leave feeling engaged?

- Consider meeting again to update skills and debrief training

After training, new facilitators may not feel completely comfortable or capable. Consider meeting a week or two after the workshop to answer questions and update skills. We have found it helpful for new facilitators to choose an activity and facilitate it with their training group. This builds confidence and gives the new facilitators an opportunity to practice.

Finding Facilitators

If you are not associated with an existing organization or group of volunteers, it is likely that you may have to seek out potential facilitators. An outline of suggested steps and important timelines follows here.

1. Decide how you want to advertise for potential facilitators.

Consider the following options:

- Posters
- Newspapers advertisements (local and/or community)
- Radio advertisements (public service announcements, also called PSAs)
- Television announcements
- Newsletters
- Letters to personal contacts requesting suggestions for great volunteer facilitators
- University radio stations and newspapers
- Sports halls or venues
- Online newsgroups
- Website

2. Determine the specifics of each choice.

Ask yourself:

- Where will you put up the posters?
- To which newspapers will you submit the advertisements?
- To which radio station(s) and/or television station(s) will you send the public service announcements?
- To whom will you send the letters?
- To which online newsgroup(s) and/or website(s) will you submit your posting?

3. Create the advertisement.

For a newspaper advertisement:

Consider what messages need to be included in your advertisement:

- The title of the position (Volunteer Facilitator)
- Duties of the position
- Appeal to volunteer motivation
- Promise of training and support
- Contact information
- Basic requirements (time & place)
- The answer to the question: “Why should I become a volunteer facilitator?”

Use the following format:

[Motivational appeal/goal] by [task] for [person or goal] for [time required] in/at [general location]. [Reward]. Training and ongoing support provided. [Any requirements / qualifications]. For more information call [name] at [organization] at [phone # or e-mail].

For example:

Engage other men and yourself by giving sexual aggression awareness, prevention and education programs to men in your community. Here's a chance to make a positive difference in men's lives while also demonstrating your commitment to ending violence

For a Public Service Announcement:

To be most effective, use letterhead and include:

- Date
- Organization
- Person to contact
- A written copy of the announcement (how you want it to be read out loud or how you want it to look in print)

For example:

The Fredericton Sexual Assault Crisis Centre is looking for volunteers to conduct Sexual Aggression Awareness, Prevention and Education Training for Men. Call the Centre at 555-5555 for more information.

4. Keep the following important timelines in mind.

Three weeks prior to the date you want your advertisement seen or heard:

- Send the advertisement to the newspaper(s)
- Send the PSA to the radio or television station(s)
- Submit your posting to the online group(s) or website(s)

Three weeks prior to the interviews:

- Post the posters
- E-mail, fax or mail the letters to personal contacts requesting suggestions for great volunteer facilitators

When the time comes to choose a facilitator:

Our experience indicates that the most effective facilitators have these qualities:

- Self-awareness and the ability to assess personal biases and prejudices
- Social awareness – he values all people regardless of class, gender, ethnicity, size, ability, sexual orientation or religion
- Good communication skills; good listening and responding skills
- Organizational skills
- An understanding of women’s issues
- An interest in violence prevention and equality
- An interest in personal growth and development
- An openness to new and different ideas
- A willingness to learn
- An ability to build rapport with others
- An ability to explain difficult concepts such as privilege and objectification

An ideal facilitator will already possess all of these qualities. It is unlikely, however, that such a person can be found. Some of these qualities can be developed. Choose which qualities you believe are most important before the interviewing process. Ask questions that reflect these qualities and make your choice based on the responses and your general feeling for the interviewee.

Train the Trainer

Section 2:

Forms, Templates and Samples

Sample Introductory Letter

Date [dd/mm/yyyy]

Dear [potential volunteer facilitator's name]

Thank you for your interest in volunteering as a facilitator with The Fredericton Sexual Assault Crisis Centre. Our volunteers provide an invaluable service to our community and to the prevention of sexual aggression and sexual assault. Volunteering as a Man to Man facilitator would give you an opportunity to gain experience, knowledge and skills in many areas including: sexual aggression and sexual assault prevention, consent, healthy relationships, media awareness, basic counselling, facilitation, and a number of other issues related to engaging men to help end violence against women.

Please find enclosed additional information on our organization. Included is an application form that you may complete and return to our office. There are several steps to the application process:

- Application form with request for references
- In-person interview
- Conducting reference checks
- Training
- Welcome and orientation

To ensure quality programs and confidence on the part of the volunteer facilitators our organization is committed to providing effective training as well as ongoing support. The training schedule is enclosed for your information.

Please do not hesitate to call the office at 555-5555 or e-mail at volunteerfacilitator@fsaccmail.com with any questions or concerns you might have with the application process. We look forward to hearing from you.

Sample Application Form

Name _____
Phone _____ (home) _____ (work)
Address _____ (Street) (City) (Postal Code)
E-mail _____

1. Volunteer Facilitators are asked to commit for a minimum of one year from the time training has been completed. Facilitators are required to attend all Training Sessions.

- Can you commit to at least one year of service? YES NO
- Are you planning to move, change jobs, or return to school in the near future? YES NO
- Are you able to attend all training sessions (please refer to enclosed timetable)? YES NO

2. After training, when would you most like to give workshops?

- Days Evenings
- Weekends Other _____

3. Do you speak or sign any other languages? (If so, please specify).

4. Have you been a volunteer with any other agency? (If so, please specify).

5. Why do you want to be a sexual aggression prevention and education facilitator?

6. What experience, skills or knowledge do you have that will make you a good facilitator?

7. Are there any groups that you prefer not to give workshops to? If so, please indicate why?

8. How did you hear about this opportunity?

- | | |
|---|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> A current or past volunteer |
| <input type="checkbox"/> Pamphlets or brochures | <input type="checkbox"/> Word of mouth |
| <input type="checkbox"/> Website | <input type="checkbox"/> Radio / TV advertisement |

9. Please provide us with the names, addresses, and contact information of two (2) references (who are not family members). Please inform them that we will be contacting them following your interview.

Please indicate the type of reference: Work Volunteer School

Name _____

Phone _____

Address _____

Please indicate the type of reference: Work Volunteer School

Name _____

Phone _____

Address _____

10. Do you have any comments or questions?

Sample Applicant Interview

Name of potential facilitator: _____

Instructions:

Write the potential facilitator's responses in point-form under each question.

1. Tell us a little bit about yourself.
2. Why do you believe sexual aggression prevention and education programs are important for men?
3. Why are you interested in becoming a facilitator?
4. What skills do you think make a good facilitator?
5. Is the age of the group a factor to consider when planning a workshop?
6. If, during a session with high-school boys, one boy started to insult and threaten you, what would you do?
7. What would you do if a parent stormed into a session and accused you of filling his son's head with feminist junk?
8. How are men and women treated differently in society?
9. Why do you feel a woman may continue to live with an abusive partner?

10. Why do you think a woman may not report a sexual assault right away?
11. Are there any circumstances when sexual violence is provoked?
12. What are some challenges you foresee with this position?
13. What are your feelings about working with participants of a different ethnicity? Participants with disabilities? Participants who are gay? Participants who are transgender?
14. Are there any groups or individuals you prefer not to work with?
15. How might your religious beliefs affect your role as a facilitator?
16. What personal strengths can you bring to role of facilitator?

The interviewer(s) should be looking for the potential facilitator's:

- Views on sexual assault (for example, does he blame the victim?)
- Biases (for example, does he value and accept all people regardless of cultures, sexual orientations, abilities?)
- Abilities as a facilitator (for example, is he a good communicator? Is he a good listener? Is he enthusiastic? How might he handle a challenge or a difficult situation under pressure?)

Specifically, we suggest looking for a facilitator who is:

- | | |
|---|---|
| <ul style="list-style-type: none"> • A good communicator • An active listener • Warm and able to build rapport • Organized • Self-aware (able to recognize personal biases and privilege) • Interested in women's issues and equality | <ul style="list-style-type: none"> • Socially aware (values all people regardless of ethnicity, class, size, ability, sexual orientation, gender or religion) • Able to explain difficult concepts (such as privilege and objectification) • Open to new and different ideas • Willing and eager to learn |
|---|---|

Sample Reference Form

When you call for references, use the following format and make point-form notes. Remember to thank the person you called at the end.

Hello. My name is _____ (*your name*). I am calling from _____ (*your organization*). _____ (*Applicant's name*) has applied to become a Trainer to deliver sexual aggression and prevention workshops to men and has given your name as a reference. Are you prepared at this time to answer a few questions about him? I'd like to assure you that all information is confidential.

1. **How long have you known _____ (*the applicant*)?**
2. **In what capacity do you know him?**
3. **Can you comment on his dependability to complete tasks he takes on?**
4. **Due to the nature of our work we have a strict policy of confidentiality. How do you feel he would handle dealing with sensitive information?**
5. **How does he work / interact with others?**
6. **Can you give me any information about his public speaking skills?**
7. **Can you comment on his ability to respond to stressful / challenging situations?**
8. **Can you comment on his ability to empathize with others?**
9. **Is there any reason why he would not make a good facilitator?**
10. **Any final comments on _____ (*the applicant*) and his ability to work with us?**

Thank you for taking the time to answer these questions for us. Again, please be assured that all information is confidential.

Training Facilitators with No Experience

Agenda: Day One of Three

9 am	Opening & Welcome	Setting the Tone Ice breaker: Skittles Riddles
9:25 am	Sexual Violence & Prevention • What is sexual violence?	<i>Activities: Roots of Violence, Privilege Survey</i> Discussion: • How men and women are treated differently in society • Understanding the roots of violence
10:45 am	B R E A K	
11:00 am	Sexual Violence & Prevention continued • Why does it occur? • What can men do?	<i>Activity: Building an Ideal World</i> Discussion: • The importance of challenging myths • Engaging men in prevention
12 noon	L U N C H	
12:30 pm	Gender Stereotypes	<i>Activities: Expected to Act, Greater Expectations</i> Discussion: • explore assumptions about gender • promote ways of being a man that do not involve degrading or abusing women
1:15 pm	Media Awareness	<i>Activity: Sexy or Sexist?</i> Discussion: • how messages in the media perpetuate gender stereotypes
2:00 pm	B R E A K	
2:15 pm	Expressing Emotions & Self-esteem	<i>Activities: E Q, Slam Dunk</i> Discussion: • the importance of identifying and communicating feelings in a positive way • how self-esteem is important for preventing sexual aggression
3:00 pm	Summing Up Evaluations	<i>Closing Round:</i> What sticks out the most from today?

Agenda: Day Two of Three

9 am	Opening & Welcome	Ice breaker: <i>Autographs</i> Review of previous day
9:25 am	Expressing Emotions & Assertiveness	<i>Activities: Circle of Assertiveness, Constructive Feedback</i> Discussion: <ul style="list-style-type: none"> distinguishing between aggression and assertiveness
10:35 am	B R E A K	
11:00 pm	Confronting Attitudes	<i>Activities: Sex Talk, Two Sides</i> Discussion: <ul style="list-style-type: none"> how attitudes about sex may put us at risk of being sexually aggressive the importance of consent
12 noon	L U N C H	
12:30 pm	Healthy Relationships	<i>Activities: Boundary Basics, Choosing Equality</i> Discussion: <ul style="list-style-type: none"> recognizing and respecting boundaries identifying controlling attitudes and behaviours that can lead to violence
1:45 pm	B R E A K	
2:00 pm	Powerful Alternatives & Activism	<i>Activities: R-Factor, Cause an Effect</i> Discussion: <ul style="list-style-type: none"> supporting men's willingness and ability to intervene in a situation that could lead to sexual assault strategize what men can do to help eliminate violence
3:00 pm	Summing Up Evaluations	<i>Activity:</i> Closing Wheel

Agenda: Day Three

9 am	Opening & Welcome	Ice breaker: <i>Listening in the Round</i> Review of previous day
9:25 am	Facilitating Awareness & Inclusion	<i>Activities: Facilitator's Boundaries, Biases Quiz</i> Discussion: <ul style="list-style-type: none"> • what makes a good facilitator • steps to effectively engage working with men and boys
10:45 am	B R E A K	
11:00 pm	Facilitating Communication	<i>Activities: Speech on the Spot, Effective Communication</i> Discussion: <ul style="list-style-type: none"> • tips for public speaking
12 noon	L U N C H	
12:30 pm	Group Dynamics	<i>Activities: Common Behaviours</i> Discussion: <ul style="list-style-type: none"> • becoming aware of common group roles and how they affect group dynamics
1:15pm	Disclosure	<i>Activity: Disclosure in the Round</i>
1:45 pm	B R E A K	
2:00 pm	Challenging	<i>Activity: Difficult Questions</i> Discussion: <ul style="list-style-type: none"> • how to challenge respectfully • the challenges of delivering this program
3:00 pm	Summing Up Evaluations	<i>Closing round:</i> What will you remember best when it's your turn to facilitate?

Training Facilitators with Experience

Agenda Day One of Two

9 am	Opening & Welcome	Setting the Tone Ice breaker: <i>Skittles Riddles</i>
9:25 am	Sexual Violence and Prevention <ul style="list-style-type: none"> • What is sexual violence? • What can men do? 	<i>Activities: Continuum of Sexism, Building an Ideal World</i> Discussion: <ul style="list-style-type: none"> • sexual violence is not just physical violence • engaging men in prevention
10:30 am	B R E A K	
10:45 am	Gender Stereotypes & Media Awareness	<i>Activities: Expected to Act, Media Exposé</i> Discussion: <ul style="list-style-type: none"> • exploring gender stereotypes and how these are perpetuated in the media
11:15 am	Expressing Emotions & Self-esteem	<i>Activities: EQ, Slam Dunk</i> Discussion: <ul style="list-style-type: none"> • the importance of identifying and communicating feelings in a positive way • distinguishing between aggression and assertiveness
12 noon	L U N C H	
12:30 pm	Confronting Attitudes	<i>Activities: Sex Talk, Agree Disagree Unsure</i> Discussion: <ul style="list-style-type: none"> • how attitudes affect our ability to have healthy relationships
1:45 pm	B R E A K	
2:00 pm	Healthy Relationships	<i>Activities: Boundary Basics, Two Sides</i> Discussion: <ul style="list-style-type: none"> • the importance of consent • distinguishing between miscommunication and abuse of power or coercion
3:30 pm	Summing Up Evaluations	<i>Closing Round:</i> What sticks out the most from today?

Agenda Day Two

9 am	Opening	Ice breaker: <i>Autographs</i> Review of previous day
9:25 am	Powerful Alternatives	<i>Activities: R-Factor, See Something/Say Something</i> Discussion: <ul style="list-style-type: none"> • supporting men's willingness and ability to intervene in a situation that could lead to sexual assault
10:15	Activism	<i>Activity: Connecting for Change</i> Discussion: <ul style="list-style-type: none"> • strategize what men can do to help eliminate violence
10:45 am	B R E A K	
11:00 am	Facilitator's Ice Breaker	<i>Activity: Brainstorming Basics</i>
11:15 am	Facilitating Awareness and Inclusion	<i>Activity: Biases Quiz</i> Discussion: <ul style="list-style-type: none"> • what makes a good facilitator • steps to effectively engage working with men and boys
12 noon	L U N C H	
12:30 pm	Facilitating Communication	<i>Activities: Speech on the spot, Effective Communication</i> Discussion: <ul style="list-style-type: none"> • tips for public speaking
	Group Dynamics	<i>Activity: Common Behaviours</i> Discussion: <ul style="list-style-type: none"> • recognizing common group roles and how they affect group dynamics
2:00 pm	B R E A K	
2:15 pm	Challenging	<i>Activity: Difficult Questions</i> Discussion: <ul style="list-style-type: none"> • how to challenge respectfully • the challenges of delivering this program
3:30 pm	Summing up Evaluations	<i>Closing:</i> Facilitators Flags

Training Trainers Evaluation

The organizers of this session need your comments, feedback and suggestions as part of our ongoing evaluation of the training session and future planning. This is not a test. Some areas may require only a few words, while others may spark more of a response. Please feel free to write beyond the limits of the space provided. Thank you for taking the time to complete this.

1. Please use the scale below to rate the workshop on the following:

(1 = needs improvement → 5 = excellent)

Activities	1	2	3	4	5
Length of session	1	2	3	4	5
Printed materials	1	2	3	4	5
Group discussion	1	2	3	4	5
Overall satisfaction	1	2	3	4	5

2. Do you have any additional comments about the printed materials, group discussions or activities?

3. Please use the scale below to rate the facilitators on the following:

(1 = needs improvement → 5 = excellent)

Facilitators	1	2	3	4	5
Getting the information across	1	2	3	4	5
Approachability and openness	1	2	3	4	5

4. Do you have any additional comments about the facilitators?

Train the Trainer

Section 3:

Ice Breakers

“Lead In”

Objectives

- To help facilitators in training get to know each other.
- To create an opportunity for trainees to discuss their ideas about facilitation.
- To practice listening.

Materials

- Flipchart and markers

Time

- 15 minutes

Similar to doing a round, this ice breaker can be used to introduce key concepts (for example, listening) in a workshop that will focus on training facilitators.

1. Before the activity, write 2 – 3 of the following questions on a flipchart:

- I am feeling...
- One or two "burning questions" I hope will be answered in this session...
- Where I would be if I wasn't here...
- I think the role of a facilitator is...
- Something I have found stressful about training...
- A quality, skill or attitude I look for in a facilitator...
- One way for a facilitator to challenge respectfully is...

2. When you are ready to begin, ask each person to pair up with another trainee. Then, reveal the questions on the flipchart.
3. Tell trainees that they will have each have two minutes to talk to each other about one of the questions on the flipchart.

4. Ask the trainees to begin. Let them know when two minutes have passed so that the other person can have his turn.
5. When everyone has finished speaking, ask trainees to sit forming a circle. Introduce the concept of a round. Explain that a round is carried out by going around the room so that each person may talk about what he is feeling or thinking.
6. Let trainees know they will be doing a round but with a twist. Instead of speaking for themselves, each trainee will speak for the person they were just talking to, without their partner's assistance.
7. Begin the round on one side of the room and move around the circle.
8. Discuss with trainees the importance of listening to all contributions. How well were they listening to each other? What did they notice about themselves being the listener? Are they fully present? Does their mind wander? Are they more interested in speaking?

"Constructive Feedback"

Objectives

- To value hearing other perspectives and suggestions.
- To practice communication skills.

Materials

- A container (a box or a basket)
- 30 pieces of wadded paper

Time

- 10 – 15 minutes

Constructive feedback requires an awareness of the needs of both the receiver and the giver of feedback. The information is based on facts and is directed toward an issue or behaviour which the receiver can do something about.

1. Ask for a volunteer.
2. Position the person who volunteers at the front of the room, standing with his back to the rest of the group. Ask the volunteer to remain in this position and to not turn around. Place the pieces of wadded paper in front of him.
3. Next, place the empty container somewhere between the volunteer and the rest of the group, but not directly behind the volunteer.
4. Explain to the group that their task is to give clues to the trainee who is standing that will help him throw the wads into the cardboard box without turning around.
5. Give examples of clues such as, "A little further to the left."
6. Begin the activity. Keep the activity going until the volunteer has successfully thrown three wads into the cardboard box.
7. Ask the group to describe what is true about feedback based on what occurred in this exercise. What makes feedback constructive? Which clues were helpful? Why? How can we ensure that we are being supportive when we give feedback? Discuss with trainees how constructive feedback helps build an atmosphere of trust, honesty and genuine concern, and how this in turn leads to personal growth and learning.

"Star Light, Star Bright"

Objectives

- To encourage trainees to view themselves as facilitators.
- To create informal nametags.
- To give an optional closing activity.
- To give trainees an opportunity to share their vision of facilitation.
- To promote being a trained trainer as a unique opportunity to help prevent sexual violence.

Materials

- Crayons, markers
- Flipchart paper cut in half (one piece for each trainee)

Time

- 20 minutes (depending on length of discussion)

This icebreaker gives the trainer an opportunity to introduce the topic of facilitation and talk about the role of the facilitator in *Man to Man*.

1. Ask participants to use markers to put their names in the middle of the piece of paper. Encourage them to be creative.
2. When they have finished, ask participants to draw, make symbols or brainstorm words (whatever they are most comfortable with) around their name about what they think or feel about one of the following questions (you choose the one you want to discuss, or feel free to add your own):
 - a. What comes to mind when you think about facilitation?
 - b. What makes a great facilitator?
 - c. How do you see yourself as a facilitator?
 - d. What types of facilitators have you enjoyed in the past?
 - e. How does a facilitator best engage?
 - f. How does a facilitator best challenge?
3. Make sure that the participants know that their artistic abilities will not be judged and that they will not have to share their sketches with anyone unless they choose to do so.
4. When participants have finished, ask them to put the paper face up on the floor in front of them. This will help everyone remember each other's names.
5. Suggest that people may volunteer to tell their names and discuss their nametag if they choose. Suggest that others may comment or ask questions but there should be no criticism.

"(Closing) Star Light, Star Bright"

If you choose "Star Light, Star Bright" as an icebreaker, here is a great way to end the same session. Going back will give participants a chance to reflect on the whole workshop and the changes in their perceptions and outlook. It will also sum up the entire workshop and gives each participant an opportunity to speak about his experiences.

1. At the end of the workshop, ask everyone to sit in a circle with their informal nametags.
2. Place markers in the middle of the group.
3. Tell everyone that you would like to close the workshop by going back to the first activity.
4. Ask that one after another you would like each participant to comment on the images they drew at the beginning of the workshop.
 - a. Would they draw the same image(s) after all they have learned?
 - b. What would they change? Why?
 - c. What would stay the same? Why?
 - d. What exercise or activity, from the workshop, made the participants change their drawing?
 - e. What will they remember best when they facilitate themselves?
5. When everyone has commented, ask trainees to turn the paper over. Ask team members if they have heard the rhyme, "Star light, star bright, first star I see tonight; I wish I may, I wish I might, have the wish I wish tonight."
6. Encourage participants to think of a wish that they have for themselves as facilitators. Tell them to draw a star and write this wish inside it.
7. When everyone has finished, ask participants to stand in a circle.
8. Explain that the floor in front of them is now their sky. Ask trainees to come forward one at a time to place their stars in the circle on the floor and state their wishes.

"Facilitators' Flags"

Objectives

- To encourage participants to view themselves as facilitators.
- To create informal nametags.
- To give an optional closing activity.
- To give participants an opportunity to share their vision of facilitation.

Materials

- Paper, crayons, markers

Time

- 15 minutes (depending on length of discussion)

This icebreaker gives the trainer an opportunity to introduce the topic of facilitation and talk about the role of the facilitator in *Man to Man*.

1. Ask participants to use markers to put their names on the piece of paper. Encourage them to be creative.
2. When they have finished, ask them to turn the paper over.
3. Ask participants to draw, make symbols or brainstorm words (whatever they are most comfortable with) about what they think or feel about one of the following questions (you choose the one you want to discuss, or feel free to add your own):
 - a. What comes to mind when you think about facilitation?
 - b. What makes a great facilitator?
 - c. How do you see yourself as a facilitator?
 - d. What types of facilitators have you enjoyed in the past?
 - e. How does a facilitator best engage?
 - f. How does a facilitator best challenge?
4. Make sure that the participants know that their artistic abilities will not be judged and that they will not have to share their sketches with anyone unless they choose to do so.
5. When participants have finished, ask them to put the paper with their name facing up on the floor in front of them. This will help everyone remember each other's names.
6. Suggest that people may volunteer to tell their names and discuss their flag if they choose. Suggest that others may comment or ask questions but there should be no criticism.

“(Closing) Facilitators’ Flags”

If you choose to do “Facilitators’ Flags” as an icebreaker, this is a great way to end the same session. Going back to the “Flags” at the end of the workshop will give participants a chance to reflect on the whole workshop and the changes in their perceptions and outlook. “Closing Facilitators’ Flags” also sums up the entire workshop and gives each participant an opportunity to speak about his experiences.

1. At the end of the workshop, ask everyone to sit in a circle with their flags.
2. Consider placing markers and paper in the middle of the group so that they can re-draw the flags if they wish.
3. Tell everyone that you would like to close the workshop by going back to the first activity. Ask that one after another you would like each participant to comment on the images they drew at the beginning of the workshop.
 - Would they draw the same image(s) after all they have learned?
 - What would they change? Why?
 - What would stay the same? Why?
 - What exercise or activity, from the workshop, made the participants change their drawing?
 - What will they remember best when they facilitate themselves?

"Facilitators' Graffiti"

Objective

- To give participants the opportunity to consider why they want to be a facilitator and how they can best work with men in a workshop.

Materials

- Markers, crayons and highlighters
- Flipchart paper cut in half (one piece for each participant)

Time

- 20 minutes

Remind participants that in this activity there is no judging, analyzing, criticizing, or censoring in the brainstorming process. Tell them to write everything they can think of and not worry if their choices are not perfect.

1. Pass out a piece of flipchart paper to each participant. Place the markers, and crayons in the middle of the group.
2. Ask the participants to create two sections of equal size on the paper.
3. In the middle of one of these sections, ask participants to write the question "Why Do I Want to be a Facilitator?"
4. Ask participants to brainstorm around this question all the reasons they want to be a facilitator.
5. In the other section, ask the participants to write the question "How can I engage men and boys in violence prevention?" Ask participants to brainstorm around this question all the things they can do to help men feel they positive roles in helping to end violence against women.

Example:

<i>Learn from participants</i>	<i>Raise awareness</i>
<i>Challenge my comfort level</i>	<i>Lead by example</i>
<i>Encourage men and boys</i>	<i>Encourage healthy relationships</i>
“Why do I want to be a facilitator?”	“How can I engage men and boys in violence prevention?”
<i>So I can contribute to my community</i>	<i>Recognize and challenge sexism and abuse</i>
<i>Improve public speaking skills</i>	<i>Mentor and teach young men how to do consent</i>
<i>Do my part in creating a more equal world</i>	

6. When everyone has finished brainstorming, ask participants to use a highlighter to highlight the most important reason they want to be a facilitator.
7. In the other section ask the participants to highlight the one way they feel they can best engage men and boys to help prevent sexual violence.
8. Go around the group and ask each participant to talk about why they want to be a facilitator and how they felt they can best engage men and boys.
9. Consider writing each statement on a flipchart and hanging it somewhere where it can be seen for the duration of the workshop.

"Everyone is Right"

Objectives

- To help break the ice.
- To introduce the topic of inclusion.

Materials

- A common object (pencil, bookend, glass)

Time

- 10 minutes

This ice breaker can be used to open a workshop that will focus on inclusion and on affirming different perspectives. This ice breaker can also be used to introduce a discussion about how to challenge respectfully.

1. Ask the trainees to sit in a circle.
2. Explain that you will be passing around an object and that each person must state a use or a value for this object.
3. Begin the activity.
4. Affirm the number and variety of ideas.
5. Talk to trainees about the importance of affirming different viewpoints. How does this build inclusion?
6. Discuss with trainees ways to challenge respectfully.

Train the Trainer

Section 4:

Energizers

"Super Star"

Objectives

- To provide a fun and energetic break.
- To help

Materials

- None

Time

- 5 – 10 minutes

This energizer is a fun break for the facilitators in training.

1. Have trainees stand in a circle. The facilitator stands in the middle.
2. Tell trainees that you will be pointing to someone who will then have to act out your instructions, along with the persons immediately to his left and to his right.
3. Explain to trainees that you will call out the following instructions:
 - **"SUPER STAR"**: Trainee should immediately pose as a fashion model. The two persons alongside the trainee acting as a super model (the one on the left and the right) take the role of photographers and mimic gestures of taking a photo.
 - **"ELEPHANT"**: Trainee should immediately bend over and thrust his two hands held together in front to represent the elephant's trunk. The two persons alongside the trainee put their arms on the side of the first trainee to up to make the ears of the elephant. .
 - **"JELLO"**: Trainee shakes his body like jello continuously. The two persons alongside hold each other's hands and form a circle around the first trainee to form a glass around the jello.
 - **"SKUNK"**: Trainee turns around with a hand behind to represent a tail. The two persons alongside turn away holding their noses.
 - **"ICE"**: Trainee and the two persons alongside him freeze and do not move at all.

4. Do this a few times. Expect that people will be confused and make mistakes. Such mistakes generate laughter and fun.

5. As the pace picks up, consider making the exercise more competitive by asking any trainee who hesitates to become the person in the middle, or eliminate from the game the trainees who make a mistake (both the one pointed to and the two participants alongside him).

"Handshakes"

Objectives

- To provide a fun and energetic break from long or heavy topics.
- To allow trainees to work together as a team.

Materials

- None

Time

- 5 – 10 minutes

1. Ask trainees to stand.
2. Ask trainees to think of a number from 1 to 5, and keep this to themselves.
3. Tell trainees to walk around and to shake hands with other trainees the number of times that is their own number. The other person then responds by shaking back with his number.
4. Tell each trainee to keep shaking hands until he finds all of those who have selected the same number that he has. Together, those individuals should form a small group.
5. Once everyone is in a group, ask each group to create a completely 'new' handshake that involves the entire group. Encourage creativity. Ask any who are particularly proud of their handshakes to demonstrate for the whole group.

"As if"

Objective

- To provide a fun and energetic break.

Materials

- None

Time

- 5 minutes

1. Ask trainees to stand in a large circle. Make sure each person has enough room to move around.
2. Explain to trainees that you will be calling out instructions that they will have to act out.
3. Choose from the following instructions (or make up your own!) and call them out to trainees one by one. Allow trainees 20 – 30 seconds to do each.
 - Jog in place as if a big scary bear is chasing you.
 - Walk forward as if you're walking through chocolate pudding.
 - Jump in place as if you are popcorn popping.
 - Reach up as if grabbing balloons out of the air.
 - March in place and play the drums as if you are in a marching band.
 - Paint as if the paint brush is attached to your head.
 - Swim as if you are in a giant pool of Jell-O.
 - Move your feet on the floor as if you are ice skating.
 - Shake your body as if you are a wet dog.

"Cooperative Chairs"

Objectives

- To provide a fun and energetic break.
- To allow participants to work together as a team.
- To encourage inclusion.

Materials

- Music
- Tape player or CD player
- A chair for every participant (preferably without arms)

Time

- 5 – 10 minutes

This is a great energizer for groups, especially after an exclusion or oppression activity. This version of musical chairs focuses on inclusion and on working together as a team. It is important to note, however, that this activity may exclude participants who have physical limitations.

1. Have participants arrange their chairs in a circle, facing outwards.
2. Start with enough chairs for everyone.
3. Tell them they are going to play musical chairs, but with a twist.
4. Start playing the music – with participants walking (or running) around the circle.
5. Stop the music and tell everyone to find a seat.
6. Start the music again, but take away one chair.
7. Stop the music and have everyone find a seat again (someone will have to share).
8. Continue in this fashion until everyone is sitting on one or two chairs. The participants will have to think of very creative ways to fit everyone on a few chairs.
9. Talk to participants about inclusion and exclusion. Which form of musical chairs is more fun – for everyone?

"I'm Going to Facilitate"

Objective

- To provide a light break from heavy or long topics.

Materials

- None

Time

- 5 – 10 minutes

This activity is a variation of the game "I'm going on a picnic."

1. Ask trainees to form a circle (sitting or standing).
2. Tell trainees that they are going to play "I'm going on a picnic" but with a twist.
3. Explain to trainees that each person says "I'm going to facilitate and I am bringing with me..." followed by an item (an attitude, a tool or a skill) that will help them in their role as facilitators.
4. The first person begins by something that starts with the letter "A" (for example, activities).
5. The next person says "I'm going to facilitate and I am bringing with me activities and ..." something that starts with the next letter of the alphabet (for example, brainstorming).
6. Continue around the circle until each trainee has at least one turn; each person repeats what the person(s) before them said and adds something with the next letter of the alphabet.
7. Discuss with trainees the array of tools and skills available to facilitators. Introduce the notion of this toolkit and the advantage of having a variety of tools and skills available.

Train the Trainer

Section 5:

Self-Awareness

"In Other Words"

Objectives

- To practice putting difficult concepts into one's own words.
- To help trainees identify which concepts they have most difficulty with.

Materials

- List of key words written on index cards

Time

- 15 minutes

Before the Activity

1. Write the following words on separate index cards.

Healthy relationships

Consent

Coercion

Power

Self-Esteem

Gender

Privilege

Oppression

Sexual assault

Stereotype

Sexual harassment

Passive

Assertive

Aggressive

Sexual assault myth

Pornography

Sexism

Anger

Feelings

Empathy

Equality

Activism

Emotional abuse

Bystander

Ally

Facilitator

Lobbying

Inclusion

Bias

Disclosure

Launching the Activity

2. Divide trainees into two teams.

3. Ask each group to choose someone who will be their 'clue giver'.
4. Explain that the person who is giving clues can use complete sentences, phrases or single words to give hints but cannot say the actual word that is on his index card. No gestures or sound effects can be made. Give an example: if the index card reads "consent", acceptable clues might be "when both people agree to have sex", "without ____ it is sexual assault" or "when someone asks 'can I kiss you?'" but not "consensual sex".
5. As the 'clue giver' gives clues, his team can yell out possible words. Explain that each group will have 3 minutes to guess as many words as possible. Let them know that the words are topics or issues that are central to the toolkit.
6. Also, let the 'clue giver' know that he may choose to pass and not play an index card at any time.
7. When everyone has understood these points, ask the first team to begin.
8. Consider having a prize such as candy for the team that correctly guesses the most words. End the activity by asking trainees:
 - How did it feel to give clues?
 - How did it feel when your team guessed correctly?
 - What was it like to guess?
 - Which words were challenging? What does this mean?
 - How will this activity help you express difficult ideas to participants when you are a trained trainer?

Facilitator's Boundaries

Objectives

- To encourage discussion around personal boundaries.
- To help trainees establish and maintain personal boundaries.

Materials

- “Facilitator’s Boundaries” worksheet (enough copies for each participant)
- Pens, pencils

Time

- 25 minutes

The content in the *Man to Man* workshops is sometimes sensitive or personal in nature. Therefore, it is important for facilitators in training to think about personal boundaries before they facilitate a workshop. Ideally, a balance is struck between on the one hand, building group rapport through sharing and on the other hand, what may amount to an invasion of personal privacy.

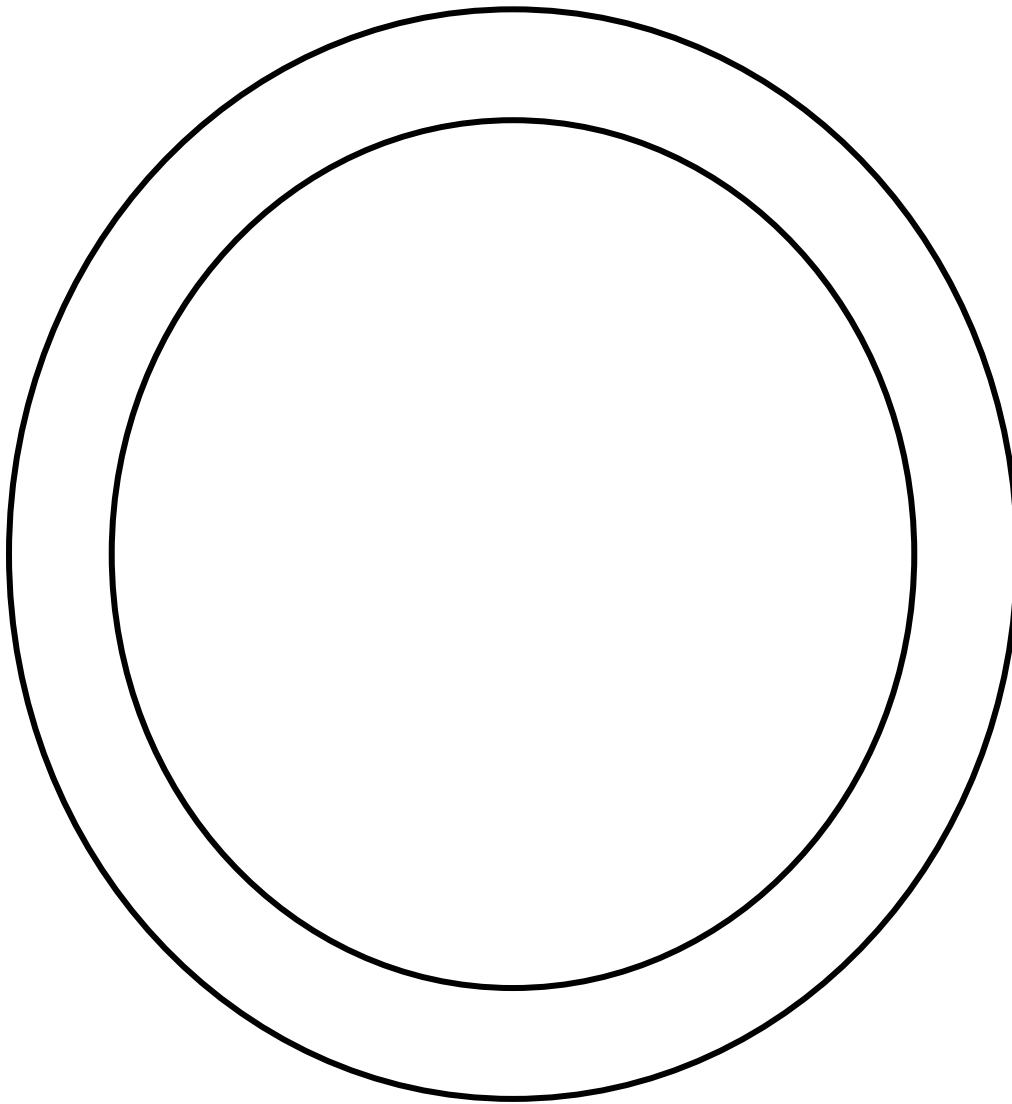
1. Pass out copies of ‘A Facilitator’s Boundaries’ worksheet along with a pen or pencil for each trainee.
2. Explain to trainees that you are going to read out a list of subjects that may come up in a workshop. These subjects can be controversial so it is important for facilitators to decide ahead of time whether they will be comfortable discussing them or not.
3. If the trainees are comfortable revealing their opinions on the subject they should write the subject on the outside of the circle. If the trainees are not comfortable revealing their opinion on the subject they should write the subject on the inside of the circle. If the trainee is unsure ask them to write the subject on the line of the circle.
4. Before you begin reading out the subjects, brainstorm with the group the consequences of giving opinions or disclosing personal information. Mention that the following are important questions to ask when they are considering whether or not they will discuss difficult subjects:
 - How will disclosing my feelings or experiences affect how I feel about myself? Am I being respectful of my own boundaries?
 - How will disclosing my feelings or experiences affect my credibility as a facilitator?
 - How will disclosing my feelings or experiences affect the group? Will it cause some members of the group to feel excluded or defensive?

5. After discussing the above, read out the list of possible subjects (shown on the next page) and ask the trainees to put each subject in the appropriate area on their worksheet.
6. Tell the trainees that they are in no way obligated to tell the other trainees where they put the subjects.

- Ask the trainees: **Will you talk about your opinions on these subjects?**
 - Then, read out the subject titles. (The smaller lettering may be read out if you wish.)
- Political views.** Will you talk about what political party you vote for?
- Religious beliefs.** If you identify yourself as a member of one religion, how will group members from other religions feel?
- Past experiences with sexual violence.** Will it help or hinder to let participants know that you have been sexually aggressive? If you are a survivor, how will it affect the group?
- Beliefs about pornography.** As a facilitator and a leader you have the power to influence others. Will telling your view influence or upset someone?
- Past mental health experiences.** (For example, depression...) Will disclosing this make you vulnerable or upset later on? Is it relevant to disclose this?
- Sexual orientation.** If you mention that you are heterosexual, will you isolate gay men in the group? Or vice versa? Will it make you vulnerable?
- Present sex life.** Is your partner okay with you talking about this?
- Financial income.** Is it relevant to disclose this?
- Past experience with drugs or alcohol.** Will disclosing this make you vulnerable or upset later on?
- Family life.** Is it relevant to disclose this?
- Education.** If you mention that you have a university degree, will you isolate participants in the group who have less formal education? If you mention that you have no formal education, will you lose credibility with the group?

7. When you have finished reading out the subjects ask the group:
 - In which subjects could the facilitator's personal experiences be used to illustrate points? To encourage new understanding?
 - Which subjects could cause problems within the group? Exclude people?
 - Which subjects could put the facilitator in a vulnerable position? Undermine the facilitator's credibility?
 - Which subjects did the trainees find difficult to put inside or outside their circle?
8. Debrief as long as you feel it is necessary.

Facilitator's Boundaries Worksheet



Examining Motives

Objective

- To encourage trainees to reflect on why they want to become a facilitator.

Materials

- “Examining your Motives” worksheet (enough copies for each trainee)
- Flipchart and markers

Time

- 15 minutes

This activity asks trainees to consider why they want to be a facilitator. It is a personal exercise and may work well if given for homework on the first day of training and then discussed sometime the next day.

1. Pass out “Examining Your Motives” to each trainee.
2. Give the trainees about 5 – 10 minutes to finish the questionnaire.
3. When everyone has finished reading the questions, ask for comments and feelings.
4. Remind everyone that sharing is optional. Ask trainees to share only what they find comfortable.
5. Go over each question and ask for general feelings and thoughts. Pay close attention to the question: What are your fears around facilitating? Write down the common fears and ask the trainees to brainstorm how they might overcome these fears.

Variation

If you are holding a one day workshop, consider reading the questions from the worksheet out loud and asking trainees to answer silently on their own. Then, debrief by asking for general feelings and thoughts. Use the questions below to facilitate a discussion:

- Are you willing to listen to others without judgement or preconceived notions about what they should or shouldn't say or do?
- As a facilitator, in what way do you show respect for the opinions of others even when they disagree with you?
- How important is it for a facilitator to: Be comfortable dealing with conflict? Be able to laugh at himself? Think on his feet? Accept feedback from others about himself?

My Motivations

Worksheet

Why do you want to become a facilitator?

Use the questions below to think about why you want to become a facilitator. If a person chooses to facilitate for the wrong reasons, the workshop may not be as engaging or as great a learning experience for the participants. Feel free to write on the back of this page or use more paper as you examine your answers.

1. Is this workshop something that you are expected to do, or feel you “should” do? If you answered yes, what should you be aware of? What are the consequences?
2. Do you like talking in front of people? Why?
3. What are your strengths as a facilitator? What skills do you bring?
4. What are your weaknesses as a facilitator? What skills do you need?
5. What are your fears about facilitating? How will you address these fears?
6. Have you used violence in your own life? Will this affect the group? Do you plan on sharing your experience with the group? What are the consequences if you disclose?
7. What do you personally expect to learn or gain from this workshop?
8. What do you want the participants to learn?
9. What personal biases and attitudes do you need to work on? How will you work on your biases?
10. As a facilitator, what are your goals? What kind of facilitator will you be? How will you engage?

Ask Away

Objective

- To create an opportunity for trainees to ask questions about key issues or topics discussed throughout the workshop.

Materials

- Index cards
- Pens and pencils
- Flipchart and markers

Time

- 30 – 40 minutes

1. Before the activity, list 5 – 8 topics or key words that have been presented to trainees throughout the workshop on a flipchart (for example, oppression, healthy relationships, consent, violence against women as a societal issue, etc.)
2. Divide trainees into small groups of 3 – 4 persons per group.
3. Give each group 3 index cards, as well as pens or pencils.
4. Reveal the flipchart.
5. Ask each group to choose one topic from this list and to brainstorm together up to 2-3 questions they have about this topic, ideally, something they still struggle with. Let them know they will have about 5 minutes to do this.
6. Tell trainees to write each question on a separate index card.
7. When everyone has written their questions, collect all the index cards, shuffle them, and ask each small group to select 2 new index cards.
8. Explain that their task is to discuss the questions they have received as a small group. Encourage the groups to listen and support each other. Let them know they have 10 – 15 minutes to do this.

9. End the activity by asking each group to summarize what they talked about. Ask trainees:
- How did your group decide on an issue or topic?
 - What was challenging about writing the questions?
 - What was challenging about answering the questions?
 - Did you feel that what you had to say was valued?
 - What did you learn about yourself?
 - How were you impacted by these questions?

Reviewing Biases

"We don't see the world as it is; we see it as we are."

- Anais Nin.

Objectives

- To help trainees identify their personal biases.
- To discuss biases and how a facilitator's biases can affect the workshop.

Materials

- "Reviewing Biases" worksheet (enough copies for each trainee)
- Flipchart and markers

Time

- 25 minutes

A good facilitator is self-aware. He recognizes his own strengths, weaknesses, values, beliefs and experiences, and understands how they might affect his facilitation. For example, a facilitator's biases can have a detrimental effect on a workshop. This activity helps potential facilitators become more aware of their personal biases.

Before the Workshop

1. Read the "Diversity and Inclusion" chapter (Section B.6 found in the Facilitator's Manual). It will give you background information on how facilitators' biases can affect the workshop.
2. Write out the following on a flipchart paper. Leave enough room under each question to write responses.

What are biases?

Are biases always bad?

How can a facilitator's biases affect a workshop?

What can a facilitator do about his biases?

Launching the Activity

3. Pass out “Reviewing Biases” sheet to each trainee.
4. Ask the trainees to look over their questions. Tell them the questions need not be answered on paper. They are simply there so that trainees can recognize each of their own personal biases.
5. Inform the trainees that they don’t need to talk about their own biases. It is most important that they are aware of the biases they themselves hold.
6. Give them about 5 minutes to read over the questions.
7. When everyone has finished reading the questions, ask for comments and feelings. Remind everyone that sharing is optional. Ask trainees to share only what they find comfortable.
8. Reveal the flipchart and brainstorm responses to the questions on the flipchart. Use “What are Biases?” from the “Diversity and Inclusion” section (Section B.6 found in the Facilitator’s Manual) to add to the trainees’ suggestions.
9. Conclude by having a discussion around personal assumptions and attitudes about men and boys that the participants have that might challenge the work they do with them. What will they do to address these personal biases?

Reviewing Biases

Worksheet

Ask yourself:

- Have you ever seen a person from a minority group in a position of power and assumed he or she probably got there through preferential hiring practices?
- When you speak to people on the phone, does their accent determine how you respond?
- Do you believe that people who cannot read have low intelligence?
- Would you consider it an insult if someone thought you are homosexual?
- What do you see first – the person or the disability?
- Have you ever seen an Aboriginal person in a liquor store and assumed he or she was an alcoholic?
- Do you believe people on social assistance could get a job if they really wanted to?
- What do you think when you see an overweight person buying junk food at the grocery store?
- Will it matter if your child dates someone of a different culture, from a different religion, or of the same sex?
- Have you ever thought you could “spot” a gay man or wondered who the “woman” was in a gay relationship?
- Do you believe older people pretend to be sick in order to get attention?
- Do you get irritated when you see an able bodied young male begging for money?
- Have you ever thought that the main reason immigrants come to Canada is for job opportunities?

Train the Trainer

Section 6:

Diversity and Inclusion

Cracking the Code

Objective

- To experience what it is like to feel excluded.

Materials

- None

Time

- 25 minutes

1. Explain to trainees that you will ask for a volunteer to leave the room while the rest of the group thinks of something verbal or physical to do as they have a discussion (or perform another activity such as walking around).
2. Give trainees the following examples. Something verbal: all sentences that are spoken begin with the same letter. Something physical: all group members maintain a certain physical distance or boundary from a selected “leader”.
3. Explain to the trainees that the person who leaves the room must re-enter and carefully observe the group in order to crack the code.
4. Add that once the person who re-enters the room feels he has cracked the code, he must then use the code himself and attempt to interact with the group. If the trainee has correctly cracked the code, the rest of the group will accept him. If he is incorrect, the rest of the group must continue to ignore him.
5. Begin the activity.
6. If time permits, allow for different trainees to have a turn at cracking the code.

7. Debrief and discuss feelings and perceptions of how they feel as they are being “included” as part of the group or “excluded” as the outsider.

Variation (Optional)

The remainder of the group divide themselves according to some agreed criterion (for example, eye colour, age, type of clothing, heritage, etc). The volunteer is called in and must guess which group he belongs to. In addition, he must state why he believes this is his group. Continue in the same fashion as above.

Diversity Autographs

Objectives

- To help participants develop cultural awareness in a fun and non-threatening way.
- To encourage discussion about differences and similarities within the group.

Materials

- “Diversity Autograph worksheet” (enough copies for each participant)
- Pencils or pens

Time

- 15 minutes

Often, diversity is thought of simply as “being different.” This activity will help participants recognize the complexity of diversity.

1. Hand out the “Diversity Autographs worksheet” to participants (or make up your own!)
2. Ask participants to get as many autographs as possible by finding someone who has done what is written.
3. Encourage participants to get different autographs for each item by talking to everyone in the group. Tell them it might be interesting to get details.
4. Give the participants about 10 minutes and then call them back.
5. Debrief by sharing and discussing feelings and perceptions once everyone has finished completing their sheets. Emphasize the importance of valuing and respecting differences. Consider having a prize for the person who collects the most signatures.

Diversity Autographs Worksheet

Instructions

1. Talk to other participants. Ask them if they can answer “yes” to anything on the list.
2. If they can, ask them to autograph next to their “yes” question.
3. Get as many autographs as possible, with a different autograph for each question!

Is of multi-heritage _____

Was raised in rural community _____

Has an Oma _____

Has had his name mispronounced _____

Experienced being stereotyped _____

Does not supervise anyone at their place of work _____

Is/was encouraged to attend college or university _____

Knows what a “sancocho” is _____

A family member or someone they know has been incarcerated _____

Has a physical disability or impairment _____

Was called names because of his race or sexual orientation _____

Attended summer camp _____

Has spoken out against a racist joke _____

Regularly sees members of his ethnic group on television _____

Not Myself

Objective

- To raise awareness among trainees about stereotypes and exclusion.

Materials

- Flipchart paper and markers
- Highlighters, pens or pencils
- Sheets of paper (enough for each participant)

Time

- 20 minutes

This activity works best when it is sustained throughout a workshop session.

1. Handout a sheet of paper to each trainee.
2. Ask them to brainstorm a list of specific characteristics about themselves that they feel really good about. Let participants know that they will not have to share their lists. Give trainees about 5 minutes to do this.
3. Once everyone has finished, ask each trainee to highlight one characteristic from his list that he feels most identifies him, the thing that is most important to whom he is as a person.
4. Explain to trainees that for the rest of the session, (or another set period of time), they will not be able to be that characteristic. They cannot express that part of themselves.
5. Give some examples: someone who is talkative must be quiet; someone who is outgoing has to be shy; someone who is serious has to be funny, and so on.
6. Continue with the rest of the workshop's activities.
7. At the end of the session, discuss with trainees how they felt. Use the following questions to help facilitate a discussion:
 - How did it feel to be limited in expressing who you are?
 - What are the consequences of feeling limited?
 - Does this happen in real life?
 - What prevents people from revealing or expressing who they are?
 - How might this lead to violence?

Variation

Instead of not being able to express this quality or trait, ask trainees to wrap an elastic band around their wrists each time they do express it. Continue with the rest of the workshop activities. At the end of the session, ask trainees to notice how many times they have been able to be themselves. Facilitate a discussion around how trainees would feel if they were unable to express their chosen quality or trait. How might this lead to violence?

Train the Trainer

Section 7:

Activities

Feelings and Fears

Objectives

- To give trainees an opportunity to bring up feelings and fears around facilitation in an anonymous manner.
- To discuss and address these feelings and fears around facilitation.

Materials

- Index cards (blank)
- Hat or basket
- Flipchart and markers
- Pens and pencils

Time

- 20 – 30 minutes

This activity works well as an opening activity on workshops that will focus on training trainers on facilitation skills.

1. Begin the activity by doing a check-in round. Ask trainees: what are your feelings about facilitating a workshop?
2. Place index cards and pens or pencils in the middle of the group. Ask each trainee to write any questions or fears they have about facilitating on the index card. Tell them to not write their name on the card.
3. When they have finished, ask them to put the index cards in a hat or basket.
4. Shuffle the cards, and place the hat or basket in the middle of the table.
5. Explain to the trainees that everyone will take a turn, read out a problem, and then the group will talk about the issue or concern.
6. For each problem or concern, write out the issues on the flipchart, as well as some helpful suggestions and resources.

Consider returning to this flipchart at the end of the workshop. Have all the fears been addressed? How do trainees feel now about their abilities to facilitate a workshop?

Fantastic Facilitators

Objectives

- To discuss what makes a good facilitator.
- To provide trainees with an approach to facilitation.

Materials

- Flipchart and markers

Time

- 20 minutes

Facilitation is not about lecturing or simply providing information. The role of the facilitator is to evoke participation, encourage discussion and ‘make easy’ for participants to build on their knowledge, attitudes and skills. For more information, read the material provided in the Facilitator’s Manual under Section B.1: “Facilitation Information”.

1. With your marker, divide the flipchart into two columns. Leave enough space at the top of the flipchart.
2. As a group, brainstorm the qualities and behaviours that make a good facilitator. Ask trainees:
 - What makes a good facilitator?
 - What does a good facilitator do?
 - How does a good facilitator behave?
3. Write the answers in the left column.
4. Next, brainstorm the qualities and behaviours that make a poor facilitator. Ask trainees:
 - What are the barriers to effective facilitation?
 - What makes a poor facilitator?
 - What does a poor facilitator do? How does he behave?
5. Write the answers in the right column.
6. Use the information on the flipchart to talk about what makes a good facilitator.
 - Explain that facilitators guide and encourage group members to solve problems, share ideas, develop skills, gain new levels of understanding, fulfill goals, and make decisions in a non-stressful, positive and even creative way.
 - Discuss with trainees how such an approach is different from teaching or informing. The activities in The Man to Man are designed to educate, and to support. The process of facilitation is about creating an environment to realize these purposes, and thereby empower participants to prevent sexual aggression.

Speech, Speech!

Objectives

- To discuss tips for effective public speaking.
- To practise public speaking.

Material

- Index cards
- Flipchart and markers
- Pen, pencils and paper pads

Time

- 25 – 30 minutes

Public speaking is a great fear for most people. This activity aims to help trainees overcome their fears by giving tips for public speaking and by giving trainees the opportunity to practice public speaking in a warm and friendly environment.

Before the Workshop

1. Write a speech topic on separate index cards (see suggestions below or make up your own.) A number of these topics are based on sexual or intimate subject matter. These topics have been chosen because *Man to Man* facilitators are often asked questions that are sexual or intimate in nature. Consequently, facilitators need to be able to discuss such subjects in a group without feeling embarrassed.
 - Oral sex / Blow jobs
 - Masturbation
 - Body piercings
 - Strip clubs
 - Consent
 - A video game
 - Condoms
 - Women's menstrual cycle
 - Anger
 - Vacuuming
2. On a flipchart, write the following tips for effective public speaking. Leave room under each point to write comments and suggestions.

Tips for Public Speaking

Know your audience	Never read
Know your material	Be aware of body and voice
Don't apologize	Make eye contact
Use visual aids and examples	Use key points
Visualize the workshop	Encourage discussion

Launching the activity

1. Ask trainees how they feel about public speaking and facilitation. Explain that you will be helping trainees to overcome some of their fears around public speaking in this activity.
2. Bring out the flipchart and talk about the “Tips for Public Speaking.” Ask trainees to comment on their public speaking experiences. Ask for their personal tips. Write these on the flipchart as well.
3. Explain to trainees that they will be giving a quick one-minute speech. The purpose of the exercise is to practice the “Tips for Public Speaking” so that trainees may feel more comfortable in front of groups.
4. Pass out index cards, a piece of paper, and a pen to each person. Give the participants 3 minutes to make quick notes on their speech.
5. Ask for a volunteer to start off the speeches. Ask the other trainees to note the positive things the speaker does during his speech. The trainees can write these comments on the back of their piece of paper.
6. When all the speeches are finished use the following questions to debrief the activity. Write comments and suggestions on the flipchart.
 - How did you feel before, during, and after you gave your speech?
 - What were your fears?
 - What tips did you find most useful?
 - What makes a speech more interesting?
 - Why is it important for facilitators of self-protection programs to feel comfortable talking about sexual and intimate subjects?
 - What three things can you do before a workshop to calm your fears about speaking in front of a group?

Communicating Effectively

Objectives

- To examine how two-way communication (reflecting, asking questions) is better than one-way communication (lecturing).
- To demonstrate how visuals are important when presenting information.
- To practice communicating effectively.

Materials

- Pens or pencils and paper for each participant
- Flipchart and markers

Time

- 30 minutes

Do trainees feel they communicate effectively? This widely adapted exercise illustrates the importance of clear, detailed and effective communication.

Before the Activity

1. Photocopy “Drawing 1” and “Drawing 2” on two separate sheets of paper.

Launching the Activity

Part 1

1. Ask for a volunteer. Tell that person that he will be describing something to the group. The rest of the group will draw what he is describing, but will not be allowed to ask questions.
2. Hand the volunteer “Drawing 1”. Tell him he can describe it in any way he wishes.
3. After the trainees have finished drawing, ask the volunteer to show the rest of the group what they were supposed to draw.
4. Compare this with what the trainees drew. Ask trainees:
 - Does anyone’s drawing look like the original? Why not?
 - Is anyone frustrated? Why?
 - What would have made this exercise easier?
 - Would it have been easier if the trainees could ask questions?
 - How could these suggestions be applied to a workshop to make the workshop more interesting and easier to understand?

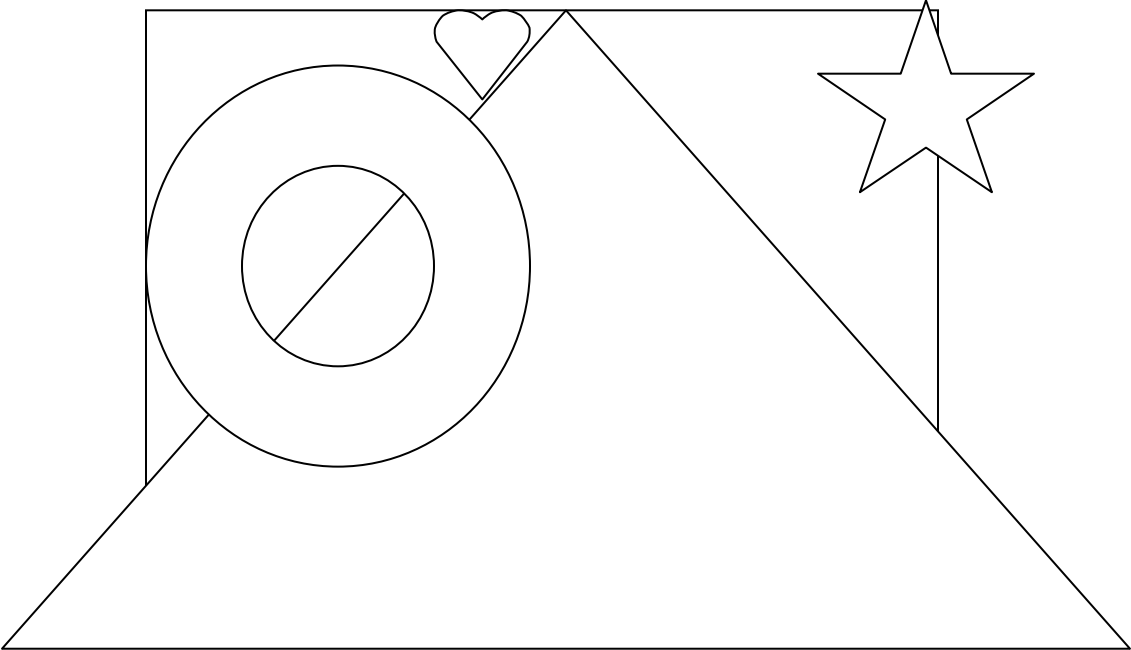
Part 2 (Optional)

1. Ask for another volunteer. Give the volunteer “Drawing 2”. Tell the rest of the trainees that they are allowed to ask questions.
2. After the trainees have finished drawing, ask the volunteer to show the rest of the group what they were supposed to have drawn.
3. Talk to the group about the second exercise.
 - a. Was it easier this time?
 - b. Did being able to ask questions help?
 - c. Were the drawings any closer to the original time?

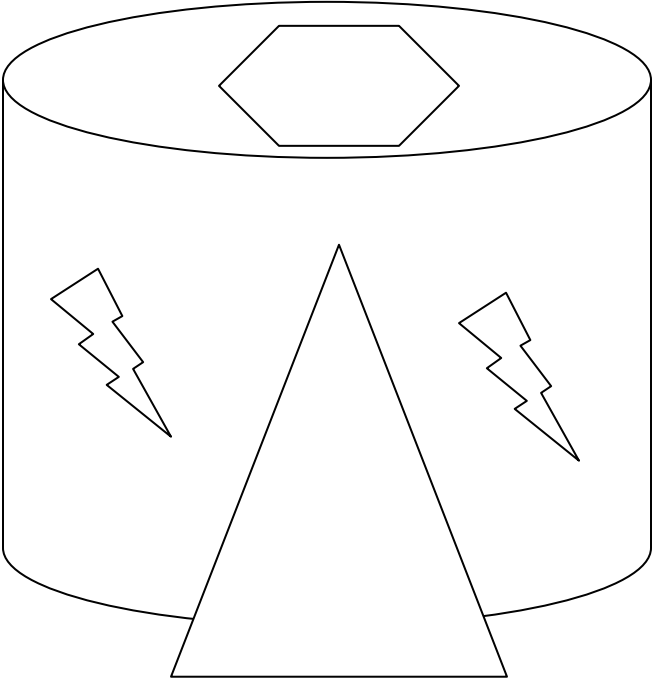
Variation

A fun (but potentially messy) alternative to this activity is to ask trainees to make a peanut butter and jelly sandwich. If you try this alternative, check for allergies first.

Drawing # 1



Drawing # 2



I Hear You

Objectives

- To discuss active listening.
- To practice active listening skills.

Materials

- Flipchart and markers

Time

- 20 minutes

Actively listening is an important part of communicating effectively.

Before the activity

- On two flipchart sheets, write the following points about active listening.

Steps in Active Listening

A sends a message.
B concentrates fully on what is being said.
B states what he has understood.
A either agrees with B's interpretation or, if not, repeats the message.
This process is continually repeated until understanding by both parties has been achieved

Tips for Active Listening

Maintain eye contact
Be empathetic
Avoid criticism or judgements
Reflect understanding by:

- Asking questions
- Summarizing
- Paraphrasing

Launching the activity

1. Use the information on the flipchart to talk to trainees about active listening. Brainstorm the key points and discuss what works and doesn't work when it comes to listening effectively.

2. Ask trainees to pair up.
3. Explain that each person will take turns being the speaker and being the listener. Ask the group to discuss one of the following topics with each other:
 - Some of my favourite things...
 - Ten years from now...
 - When I am alone, I usually...
 - I am happiest when...
4. Encourage trainees to practice active listening tips.
5. Debrief the activity by asking the group:
 - How do you know you are being heard?
 - In what non-verbal ways did you show the speaker you were interested in what he was saying?
 - What does it mean to be empathetic?
 - What is it like to put yourself into someone else's shoes?
 - When it is appropriate to ask questions?
 - What questions worked best? Why?
 - How difficult was it to paraphrase?
 - What did it feel to have someone reflect back your feelings and thoughts?

Group Dynamics

Objectives

- To learn about group roles.
- To practice facilitating groups.

Materials

- Index cards with different group roles on each card
- Paper and pens for the observers
- Flipchart and markers

Time

- 40 minutes

Generally, people play roles in groups. The following activity will help trainees identify and learn to facilitate different group roles.

Before the Activity

1. Review the information on “Group Dynamics” and “Group Roles” found in Section B.3 of the Facilitator’s Manual.
2. On the first sheet of flipchart paper, write some basic information about groups and group roles.
3. From “Group Roles”, choose which of the group roles you want trainees to experience. If you have 6 participants choose 5 roles plus a facilitator.
4. Write the roles you chose on separate index cards. (An example is given below).

- You are an INITIATOR... someone who offers new ideas and other ways to look at things.
- You are an ENCOURAGER... someone who uplifts the group and includes people who haven’t spoken.
- You are a FOLLOWER... someone who goes along with the group and hardly says anything.
- You are a BLOCKER... someone who is negative, stubborn, and resistant to new ideas or certain persons.
- You are a SPECIAL INTEREST PLEADER... someone who advocates (sometimes aggressively) on behalf of a cause or group.

The final card should say

- You are the FACILITATOR... someone who wants each person to learn from the group discussion and who wants to make sure the main points are understood.

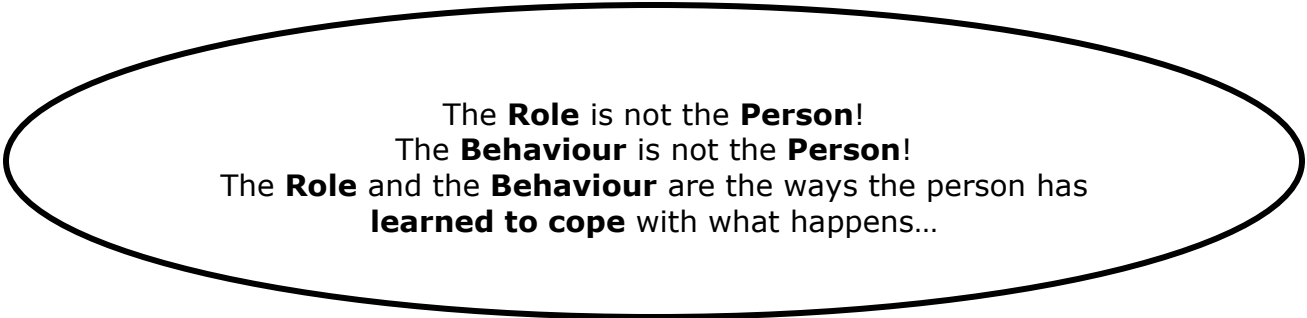
5. Avoid including yourself in the role-play because trainees will have a difficult time forgetting that you are the facilitator.
6. Choose a subject for the group to talk about and write it down on index cards (these index cards will be given to “the Facilitator”). Here are some options but feel free to create your own:
 - Sexual assault myths. Write down 5 or 6 myths from Module 1 “Sexual Violence” in the Workshop Manual and tell the facilitator his job will be to read out the myths and ask for examples.
 - The importance of involving men in preventing sexual violence.
 - The difference between assertive and aggressive behaviour.
 - The importance of consent for a healthy relationship.
7. Write this quote on the second piece of flipchart paper:

The Role is not the Person!
The Behaviour is not The Person!
The Role and the Behaviour are the ways the person has *learned to cope* with what happens...

Launching the Activity

1. Ask the group to form a tight circle.
2. Talk to trainees about group dynamics and group roles. Use the flipchart.
3. Explain that the group is going to role-play a group discussion with a number of “group roles.”
4. Ask for a volunteer to play the facilitator.
5. Pass out the other roles randomly and tell trainees not to disclose their role to the others. Tell them you will give them a couple of minutes to think about how they are going to “act” their role out.
6. Give the facilitator his index cards (the subject of the group discussion) and answer any questions he may have.
7. Step out of the circle and explain to the group that you will be an observer and will give feedback on what you see after they have finished.

8. Ask the facilitator to begin. If the facilitator appears to be having some problems don't jump in right away. Some of the other members of the group may help out. However, if you can see the facilitator's frustration rising stop the role-play and suggest that this is a good time to stop and talk about what is going on.
9. If the discussion goes well, wait and stop the exercise when you think each person has indicated what role they are playing.
10. After the exercise is over go around the group, one by one, and ask for each person's commentary.
11. Make your comments as an observer. Be sure to give positive comments about how the facilitator handled particular participants.
12. Other questions to ask are:
 - How did it feel to be the facilitator?
 - How did it feel to be playing each behaviour?
 - Do the trainees have any fears around facilitating groups?
 - There are always a couple of group behaviours that are more difficult than others. Determine which of these were the most problematic and brainstorm (on a flipchart) how best to handle these. (NOTE: Keep the facilitator's manual nearby and open to the information on groups – it has information on how to handle difficult group behaviours.)
13. End with the following quote on the flipchart:



The **Role** is not the **Person!**
The **Behaviour** is not the **Person!**
The **Role** and the **Behaviour** are the ways the person has
learned to cope with what happens...

Train the Trainer

Section 8:

Disclosure and Basic

Counselling

Helping

Objectives

- To learn the basic skills of a helping relationship.
- To practice the basic skills of a helping relationship.

Materials

- Flipchart and markers
- Role plays on separate index cards

Time

- 60 minutes

This activity offers a step-by-step process for learning and practicing the basic skills needed in a helping relationship. For trainees with low literacy, the facilitator could read the scenarios rather than giving trainees the index cards to read.

Before the Activity

1. Read Section B.5 “Disclosure and Basic Counselling” of the Facilitator’s Manual. It will give you background information on the helping relationship and provide you with information on the basic skills of counselling
2. Write each one of the following counselling skills and some of their key points on a separate piece of flipchart paper (see examples below):
 - Listening
 - Empathy
 - Showing Support
 - Responding
 - Questioning
 - Problem Solving

Listening

Why is listening important?

To listen effectively:

- Face the speaker
- Adopt an open posture
- Lean towards the speaker
- Maintain eye contact
- Try to be relaxed
- Avoid judgements

Responding

What is responding?

Effective ways to respond are:

- Reflecting
- Probing
- Summarizing

3. Write or print the following role-plays on index cards. Make enough copies of each for half the number of trainees (for example, if there are eight trainees, make 4 copies of each role play).
- a. You are a father. Your daughter was sexually assaulted by her uncle (your brother) a year ago. Your daughter is in counselling and has improved a great deal, but you feel overwhelmed, distressed, and unable to cope with life. Your brother keeps calling, wanting to patch things up with the family.
 - b. You are 19 years old. At a summer camp last year, your coach invited you over after curfew for a movie night. The movie turned out to be a pornographic movie. You felt weird about it and were going to leave, but he laughed at you, saying you should like it. He was aroused and forced you to touch him. You haven't told anyone because you worry that it may have been your fault.
 - c. Your best friend uses violence against his partner. He regularly beats her and rapes her. You are the only one who knows. You have noticed that the violence is getting worse. You are very worried about your friend's partner.
 - d. You are in your early forties. You were sexually abused as a child. You have been to counselling and feel good about how far you've come, most of the time. You came to this workshop because you want to become more socially active, and feel it is your duty to inform other men that they don't have to "tough it out" in silence. This is why you disclose.

- e. You are 25 years old. You were sexually assaulted when you were 16 by a group of boys because you came out as being gay. You are still upset about the situation, but have not told anyone for fear that they may perceive you as weak. You feel you can finally tell your story to this group because everyone seems so supportive.

- f. You are 16 years old. After school you were home alone when your older sister's friend showed up at your house. You have had a crush on her for years. The two of you were playing video games when she started kissing you. You were very happy until she became aggressive. She forced you to have sex with her. You haven't told anyone about it, you are not sure what you should do.

Launching the Activity

Explain that you will be going over the 5 basic counselling skills to help facilitators handle disclosures. Tell them they will be: Listening, Empathy, Showing Support, Responding and Problem solving.

1. Display the flipchart page "Listening." Brainstorm the key points and discuss what works and what doesn't when it comes to listening effectively. Ask the group to practice the skills by pairing up and asking each other about the last time they laughed until they cried. Walk around as the trainees practice. Encourage their listening skills, point out effective skills and gently comment on points of improvement. Give the group 5 minutes.

2. Display the flipchart page "Empathy." Brainstorm the key points and talk about how you know when a person is being empathetic. To practice empathy, ask the trainees to partner with a different person. One trainee will answer a question while the other listens with empathy. Remind them of the listening skills from the last exercise. The questions are: What do you look forward to as a facilitator? What do you fear as a facilitator? Give the trainees 5 minutes.

3. Display the flipchart page "Showing Support." Brainstorm key points and ask trainees how they feel most supported. Write these on the flipchart. Ask the participants to practice giving support to each other by acting out a role-play. Divide the participants into two groups. Hand out Role-play A to one group and Role-play B to the other group. Ask the trainees to partner up with someone who doesn't have the same role-play as he does. Ask the trainees to practice being supportive by using all the skills they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish.

4. Display the flipchart page "Responding." Brainstorm key points. Ask the participants to practice responding to each other by acting out a role-play. Hand out Role-play C to half of the trainees, and a Role-play D to the other half of the trainees. Ask the trainees to partner up with someone who doesn't have the same role-play as he does. Ask the trainees to practice responding by using all the skills they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish the second role-play.

5. Display the flipchart page “Problem Solving.” Brainstorm key points. Talk about the most effective problem solvers. Do they try to fix the problem? Or do they give options and talk about consequences of each? Write suggestions on the flipchart. Ask the participants to practice problem solving by acting out a role-play. Hand out Role-play E to half of the trainees, and Role-play F to the other half of the trainees. Ask the trainees to partner up with someone who doesn’t have the same role-play as he does. Ask the trainees to practice problem solving by using all the skills and suggestions they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish the final role-play.

6. When the trainees have finished, bring the group back together and talk about common feelings and experiences.

Handling Disclosures

Objective

- To practice responding to a disclosure of male victimization in a workshop setting.

Materials

- Role plays written or printed on index cards
- Flipchart and markers

Time

- 15 – 30 minutes (depending on how many scenarios you choose to do)

This activity gives trainees the information and skills needed to handle a disclosure in the middle of a workshop.

Before the Activity

1. Read Section B.5 “Disclosure and Basic Counselling” in the Facilitator’s Manual. It will give you the background information on disclosure and the fundamental skills of a helping relationship
2. On a flipchart, write the following important points about disclosure during a workshop:

If a participant discloses during a workshop:

1. Don’t interrupt him.
2. Let him know that:
 - ❖ You believe him
 - ❖ You are glad he brought it up
 - ❖ You are available to talk about it further during the break
3. Keep personal feelings and opinions to yourself.
4. Move the group’s focus away from the disclosure.

3. Write out or print the following scenarios on index cards:
 - a. You are in your mid thirties. Your uncle sexually assaulted you when you were 8. You never told anyone about it. This workshop has made you think you might want to do something about it now.

- b. You say that your coach recently raped your friend. In reality, you were raped by your coach but haven't told anyone and worry that you might be perceived as gay.
- c. Five months ago, you were walking home from the bar and 4 guys cornered you and sexually assaulted you. You feel you can finally tell your story because this group seems so supportive.
- d. You are 15 years old. At a summer camp last year, your coach showed you sexually explicit material and forced you to touch him. You haven't told anyone because you worry that it may have been your fault.

Launching the Activity

1. Reveal the flipchart. Discuss with trainees the important responses to handling a disclosure.
2. Ask the trainees to form a circle.
3. Explain that one person (who volunteers) will be given a disclosure to act out.
4. Decide if you want to be the facilitator (to demonstrate how to respond to a disclosure) or, if the trainees feel confident enough, trainees may volunteer to act as the facilitator. Let trainees know that there is no perfect way to handle a disclosure. If you are going to play the facilitator, consider purposefully missing something then asking trainees what you missed at the end.
5. Ask for a volunteer. Give the volunteer one of the roles. Inform the trainee with the role-play that he may begin whenever he feels is appropriate.
6. Begin a discussion about consent. Ask the group to give examples of ways to know that the person you are with does not feel pressured into any sexual activity. Keep the discussion going until the volunteer discloses. Handle the disclosure then return to the discussion about consent.
7. Debrief by asking the following questions:
 - How did it feel to be the facilitator handling a disclosure? What were you comfortable doing? What was difficult?
 - What did you hear the person disclosing saying/asking? What was he feeling? What were his needs?
 - How did it feel to be the one disclosing? Did you feel heard? Were your needs met?
 - What did other trainees observe and hear? What worked? What didn't?
 - Has anyone had experience handling a disclosure? What was that like?

Train the Trainer

Section 9:

Stressors and Self Care

Difficult Questions

Objective

- To prepare trainees for difficult questions.

Materials

- “Difficult Questions” (from the Facilitator’s Manual) written on individual index cards
- Long necked bottle
- Flipchart and markers

Time

- 30 minutes

Sometimes difficult questions are asked. Responding to them can be challenging (especially when they are asked with a hostile tone). This activity helps trainees prepare responses to common difficult questions. One of the benefits of this exercise is that it allows trainees to hear different response styles. From these options a trainee may choose what style or response suits him best.

Before the Activity

1. Read Section B: “Workshop Facilitation” in the Facilitator’s Manual. It will give you the background information on difficult questions and challenging respectfully.
2. On the flipchart, write suggestions for responding to difficult questions.
3. Write out or print a different difficult question on a separate index card.

Launching the Activity

1. Ask trainees to sit in a circle.
2. Talk to trainees about difficult questions. Use the flipchart to give suggestions on how to respond to them.

3. Place the index cards with difficult questions face down on the table.
4. Place the long necked bottle in the middle of the group.
5. Explain that the bottle will be spun. When the bottle stops, whomever the base of the bottle is facing will ask the difficult question and, whomever the neck of the bottle is facing will answer the question. Then, the bottle will be spun again.
6. Point out that there is no perfect answer and that the trainee may ask the group for help if he doesn't want to answer the question.
7. Begin the activity.
8. Discuss each question. Encourage their listening, responding and challenging skills. Point out effective skills and gently comment on points of improvement.

Healthy Debate

Objectives

- To identify what the trainees regard as the most important messages of a specific theme.
- To give trainees the opportunity to develop personal responsibility to issues regarding prevention

Materials

- Flipchart and markers

Time

- 40 minutes

This exercise will give trainees an opportunity to discuss and give their own understanding of some of the key issues or themes presented throughout this program. This activity works best when trainees have done some previous work discussing and learning about these issues and how they are used in this toolkit.

Before the Workshop

1. Choose one of the following statements and write it a flipchart sheet:

- As a group, women are oppressed because...
- As a group, men are privileged because...
- Men and women form relationships based on respect when...
- It is important to involve men and boys in preventing sexual violence because...
- Sexism is...
- Genuine equality is...
- Sexual assault myths are dangerous because...
- Gender stereotypes can lead to sexual violence by...
- Violence against women will only be eliminated when...
- Men and boys have many roles to play in violence prevention...

Launching the Activity

1. Divide trainees into small groups of 4 – 5 persons per group.
2. Explain that they will be debating a topic, but with a twist. Instead of arguing the pros and cons of a topic, each group must complete a statement that you will give them by brainstorming five responses that best fit the sentence. Let them know they will have 10 minutes to brainstorm.

3. Explain that once the groups have finished brainstorming, you will bring them back together to debate their answers. Let them know that each group will have 5 minutes to make the case for their answers.
4. Explain that after each group has made their case, they must together agree on the top three responses that best fit the statement.
5. To make this a more competitive activity, consider assigning a point system. Ask each group to prioritise their top five reasons. In doing so, they assign a point value to their reasons (for example, no.1 reason equals 5 points, no.2 reason equals 4 points, no. 3 reason equals 3 points, no. 4 reason equals 2 points, and no. 5 reason equals 1 point). Each reason that is selected by all as the top three best responses corresponds to a number of points for the group that presented it. The first small group to earn 7 points wins (consider having a prize, like candy).
6. Reveal the flipchart with the chosen statement and begin the activity.
7. Debrief by talking with the group about common experiences and feelings. Ask trainees:
 - Was it difficult to find 5 responses to complete the statement? Why or why not?
 - How did you feel debating with the other group?
 - What did it take to reach an agreement with others?
 - What is the difference between silently agreeing with the reasons for an issue and articulating one's position in public?

Hot Moments

Objectives

- To prepare trainees for how to challenge respectfully.
- To practice responding to controversial or difficult issues.

Materials

- “Hot Moments” written on separate index cards
- Flipchart and markers
- Index cards

Time

- 40 minutes

During a workshop, hot moments occur when participants’ feelings – often conflicted – rise to a point that threatens learning. They can occur during a discussion of issues participants feel deeply about, or because of group dynamics. It is important that potential facilitators be prepared to effectively manage group dynamics as well as the discussion process.

Before the Activity

1. Read through Section B: “Workshop Facilitation” in the Facilitator’s Manual. This will give you the background information on handling difficult questions and how to challenge respectfully.
2. On a flipchart, write out the important points about handling difficult questions and challenging respectfully (an example is given below).

From “hot” to “teachable” in five steps

1. Listen actively
2. Check your feelings
3. Don’t avoid the issue
4. Challenge respectfully
5. Encourage discussion

3. Select a few examples from the hot issues listed on the next page (or create your own). Write out or print each hot issue on separate index cards. Make enough copies of each for half the number of trainees (for example, if there are 8 participants, make 4 copies of each hot issue).

Launching the Activity

1. Display the flipchart. Discuss each point, focusing on the importance of turning a hot issue into an opportunity for participants to come away with increased understanding.
2. Explain to trainees that are going to practice managing a difficult issue by acting out a role play, using the skills and points from the flipchart.
3. Ask for 4 volunteers: 2 to role play the issue, and 2 to role play facilitating the discussion. Tell the rest of the group that their role is simply to observe the role play.
4. Handout the index cards with the same role-play on it to the trainees.
5. Tell the trainees who will role play the scenario to begin a conversation with each other, using every argument they have ever heard as if they truly believed this viewpoint. Tell the trainees who will facilitate the discussion to listen carefully, and to address the issue at hand by using the challenging and responding skills. Let them know they will have about 5 minutes to do this.
6. Begin the role play.
7. When you feel the trainees have effectively handled the hot moment, stop the role play, thank the volunteers, and debrief as a group. Talk about common feelings and experiences. Consider writing down some fears or stressors for trainees on the flipchart. Also write down specific tips for facilitators.
8. If time permits, ask for other volunteers and do another role-play.

Examples of Hot Issues / Scenarios

Racism

“There are genetic differences between white people and other people, that’s why we are simply not equal.”

Homophobia

“I am not homophobic but there’s no need to flaunt it. Can’t they just be what they are and keep quiet?”

Anti-feminist

“Those femi-nazis are all just man-haters. What they need is a good lay.”

Discrimination

“They’re taking all our jobs and neighbourhoods. Why don’t they just go back where they came from?”

Anti-disabled

“They make me feel awkward. I don’t feel like eating. Why do they come to restaurants when they can’t even feed themselves?”

Sexism

“I don’t think the wage gap is that unfair; as soon as a woman gets into a decent job she’ll take off and have a baby anyway.”

Pornography

“Not all pornography is degrading. Some of that stuff is just typical male fantasies.”

Classism

“People on unemployment are all losers. There are plenty of jobs around – they’re just too lazy or stupid to get them.”

Prejudice

“No wonder there is so much poverty and abuse in First Nations communities. All they do is drink and gamble.”

Sexual Harassment

“Some women are just too sensitive and can’t appreciate a joke or a compliment.”

Entitlement

“I work my butt off all day and when I come home I expect a little peace and quiet. Is that so much to ask for?”

Myths

“Some women like it a little rough. But then they cry ‘rape’ just to get back at a guy.”

Are You Burned Out?

Objective

- To help trainees assess their personal level of burnout and self-care needs.

Materials

- “Are You Burned Out?” worksheet (copies for each trainee)
- Pens or pencils
- Flipchart and markers

Time

- 25 minutes

Burnout is defined as emotional and physical exhaustion, coupled with a sense of frustration or failure. To avoid burnout, potential facilitators need to recognize the warning signs of burnout and take care of themselves.

Before the Activity

1. On a flipchart, write out some symptoms of burnout:

- Chronic fatigue, unstable sleeping
- Being easily moved to anger or tears
- Increase use in tobacco, alcohol, caffeine
- Frequent aches and pains
- Loss of motivation
- Withdrawal from friends and family
- Lowered level of performance

Launching the Activity

1. Pass out “Are You Burned Out?” to each trainee. Give them about 5 minutes to answer the questions. Let them know they will not have to share their answers.

2. When trainees have finished, use the flipchart to discuss burnout and its warning signs. Ask the group:

- Were you surprised at your answers? Concerned?
- What does it feel like to experience burnout?
- Why is burnout a factor to consider when facilitating prevention workshops?
- How can a facilitator avoid burnout?

3. Talk to trainees about self-care. Explain that self-care is the key to preventing burnout. Ask the group:

- What are some different self-care ideas?
- What stops you from taking care of yourself?

Are You Burned Out? Worksheet

Think back over the past three months and answer the following questions.

How often have you experienced these symptoms?

0 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often

1. Have you found it difficult to enjoy yourself, have fun, and relax?
2. Do you feel tired in a way that rest or sleep doesn't relieve?
3. Do you feel you are accomplishing less than you usually do?
4. Do you feel more upset, cynical or negative about things you used to feel positive about?
5. Do you prefer being by yourself most of the time? Away from friends, family, or coworkers?
6. Do you feel a general sadness or emptiness inside?
7. Have you been more likely to get sick lately (colds, flu, allergies)?
8. Do you frequently forget things or become confused?
9. Do you find yourself more irritable or angry than usual?
10. Do you have physical symptoms of stress (insomnia, stomach aches, headaches)?

Scoring

- 0 – 15 Keep up your self-care. You seem to be doing well.
- 16 – 25 Step up your self-care. You may be a candidate for burnout.
- 26 – 35 Make changes now. You may soon experience burnout.
- 36 – 50 Take action immediately. Your health and well-being are in danger.

Adapted from "In the Tiger's Mouth" by Karen Shields, 1994

Man to Man

A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault

Facilitator's Manual

Facilitator's Manual

Section A:

Workshop Planning and Evaluation

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Facilitator's Manual

Section A:

Workshop Planning and Evaluation

What to Consider When Giving a Workshop

You may be invited to give a workshop to a group or organization. Below are a few questions to consider before you agree to give a workshop.

Who is requesting the workshop?

This is an important question because different groups require different presentation styles. For example, although the subject matter may be the same, a religious group may prefer a presentation style that is different from the style given to students in a high school setting.

Who are the participants?

Knowing specifics about who your participants are will help you better prepare for the workshop. Ask: what is the average age? Are there *known* sexual assault perpetrators in the group? Does any participant have a disability you need to be aware of? What type of group is it? (For example, active, curious, quiet). Do the participants know each other well? Is it an ongoing group? If so, how often do they meet? What format do they typically follow? (For example, a lecture format, casual discussion).

Will another facilitator be there?

Sometimes a group may already have a facilitator of their own. It is important to know whether this facilitator will be present when you are giving your workshop. A facilitator who is familiar with the group may want to jump in and lead the group as well. Ask the other facilitator if he or she will participate, and if so, will he or she be participating as a co-facilitator or a participant?

What does the group want from this workshop?

Ask what the group wants to learn. If the representative of the group doesn't know, ask him or her to speak to the group and get back to you. It is much easier to plan a workshop and set objectives with some guidance from the group. Also, avoid repeating any information that participants may already have heard. Ask specific questions such as: has the group talked about expressing emotions? Consent? Sexual Assault myths?

Time? Date? Place?

Confirm the time and date of the workshop as early as possible. You will also need to know what the space looks like. What is the seating arrangement? Is there a flipchart?

Planning for Success

As a general rule of thumb, it takes six to eight weeks to plan a successful workshop. The steps to do so are outlined below.

Six to eight weeks prior to workshop:

- Set objectives.** Write out objectives for the workshop. To determine your objectives, ask yourself: what do I want the participants to learn? Also, identify the maximum and minimum number of participants needed to ensure that your objectives are met.
- Plan your budget.** The budget should include all costs that will help you meet your objectives. Refer to “Budgeting” for more information.
- Choose a workshop date.** When considering a date, keep in mind holidays, sporting events and even television shows that may dissuade participants from attending.
- Reserve a site.** There are a number of things to consider when choosing a location. Refer to “Selecting a Site” for more information.
- Choose your facilitator(s) and create an agenda.** Keep in mind that a facilitator must create a warm environment that encourages discussion and reflection. Plan an agenda that is flexible and considers your objectives. Refer to “Creating an Agenda” for more information.

Four weeks prior to workshop:

- Find participants.** Identify potential participants and send out announcements or invitations. Give a deadline for registration or enrolment.
- Advertise.** First, decide how you want to advertise for participants and what your key message(s) will be. Then, put up posters or submit newspaper ads.
- Gather materials.** Be well prepared by reserving any equipment and supplies you will need for the workshop.

Two weeks prior to workshop:

- Order refreshments.** Determine what refreshments and/or food you will need and how these will be provided. Check for food restrictions. Order from a caterer if needed.
- Prepare for the workshop.** Review the facilitator's information that pertains to your workshop. Be prepared for difficult questions. Consider practicing in front of friends or co-workers, or doing a "dry run" with a co-facilitator.
- Print out handouts and evaluation forms.** Select and print out the handouts that you want to give to participants. Make a few extras. Put the handouts in folders. Create and print your evaluation forms.

One week prior to workshop:

- Confirm participants' attendance.** Place a reminder phone call or e-mail and introduce yourself to those who have registered.
- Confirm venue.** Ensure that the venue and/or room are booked for the correct date and time.

Day of the workshop:

- Arrive early.** Keep in mind that some participants might arrive ahead of time. Test any equipment you are using. Set up name tags, refreshments and any materials participants may need ahead of time.
- Set up.** Arrange the room in a manner that promotes discussion and that distributes power equally between the facilitator and the participants. To build rapport, personally greet each participant as they arrive.

After the workshop:

- Evaluate.** Debrief with your co-facilitator about what worked well and what didn't. Review your workshop goals and note changes for the next time.

Scheduling

They say timing is everything. When planning when to have your workshop, consider the following factors:

- Vacation periods (Spring, August, December)
- National and religious holidays
- National or local events (Olympics, Community Days, sports)
- Rush-hour traffic (morning and evening)
- Labour strikes (especially public transport)
- Winter weather (November to March)
- Television programming (popular shows)
- Childcare

Here are the best months and days of the week to have a workshop. They are listed from most effective to least effective.

Months	Days
January	Wednesday
September	Saturday
October	Thursday
March	Sunday
April	Tuesday
June	Friday
November	Monday
February	
May	
July	
December	
August	

Finally, when scheduling a workshop consider the time of day that will best suit your participants. Keep in mind that many people have a post-lunch energy level dip. At that time there is a greater tendency to fall asleep, and performance may be impaired. For other people, however, this energy dip and rise occurs earlier in the morning. To balance these two extremes, experts suggest planning analytical work in the mornings, and memory-type work in the mid-afternoon.

Budgeting

Workshops can be expensive. Here are a few things to consider in a budget:

Advertising

- Will you be advertising your workshop?
- What methods will you use? (For example: posters, newspapers, public service announcements).
- What will each cost?

Office and Workshop Space

- Will you be renting a workshop space?
- Could this space be donated?
- Will you need a fax machine, computer, or photocopier?

Supplies

- How many handouts and evaluations will you need?
- How many pens, pencils and markers will you require?
- Will you be using a flipchart?
- Do you need additional materials such as scissors, yarn or glue?

Meals and Refreshments

- What beverages and food will you serve?
- How many participants are you providing for?
- Will you use a caterer or provide the food and refreshments yourself?

Transportation

- How will the facilitator get to the workshop?
- Is there long distance travel involved? If so, will you pay for mileage? Overnight accommodations?
- Are you able to offer transportation to participants?

Salaries or Honorariums

- Are facilitators volunteering or do they need to be paid?
- Are you able to offer participants an honorarium?

Accessibility

- Will the participants need interpreters (sign language, English to French, etc.)?
- Will you be able to offer childcare for men who need it?

Selecting a Site

When thinking about a space or venue for your workshop, keep in mind that the workshop will be more effective if:

- There is adequate and comfortable seating. Consider the age of the participants – teenagers may be okay sitting on pillows on the floor, but older men may not find it comfortable
- The seating is arranged in a circle so people can see each other
- There is a table
- The lighting isn't too harsh or dim
- Refreshments are readily accessible
- There are telephones in the vicinity
- There are washrooms in the vicinity
- A smoking area is available
- There is a comfortable and private small room for debriefing or peer counselling
- You have access to office space with a photocopier and fax machine

Use the following as a checklist to ensure that the site you are considering is as welcome, creative and functional as possible. Is the space:

- Centrally located?
- Easily found? Good signage outside and within the venue helps participants easily find the site.
- Able to accommodate your maximum number of participants?
- Roomy enough to spread out in, but not too roomy so that participants feel there is no privacy?
- Quiet, free from people walking by?
- Accessible?
 - Is the front entrance at ground level?
 - If the entrance has stairs, does it also have a service ramp or elevator?
 - Are the washrooms and public phones accessible to wheel chairs users?
 - Is the site close to a public transport stop?
- Equipped with a kitchen?
- Close to a washroom?
- Close to parking – preferable free, well lit and with designated spaces for persons with disabilities?
- Well ventilated? A freezing cold or humid room decreases participants' ability to concentrate.
- Confirmed? Call two or three days before the workshop.

Meals and Refreshments

When planning a full or even a half-day workshop, be aware that you will need to offer some refreshments such as juice or coffee, snacks and even a meal. A good guideline is that if the workshop is longer than 3 hours, food and beverages need to be present.

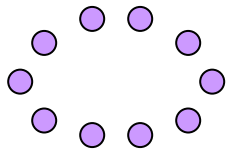
- If the workshop spans a mealtime, consider funding a group meal, giving enough time for participants to get something for themselves, or providing food. We highly suggest the latter. Eating together creates a community atmosphere and helps build trust.
- If you are providing food, contact participants in advance to ask about any food restrictions or sensitivities.
- Be sure to consider vegetarian diets, allergies, diabetes, heart conditions, and religious restrictions.
- To cover all bases, provide healthy choices and ensure that one quarter of the options are vegetarian.
- By providing healthy choices, you will also avoid the unnaturally high energy levels of less healthy sugary foods that are then quickly followed by energy levels crashing.
- If you are having the workshop catered, order food at least two weeks in advance, and reconfirm two or three days before the workshop begins. If you are renting a workshop space, the owners may insist on providing (and charging for) all meals and refreshments – ask about this before you book.
- If you have been fortunate enough to have a school or other facility donate space, you must leave it in spotless condition. Organize a clean up crew.
- Finally, on the day of the workshop, be at the location an hour before to get the coffee going, etc.

Layouts for Learning

Warm, safe and effective workshops begin with the area's physical layout (the arrangements of seating and work space). The layout should reflect your facilitation style. For example, if you want participants to collaborate in small groups, organize them around clusters of tables. Here are some ways to set up your workshop.

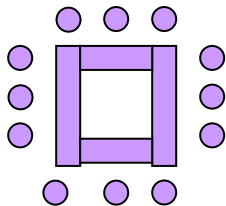
1. Circle

Seating the participants in a circle, without desks or tables, builds relationships and promotes discussion. If groups do not know each other, however, this layout may make some people feel exposed and uncomfortable. Some facilitators prefer to use a more formal layout at the beginning and the move to this grouping later one when people are better acquainted.



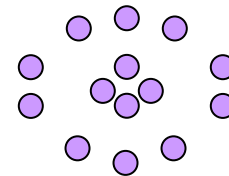
2. Square with table

This is an all-purpose setup that puts no particular person in a position of power. People will be able to see each other easily and will have a hard surface in front of them to write on. Plus, many people will feel less vulnerable with a table in front of them as opposed to sitting in an exposed circle.



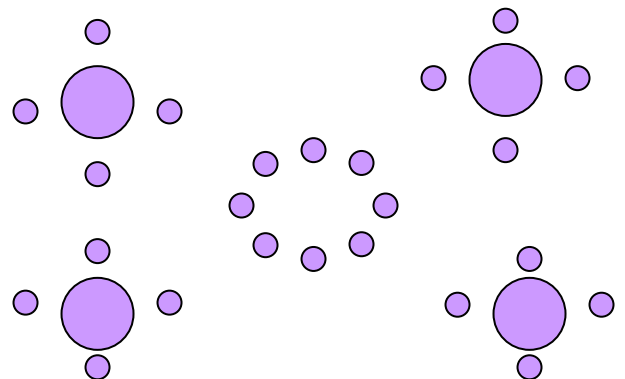
3. Group on group

Also known as a 'fishbowl', this arrangement allows some participants to observe other participants as they engage in an activity. This layout is helpful if you want participants to practice facilitating and receiving feedback from other participants.



4. Breakout groupings

If your workshop space is large enough, place tables and/or chairs in breakout groups to encourage group work or small group discussion. Do this in advance if possible. This setup can be noisy, so place breakout groups as far from each as possible.



Equipment Needs

Workshops for “Man to Man” do not require special equipment such as overhead projectors. The following lists the materials you will need to give a workshop:

1. Flipchart Easel and Paper

Keep in mind that blackboards are messy or may not be available. Flipcharts are easier to look at. Have your writing done, neatly, before the workshop begins.

2. Dark Thick Markers

It is preferable if you use a few different colours.

3. Handouts

Good handouts not only make the workshop experience more valuable, but also provide attendees with a reminder of the event. Handouts should be printed at least a few days ahead of time, and not at the last minute to avoid problems. It is a good idea to make more handouts than you think you might need – between 5 to 10 extra copies.

4. Pencils and Pens

5. Name tags

6. Index cards

7. Water and Glasses

8. Coffee, Tea and Juices

Some activities may call for additional tools or materials such as a ball of yarn, scissors or a coin. Always go through each of the activities thoroughly before the workshop in order to prepare the supplies you may need.

How to Create an Agenda

1. Determine the objectives.
Identify the goals of your workshop before you begin developing the agenda to ensure that your workshop is as focused as possible. Ask yourself: what do you want participants to know and do at the end of the workshop? When they leave, what do you want them to talk to their friends or co-workers about? Focus the agenda on a particular theme, for example: challenging sexual assault myths or emphasising the importance of consent.
2. Consider the participants.
How many participants will you have? What is the average age? Will the group know each other well? Will participants have special learning needs? Physical disabilities? Consider how the answers to these questions might impact the activities you choose.
3. Plan for participation.
Effective workshops require participant participation. Choose activities that are relevant to participants and that create an opportunity for the group to actively connect to the workshop's content. Give participants time to interact and share their knowledge and experiences. Debrief after each activity and note any issues, concerns or problems.
4. Assess group dynamics.
If the group know each other, they may be more comfortable sharing and working on more personal activities. If participants are meeting for the first time, you may want to start with activities that build trust to help participants feel more comfortable.
5. Consider the time of day.
Whether the workshop is in the morning, afternoon or evening, think about how people are feeling at that time of day. Will they be tired? Energetic? Hungry? In general, plan a 10 – 15 minute break for every hour and a half of sitting. Also, build in time for food and refreshments. Remember that food contributes to energy levels. When will you plan your refreshment breaks?
6. Weigh energy levels.
Keep in mind that the energy level of the group will change throughout the workshop. The group may be very active at first, then become quiet during the middle portion of the workshop. How will you read and respond to the energy level of the group? What types of energizers will you use should energy levels drop?

Sample Agendas

Workshop: Working Against Sexual Violence

Time: 9:00 am – 12 noon

9:00 am	Introduce ourselves, set the tone and explain agenda.
9:10 am	Ice breaker: Choices
9:20 am	Sexual Violence – Roots of Violence
9:45 am	Challenging Attitudes – Agree, Disagree, Unsure
10:25 am	BREAK
10:40 am	Consent vs. Coercion – Being Sure About Consent
11:00 am	Powerful Alternatives – Positive Power
11:30 am	Closing – Connecting for Change
11:45 am	Evaluations

Workshop: Gender and Media Awareness

Time: One hour

- 1. Introduce Ourselves (5 minutes)**
- 2. Gender Stereotypes (20 minutes)**
Activity: Typical Male?
Discuss gender stereotypes that set men and women up for sexual violence.
- 3. Media awareness (20 minutes)**
Brainstorm: what gender stereotypes are used in media?
Activity: Reel World (advertisements)
- 4. Review and wrap up (5 minutes)**
Handout: some facts to consider about media
- 5. Other Handouts (5 minutes)**
Understanding the Hype
Sexual assault pamphlet and resources

How to Advertise for Participants

1. Decide how you want to advertise for participants.

Consider the following options:

- Posters
- Newspaper advertisements (local and/or community)
- Television or radio advertisements (public service announcements, or PSAs)
- University radio stations and newspapers
- Billboards, newsletters
- Sports halls or venues
- Websites

2. Determine what needs to be said. Here are suggestions:

- Description of the workshop
- Motivational appeal
- Promise of training and support
- Contact information
- Logistics (date, time and place)

3. Here are some templates:

For a newspaper advertisement

Consider using the following format:

[motivational appeal] by [task] for [person or goal] for [time required] in/at [general location]. [Reward]. Training provided. [Any requirements/qualifications]. For more information call [name] at [organization] [phone number].

For example:

“Do You Want to Make a Difference? The Men’s Action Project is giving a sexual violence prevention and education workshop to any interested men in the community. For more information, call Shirley at The Fredericton Sexual Assault Crisis Centre, 454-0460.”

For a public service announcement

- Use letterhead
- Consider who will receive it (radio, print media) and keep this in mind when you are writing it. Does it sound good? Or look okay?
- Include: the date; the organization; contact name and number; a written example of the announcement (showing how you want it read or how you want it to look).

For example:

The Fredericton Sexual Assault Crisis centre is offering a prevention and education workshop for any interested men on January 20th, 2010. Call Shirley at the Centre (454-0460) for more information.

A Call to Men:

LOOKING FOR A FEW GOOD MEN...

- ☆ Who are willing to raise awareness
- ☆ Who believe in equality

DID YOU KNOW?

1 in 4 Canadian women are

Free lunch

INTERESTED?

Sign up at the Community Coordinator's office (located at 123 Main Ave) or

call 555-9876 by Thursday, January 17th.

TAKE ACTION!

Discover what you can do to prevent sexual violence in this workshop.

Offered by

Sunday, January 20th

10 am to 4pm

(Sample Advertisement)

Making the Decision to Evaluate

Why evaluate your workshop?

A well-planned and well-formatted evaluation can provide useful information about the overall workshop, a particular activity, or about your facilitation skills. And, the feedback from evaluations can be used to improve future workshops.

Evaluations can answer questions like these:

- Did the activities have an impact on the participants?
- Which activities worked well? Which activities didn't work well?
- Did the workshop meet participants' expectations?
- What did participants learn?
- Was the facilitator approachable? Did he provide information clearly?

Ask yourself: will I use the information in the evaluation? If you are not planning to use the information provided by the participants, then don't bother with the evaluations in the first place. Evaluations take time for you to create and time for participants to complete.

When should evaluation take place?

If you want to evaluate a particular activity or discussion, it is best to evaluate when the experience is fresh in the participants' minds. If the workshop was six hours ago, participants may not remember how they felt about an activity. If you are facilitating a multi-part workshop, consider asking participants to complete shorter evaluations after each section. Short evaluations are suitable just before breaks, or meal times.

Should I evaluate myself?

It is also important for facilitators to evaluate themselves. Occasionally, it is a good idea for a person to observe the workshop to note the participants' enthusiasm and your facilitation skills. This is especially helpful the first few workshops you facilitate. Another option is to fill out your own 'Facilitator's Evaluation' form.

As soon as possible after a workshop, ask yourself:

- What attitude did I present to the participants?
- How would I rate my listening skills? Was I fully present?
- Was I approachable, warm and open?
- Was I biased in my judgements of participants?

- Did I value the experience and wisdom of all participants?
- How did participants feel? Tired or energized? Engaged or frustrated? To what extent did my role as a facilitator contribute to those feelings?
- What was challenging?

How to Evaluate a Workshop

Evaluations should only be **one to two pages in length**. If the evaluation is too long the participants may find it overwhelming and choose not to answer it.

When designing an evaluation, always:

- Provide clear instructions that tell the respondent what to do.
- Edit questions so that they are specific and concrete.
- Avoid questions that are leading. For example asking “how much did you like me as a facilitator?” assumes that participants did like the facilitator, and that the question is only to what degree.

Effective evaluation will not happen on its own. It must be carefully planned. When designing an evaluation, ask yourself: what do I need to know? What is the best way to find this out? How can I make the evaluation interesting and useful? Then choose an appropriate format. Here are a number of formats from which to choose.

1. Open ended questions

- Open ended questions solicit personal opinions from the participants.
- They encourage participants to write about what they are thinking or feeling and provide detailed information about your workshop.
- Participants must be given sufficient time to answer all questions.
- Examples of open ended questions are:
 - *What did you learn from the gender stereotypes activity?*
 - *What was the most useful about this workshop?*
 - *How has this training session affected your attitudes about men’s roles in preventing sexual aggression?*

2. Scale rated questions

- Scale rated questions ask participants to rate an activity. They provide a general evaluation for your workshop. However, it is important to keep in mind that while an activity rated 4 by a participant on a scale of 1 to 5 may be a great rating on his part, while a 3 by another person may be a poor rating.
- They are best used when you want a quick evaluation for participants to fill out.

- An example of a scale rated question is:
 - *Please use the scale below to rate the workshop on the following:*
(1 = needs improvement → 5 = excellent)

<i>Activities</i>		1	2	3	4	5
<i>Length of session</i>		1	2	3	4	5
<i>Printed materials</i>		1	2	3	4	5
<i>Group discussion</i>		1	2	3	4	5
<i>Overall satisfaction</i>		1	2	3	4	5

3. Chart format

- Questions in a chart format also provide a general evaluation for your workshop. They are best used when you want a brief evaluation from participants.
- An example of an evaluation using a chart format is:

- *Please indicate your response to the following questions:*

	Not at all	Somewhat	Very much
<i>The activities were relevant.</i>			
<i>You learned useful information.</i>			
<i>The facilitator was respectful.</i>			

4. Multiple choice questions

- Multiple choice questions are best used when you are seeking specific answers from participants.
- They require participants to think about an alternative that relates most closely to their experiences.
- Examples of multiple choice questions are:

- *What material from the workshop will you use in your own work?*

<p>a) <i>All the materials – they are informative, relevant and helpful.</i></p> <p>b) <i>Most of the materials – they helped me learn something new.</i></p> <p>c) <i>Some of the materials – some are more effective than others.</i></p> <p>d) <i>Only a bit of the materials – they need much more work.</i></p> <p>e) <i>None of the materials – they are too basic.</i></p> <p>f) <i>Can't say.</i></p>

5. Before and after questions

- Before and after questions can be used to compare
- An example of a before and after question is:

- *How confident do you feel about your facilitation skills?*

Before	After
<input type="checkbox"/> <i>Not at all confident</i> <input type="checkbox"/> <i>A little confident</i> <input type="checkbox"/> <i>Somewhat confident</i> <input type="checkbox"/> <i>Confident</i> <input type="checkbox"/> <i>Very confident</i> <input type="checkbox"/> <i>Cannot rate</i>	<input type="checkbox"/> <i>Not at all confident</i> <input type="checkbox"/> <i>A little confident</i> <input type="checkbox"/> <i>Somewhat confident</i> <input type="checkbox"/> <i>Confident</i> <input type="checkbox"/> <i>Very confident</i> <input type="checkbox"/> <i>Cannot rate</i>

6. Additional comments

- Because participants may want to comment on something that is not solicited by the evaluation, it is a good idea to leave extra room for them to make personal comments.

Sample Evaluation – Participants

You can help us make this workshop better for future participants by answering the following questions.

1. Please rate the workshop on a scale of one to ten (ten being the highest possible score).

1 2 3 4 5 6 7 8 9 10

Comments:

2. Please rate the facilitators on a scale of one to ten (ten being the highest) on:

Getting the information across	1 2 3 4 5 6 7 8 9 10
Being approachable	1 2 3 4 5 6 7 8 9 10
Being respectful	1 2 3 4 5 6 7 8 9 10

Comments:

3. Which activities were most effective?
4. Which activities were least effective?
5. What skills did you learn from this workshop?
6. What skills do you wish you had learned?

7. Do you feel this workshop needs to be:

- Shorter
- Okay as is
- Longer
- Other _____.

8. Would you recommend this workshop? Why or why not?

9. Any additional comments?

Sample Evaluation – Facilitator

Name:	Date/Time:
Session:	Number of participants:
Objectives:	

1. Please comment on the following (1 = needs improvement → 5 = excellent)

Length of session	1	2	3	4	5
Structure of session	1	2	3	4	5
Meals and refreshments	1	2	3	4	5
Time of day	1	2	3	4	5

Comments:

2. Please rate the following using the same scale as above:

	Instructions were easy to follow	Content impacted trainees	Content is important and useful	Degree of satisfaction
Activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Handouts	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group discussion	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall workshop	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

3. What activities worked well? Why?

4. What activities didn't work well? Why?

5. Were the objectives of the session met? Why or why not?

6. Do you have any additional comments?

Facilitator's Manual

Section B:

Workshop Facilitation

Section B.1 What is Facilitation?

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B.1 Facilitation Information

What is Facilitation?

Facilitation is to make a task or process less difficult.

- Facilitation skills guide and encourage group members to solve problems, find answers, develop skills, gain new levels of understanding, fulfill goals, and make decisions in a non-stressful and creative way.
- Facilitation includes both an ability to recognize when effective group dynamics are needed, and an ability to make possible those dynamics. In this way, facilitation reduces frustration and anxiety, and helps improve group interaction and relationships.

Facilitation is different than teaching or giving information.

- A traditional teaching model (teachers talk, students listen) assumes both the authority of the teacher and the ignorance of the students.
- In contrast, a facilitation approach places the participants and their life experiences at the centre of learning.
- Through facilitation, ideas are presented in a way that empowers participants to critically examine and build on the knowledge, attitudes and skills by which they live.
- The role of the facilitator is thus to encourage dialogue and experiential learning.

The goals of facilitation include:

- To recognize the participants' need for trust and safety by creating an environment of respect, confidentiality, and support.
- To advance and deepen discussion.
- To engage participants in a collaborative exploration of ideas and issues.
- To ensure that everyone feels included and has an opportunity to participate.
- To provide an opportunity for all voices to be heard.
- To listen for common ground and reflect it back to the group, as often as necessary.
- To sustain the interest and motivation of the group.
- To address issues and challenges that may come up during a workshop (but responsibility for learning rests with the group itself).

Some qualities of a good facilitator, such as personal sensitivity and commitment, depend on the individual personality. However, experience and awareness can improve everyone's skills at facilitating. Ultimately, mastering the art of facilitation requires practice, practice, practice.

Profile of a Facilitator

A facilitator's role is to question, lead, mediate, focus, provide structure, and give care to a group of participants as the group members work towards their goals. During this process, the facilitator acts as a consultant who helps participants discover what they already know and offers alternative ways of interpreting their experience(s).

Effective facilitators also:

Recognize the expertise in others.

- Although you, the facilitator, have spent time learning about sexual aggression and preventing violence against women, you don't consider yourself the only expert.
- Each participant is considered an expert. It is important for participants to listen to their inner expert – a prevention program can only give suggestions.
- Be honest and let them know that you do not have all the answers. Participants will respect you more if admit your limitations instead of making things up to cover your lack of knowledge. When this happens, give your assurance that you will help them find an answer, and then follow-up.

Arrive fully prepared.

- A facilitator who is knowledgeable is a resource, someone who can make timely suggestions and offer valuable insights.
- Ask yourself: are you thoroughly familiar with the subject? Have you read all the facilitator's information? Do you have your materials for the activities? Have you photocopied enough handouts? Is the equipment ready? Is the room set up?
- Have you practiced the activities or gone through them sufficiently in your head so that you don't need to read them when you explain them to the group? If you are not familiar with your material or are uncomfortable with it, your nervousness will increase.

Consider the audience.

- What is the age range of the group? How large is the group? Do the participants know each other? Are they there by choice? Will persons with literacy or disability concerns be present?
- Are you prepared for disclosure? Is your group likely to include aggressors? Is your group likely to include survivors?

Are flexible.

- Events rarely go as planned so it's a good idea to have a few extra activities to use if you have extra time or realize the ones planned are inappropriate.
- Know the information well enough so that if a related subject is brought up you are able to contribute. For example, during a Healthy Relationships workshop someone may want to know why women don't report sexual assaults.

Are attentive listeners.

- When participants are listened to they feel valued and understood. This creates a warm, open, and positive environment where participants feel safe enough to explore new ideas and express themselves without being judged.
- Attentive facilitators stay focused on the person talking and try to absorb what is being said before jumping to conclusions or offering quick advice.

Are genuine and self-aware.

- Participants will likely sense when a facilitator is playing a role that is not characteristic of himself and will be wary of trusting him.
- Genuine facilitators are open to feedback and are willing to learn from participants.
- Facilitators who are self-aware know their own strengths, weaknesses, “hooks”, biases and values.

Seek understanding.

- As the saying goes, seek first to understand, then to be understood. To understand is to empathize. Empathy is to put oneself in another person’s shoes and thus come to know, value and respect that person based on their personal point of view.
- Empathy shows participants that the facilitator cares and is trying to understand their perspectives.

Are respectful.

- Respect is a genuine interest and concern for the participants’ well being. Their dignity is valued, and their feelings are accepted.
- Respect does **not** mean agreement. A facilitator does not have to agree with participants’ actions or approve of their behaviour; he can challenge mistaken assumptions, but do so in a respectful manner.

Use an interactive approach.

- Workshops are most effective and interesting if facilitators involve the participants as information is presented. In evaluations, participants tend to rate activities and discussions highly.
- Asking open-ended questions provides participants with the opportunity to participate and contribute their knowledge and experiences.

Enjoy what they are doing and show it.

- Enthusiasm is contagious; participants feel a facilitator’s enthusiasm and become enthusiastic in return. Participants want the facilitators to succeed. They want the workshop to be a success, so they encourage the facilitator’s success.
- Visualize yourself giving a successful, fun, and informative workshop.

Beginning the Workshop

Adapted from *The Empowerment Project*
(FSACC, 2002)

A successful opening sets the stage for a successful workshop. The facilitator's choice of first activity, icebreaker or discussion is very important. To help start the workshop on the right foot, consider the following:

1. Sense of comfort

It is common for participants to feel uneasy at the beginning of a workshop. They may feel unsure because they don't know the other group members or because they don't know what is expected of them. They may ask themselves: will I have to talk about my level of sexual experience? Can I trust the facilitator? Avoid opening activities that expose a participant's lack of knowledge or that force participants to reveal confidential information. Ask participants to comment on something familiar to them, but ensure that it does not force them to disclose experiences that are overly personal.

2. Level of threat

Sexual violence can be a threatening topic for men and boys. It is unwise to open with an activity that delves deeply and quickly into the negative nature of sexual violence. Participants will likely respond in a nervous, defensive, or angry manner. Let participants know that the purpose of the workshop is to create an opportunity for the participants to reflect on how they can be partners in solving the problem of sexual violence. Introduce difficult topics after a level of trust and safety is established.

3. Appropriateness to norms

Some participants may be wary of playing games. They may consider it childish or irrelevant. Game-playing may be more acceptable once the participants know each other better. The first activity sets the stage for the entire session, so consider your audience before you make your choice.

4. Relevance of the subject matter

People want to learn things that will make their lives more fulfilling and interesting. Unless you are interested in a simple exchange of names, consider beginning with an ice-breaker that introduces the subject of your workshop, so that participants emerge from the ice-breaker with an initial sense as to others' views or backgrounds on the subject. For example, for a Healthy relationships workshop, you might ask participants to draw a symbol of what they see as crucial to a healthy relationship, and then ask each participant to talk about his picture.

Ground Rules

Ground rules are agreements about how group members will interact with each other during a workshop. Ground rules help set the tone of the workshop and create an equal, respectful and considerate environment.

To be effective, ground rules must be clear, agreed-to, and followed. Ground rules do not have to be extensive; they may be as simple as “treat each other with respect” or “everyone has an equal voice.” Below are some examples of widely used ground rules. It is often helpful to ask participants to help establish ground rules through brainstorming.

TIP: post the ground rules somewhere visible during the entire workshop. Refer back to the list when you sense that participants are failing to sufficiently follow one or more of the items.

The facilitators are not the experts.

- Although the facilitators are not “experts”, they do know a great deal about the subject because they have spent time reading and thinking about it.

Respect confidentiality.

- Everyone should feel safe to openly discuss his views and not fear that the information shared will be discussed after or outside the workshop.
- What is said in the group stays here, unless everyone agrees to change that.

Expect and be willing to recognize, explore and value different perspectives.

- It is important to respect each others’ opinions, listen, and avoid judgment. Different life experiences prompt different perspectives. All are equally important to hear even if they are unusual.
- This does not mean convincing each other of the “rightness” your positions; but instead to work toward mutual understanding of your respective positions.
- Do not be afraid to challenge one another by asking questions, but refrain from personal attacks -- focus on ideas. If you are offended, say so and explain why.

Be aware of your own assumptions.

- Don’t assume everyone is sexually active or is heterosexual.
- Since the majority of violence against women is committed by men, be prepared that there may be aggressors or perpetrators in the group – be aware of this when you speak about aggressors.

Speak from your own experience.

- Sometimes this is phrased as speaking in an “I” voice.
- Avoid speaking for others or assuming that our personal experiences represent those of all others who share our respective backgrounds.

Feel free to ask anything.

Share all relevant information.

- Participants have a right to speak as well as the right to pass.
- Personal disclosures of any kind are not required.

Tips for Facilitating

What works?

Active listening. Attentive and genuine listening to participant's points of view shows support, helps create trust and builds rapport.

Responding. Show understanding by: reflecting back the content and feeling of what is being said ("What I am hearing is..."); clarifying ("What I understand you are saying is..."); and summarizing the main thoughts or points ("It sounds like we have been talking about a few major thoughts...").

Processing. Help participants make things relevant by connecting the workshop content with real life ("We just discussed (...). What impact does this have on the lives of women and girls?")

Shifting focus. Move respectfully from one speaker or topic to another ("Thank you Jeff. Would anyone else like to add his thoughts?")

Using visual aids and examples. Use the flipchart and colourful markers to draw examples make notes, and write main points.

Being comfortable with silence. Allow time and space for reflection by pausing between comments.

Encouraging discussion. Offer opportunities to speak to every participant by asking open-ended questions. They all have valuable knowledge and experiences.

Using positive body language. Eye contact, open and relaxed body language and warmth help create a group atmosphere of trust and safety.

What doesn't?

Memorizing or relying on notes.

If the group senses that you are repeating memorized lines, they will likely lose interest or feel wary of responding freely. If you rely too heavily on notes, you risk losing the audience's attention.

Being defensive. If you are attacked or criticized, take a "mental step back" before answering. You risk losing the group's respect and trust by being defensive.

Fidgeting. Be aware of your posture and gestures. Avoid fidgeting or pulling your hair, nose, glasses, etc. Are you using too many "uhmns" or "likes"?

Making the workshop too complex.

Valuable discussion time may be jeopardized by cramming too much activity into the time you have. Know your main points and present them simply and clearly.

Apologizing. Mentioning your nervousness or apologizing for any problems you are having with the presentation might call the participants' attention to something they had not noticed.

Unsuccessful activities. Over prepare for the workshop so you can switch activities if one activity isn't working. There are many ways to present information and be prepared to shift to another activity if you need to.

Tips for Public Speaking

Surveys show that people are more afraid of public speaking than anything else. It is common, therefore, for facilitators to feel anxious about leading a workshop. Below are some suggestions to help you control your butterflies and give an effective workshop.

Know your audience.

- Greet the participants as they arrive. It is easier to lead a group of people you know than a group of strangers.
- Know something about your audience before they arrive. How much do they know about the topic? What skills or information do they want to learn? Are they there by choice?

Know your material.

- If you are not familiar with your material or are uncomfortable with it, your nervousness will likely increase.
- Rehearse out loud until you feel ‘conversationally comfortable’ about your material, as well as secure in the knowledge that ‘it’s all there.’
- Present your message simply and clearly. Use key points and use headings on a flipchart to highlight them.

Know the room.

- Be familiar with the place in which you will speak. Arrive early, set up the room, and practice using the visual aids and any equipment.

Visualize the workshop.

- Imagine yourself giving a successful, fun and informative workshop.
- Know that the participants want you to succeed. They want to enjoy themselves, so they want you – the facilitator – to be informative, entertaining and interesting.

Make eye contact.

- Look for warm and friendly faces at the beginning.
- When you are comfortable, try to make eye contact with everyone. It creates rapport and trust.
- Avoid “mind reading” from people’s facial expressions.

Give of yourself.

- Use personal examples and stories whenever possible.
- Make sure your stories help to emphasize or support your point. The stories must match your message.
- Vary your tone, speed and body posture during the workshop. Convey energy and enthusiasm when you need to, and slow down to draw participants in when it is appropriate.

Tips for Activities

1. Explain the objective of the activity and how it applies to the rest of the workshop.
2. Speak slowly when giving directions. Give examples if needed.
3. Divide participants into groups before giving instructions (otherwise participants may forget the instructions while they are forming groups).
4. Tell the participants how long they will have for the activity.
5. Debrief after the activity. Ask questions to encourage discussion.

1. Discussions

Many people learn by talking. Discussions are therefore an important learning tool and should be used fairly often. An added benefit of discussions is that they give participants the opportunity to hear different viewpoints and challenge personal beliefs.

When facilitating a discussion, it is important to create an opportunity where participants can talk more easily about their personal connection to the issue. The following suggestions encourage conversation and let participants know they are being heard.

- **Paraphrase** what the person has said so they feel understood. For example: “What I am hearing you say is...”
- **Clarify** your understanding of what the person has said. Use open-ended questions. For example: “I am not sure I understand, can you explain that with an example?”
- **Elaborate** on a participant’s point. For example: “With that in mind we may also consider...”
- **Compliment** an important or insightful comment. For example: “That’s a good point. I’m glad you brought that to our attention.”
- **Mediate** differences of opinion and relieve building tensions. For example: “I think it’s important to recognize the diverse experiences each of us have and understand there are different ways of looking at this issue.”
- **Challenge** gently and then look to the group to provide an alternative point of view. For example: “I can see where you are coming from, but there may be other ways to look at it. Has anyone else experienced a different perspective?”
- **Summarize** and (record if desired) the major ideas from the group. For example: “I’m hearing that the group feels the root causes of sexual assault occurs are...” (and list all ideas).

TIP: Sometimes a discussion will not come to closure. Suggest “**parking the issue**” to capture items that need to be pursued, but are not the focal points for this workshop. If time permits, address these topics after completing the workshop, or after the agenda is completed.

2. Role Plays

Role plays are an especially useful learning method. They add creativity and can be used to spark a discussion, practice skills, or help participants understand the feelings and experiences of others. Here are some options to increase variety and flexibility.

Free form: a general scenario is given, participants are asked to fill in the details.

Prescribed: participants are given detailed instructions about the role they will play.

Replay life: participants act out personal experiences.

Scripted: a prepared script is acted out.

Stage front: participants give feedback and encouragement while one or more people act out a role play.

Hot seating: a variation of stage front where participants stay in character while the audience asks questions of them after the role-play is stopped.

Rotational: actors are rotated. This is usually done by audience members interrupting the role play and substituting themselves for one of the actors.

Facilitating a Role Play

- Introduce the role play by describing the characters and/or scenario.
- Give clear instructions and time limit.
- Keep time. Give warnings to help participants know when to wrap up.
- Discuss with the role players how they felt.
- Involve the audience by asking them to add their observations.
- Help the group process the main insights of the role-play by identifying how the role play applies to their everyday lives.
- Thank the participants.

3. Brainstorming

Brainstorming is a great way to quickly get ideas from a group without probing or lengthy discussion. The advantage of brainstorming is that ideas do not become closely associated with the persons who suggested them. Brainstorming encourages creative thinking, is non-threatening, and generates interest and excitement. It works best when introducing a new idea or area for discussion. Brainstorming can occur in the form of:

Response rounds: participants generate their thoughts or responses to a question on their own for a set time limit, and then contribute them to the rest of group.

Buzz groups: participants are divided into smaller groups and work on the same question or topic for a set time limit. After the allotted time, each small group selects a spokesperson and reports back to the larger group.

Carousel: questions are posted on flipchart paper around the space. Participants are divided into small groups and rotate, generating responses and adding input at each one. After each group has contributed to every question, each group reports on one question, or a larger discussion is held to build on all the ideas generated.

4. Group Work

If a picture is worth a thousand words, an experience is worth a million. Small group work can be an important part of experiential learning. When working in groups, participants engage in active listening, help one another in mastering content, give and receive constructive criticism, and manage disagreements. Group work also strengthens relationships, promotes interdependence, sparks creativity and helps involve the more quiet or withdrawn participants. Group work can be:

Informal: participants form temporary clusters. Informal groups can be initiated, for example, by asking participants to turn to a neighbour and spend two minutes discussing a question you have posed.

Formal: participants form teams to complete a specific task, such as a role play.

Experiential learning is the process whereby participants “learn by doing” and by reflecting on the experience. **To facilitate experiential learning:**

1. Debrief the activity with a discussion. Ask participants to share their opinions and perspectives on what they observed, what happened and possible impacts.
2. Listen reflectively.
3. Use open ended questions to help the group make connections between this experience and other settings relevant to their own lives.
4. Encourage participants to apply their learning by asking them what they will do differently.

5. Lecturing

Most people don’t learn as well with a lecture format. Lectures are problematic because:

- Lectures tend to appeal only to auditory learners
- People tend to find lectures boring
- Attention decreases with each passing minute (people retain 70 percent in the first ten minutes, but retain only 20 percent in the last ten minutes)

If you have no other option but to lecture, then:

Increase interest and learning by:

- Telling an interesting story
- Presenting an interesting visual (cartoon, graphic)
- Giving examples

Help them remember by:

- Using key words and headlines
- Giving examples and analogies
- Providing lots of visuals that back up what you are saying

Involve them by:

- Interrupting your talk by asking for examples or personal experiences
- Interspersing some brief activities within your talk

Tips to Encourage Participation

People learn best when they are actively involved. How can you get participants to eagerly take part? Try one or more of the techniques below.

TIP: Encourage interruptions! At the beginning of the workshop, ask the participants to interrupt you if they have a question. Generally, lots of questions mean that the participants are paying close attention.

Comment Cards

Pass out index cards and request anonymous responses to questions such as:

- What information or skills do you want to get from the workshop?
- What are your concerns about this workshop?

Polling

Use polling to get information quickly and keep people interested. For example, ask participants to raise their hands if they have ever spoken up or intervened when they saw a brother, friend or team-mate disrespect a woman.

Discussion Questions

Ask open-ended questions to the group such as: why is it important for men and boys to be involved in preventing sexual violence?

Small groups

Divide participants into small groups of two to four persons per group, and ask them to discuss and record information about a particular topic. This is an effective way to encourage interaction and get every participant involved.

Rounds

Go around the group and ask each participant to comment on the topic at hand. Or, ask them to complete a sentence such as: "One thing that would help me become a better listener is..." Reassure participants that they can pass if they wish.

Fishbowl

Ask a portion of the group to form a discussion circle while the rest of the participants watch and then talk about what they observed.

Positive body language

Warmth, humour, eye contact and enthusiasm show participants that you are interested in what participants think and that you value their opinions.

Tips for Challenging Respectfully

During a workshop, facilitators should expect to hear participants verbalize sexual assault myths and harmful aspects of traditional gender stereotypes. This should be expected because people have been surrounded by these ideas and may not have had the opportunity to look at the world differently.

Challenging refers to the process of encouraging participants to evaluate their ideas or attitudes without becoming defensive. A challenge can range from a subtle look of doubt, to a difference of opinion, or a direct confrontation.

The activities in this toolkit are designed to challenge participants to take notice of men's role in violence prevention. However, there may be times when the facilitator may need to directly challenge statements, attitudes or behaviours as they are expressed.

Challenges are most effective when they touch on the deeply personal struggles that participants might be experiencing and reluctant to talk about. This can be done by:

- **Challenging towards positives.** Identify attitudes that can be strengthened to prevent violence, and that encourage men to intervene with other men.
- **Focusing what is said, not who said it.** Avoid insults or personal attacks.
- **Presenting the facts.** Dispel myths by giving key facts and information.
- **Using analogies.** An analogy is a comparison of one situation to another, with the purpose of clarifying certain points.
- **Avoiding arguments.** The approach is not to get into arguments or showing participants that they are mistaken. Rather, support and empower participants into a process of reflection and self-challenge through open-ended questions and feedback.

Here are some specific suggestions.

1. Empathy

Statements to challenge:

- "I am not a rapist. Why should I care?"
- "I am the one who is being harassed/violated."
- "Women have it good these days."

Most men have never experienced being singled out as the victim of a crime based on their gender. As a result, they may have difficulty understanding women's fear, and may discount it as paranoia or male-bashing. Challenge participants to empathize with women's experience by discussing the effects of oppression and sexual violence.

2. Ownership

Statements to challenge:

- “Sometimes women provoke / deserve violence.”
- “It’s not like I forced her to have sex. I just said if she really loved me she would.”

Taking ownership means accepting responsibility for one’s actions, beliefs and choices.

Ownership may be difficult because it involves admitting to having a problem, or being part of a problem. Challenge participants to broaden their definition of violence to include any attempt to impose power and control over another person.

3. Choices

Statements to challenge:

- “There was no time to think.”
- “I was angry/stressed/drunk/high”
- “She pushed my buttons.”

Challenge participants to examine traditional explanations of violence as “losing it” to causes like anger, alcohol or drug use, stress, mental illness, or a partner’s actions. Point out to participants how power and control operate when a person chooses to assault. Discuss with participants that men and boys most often choose not to commit acts of violence, and that they can also choose to challenge the attitudes and assumptions that support gender based violence.

4. Ability

Statements to challenge:

- “I’ve always been this way.”
- “What can one person do?”

Violence against women does not occur in a vacuum. Many beliefs, institutions, and individuals contribute to violence against women. Challenge participants to examine the roots of violence. Explain that men have unique opportunities – as decision makers, political leaders, mentors, coaches, team-mates, colleagues, brothers, fathers, partners, friends – to change beliefs about gender stereotypes, to model healthy behavior in relationships, and to strongly speak out against the use of violence against women.

5. Motivation

Statements to challenge:

- “I can’t take back the past.”
- “What’s wrong with being in control?”

Challenge participants to recognize that it is worth it for them to question mistaken assumptions, and to consider alternative, and healthier perspectives. Ask participants if they would prefer a relationship based on fear, or one based on trust? Help participants to identify

the payoffs and costs of using aggression or violence. Motivate participants to recognize that when violence is seen as completely unacceptable, all men and boys will lead more meaningful, safe and productive lives.

6. Positive Coping

Statements to challenge:

- “I can’t talk about my feelings.”
- “I don’t like to lose arguments.”
- “If I don’t take control, others will take advantage of me.”

Sometimes violence is learned as an acceptable means of gaining control or taking care of life. Challenge participants to consider ways to take care of themselves while respecting the needs and rights of others. Discuss the difference between assertiveness and aggression, or healthy and unhealthy ways of resolving a conflict.

7. Equality

Statements to challenge:

- “I won’t be whipped.”
- “Men are naturally... Women are naturally...”
- “Somebody has to be in charge.”

Widely held gender stereotypes support the notion that differences between men and women are natural. Challenge sexist attitudes by helping participants examine what society values in men and women. When women are seen to be unequal in worth as human beings, violence – or the threat of violence – is often used and justified as a means of asserting power and control over them. Ask participants: what behaviors demonstrate a belief in equality? Discuss with participants how real equality is in men’s best interest if they seek trust, intimacy and cooperation in their relationships with women.

8. Social Action

Statements to challenge:

- “Violence is normal”
- “Other people’s violence is none of my business”
- “What real difference can I make?”

Let participants know that as role models who work to prevent sexual violence, they will be able to influence and help other men and boys. Encourage participants to use their leadership position(s) to promote social change. By being silent, men and boys are being complicit to the problem of gender-based violence. By actively participating in anti-violence efforts, men and boys can be part of the solution to ending violence against women.

Checking in Mid-Workshop

Adapted from *The Empowerment Project*
(FSACC, 2002)

The material in this workshop can be challenging and draining, so it is a good idea to 'check-in' half way through the workshop to assess what is or isn't working. During a break, ask yourself the following questions:

- ↳ What is my attitude toward the participants?
- ↳ What attitudes am I expressing in my non-verbal behaviour?
- ↳ What attitudes am I expressing in my verbal behaviour?
- ↳ Am I expressing warmth, openness and empathy?
- ↳ How do I rate the quality of my presence? Am I fully present?
- ↳ In what ways am I distracted from giving my full attention to the participants? What will I do to handle these distractions?
- ↳ Am I valuing the opinions of others? Do I believe in the participants' personal wisdom?
- ↳ What has been challenging? How can I address these challenges in the rest of the workshop?
- ↳ How are participants feeling? Are they engaged? Tired? Frustrated? Excited?
- ↳ Am I prepared for disclosure and/or difficult questions?
- ↳ Am I enjoying myself? Why or why not?
- ↳ What subjects are the participants most interested in?
- ↳ Which types of activities are working well? Does the group prefer discussion, reflection, or game-based activities?
- ↳ Am I using my time effectively?

Then, ask yourself: ***How can I improve the rest of the workshop based on this information?***

B.2 Learning Theory

Learning Styles

We each learn and process information in different ways.

Auditory Learners:

- Remember best what they hear and say
- Enjoy discussion and expressing thoughts out loud
- Are easily distracted by noise
- Need to talk through their learning
- Say things like “I hear you” or “This sounds great”

Visual Learners

- Remember best what they see
- Put information into visual forms (symbols)
- Often write things down or draw pictures to help them remember
- Say things like “I see” or “Show me”

Kinaesthetic Learners

- Remember best what they do and experience
- Have difficulty sitting still for long periods of time
- Lose interest when not actively involved

Extroverted Learners

- Learn best by thinking out loud
- Are friendly and talkative
- Are aware of people and the environment
- Often speak or act before thinking

Introverted Learners

- Learn best by thinking privately
- Need time to process ideas
- Like to think over tasks before starting them
- Are quiet and sometimes hard to get to know

Activity-based workshops encourage the most learning.

- Although lecture based learning tends to be the most used, it is not the most effective. **70% of the population learns best by talking or engaging in interactive activities.**
- Activity-based workshops that promote group interaction and discussion best engage participants and encourage the most learning.
- To be most effective, try to use group discussion, games, and role-playing activities when you plan your workshop agenda.

Adults as Learners

Part of being an effective facilitator involves understanding how adults learn best. Adults learn best when they perceive that the outcomes of the learning process are valuable (they contribute to personal development, work success, etc.). Great adult workshops do the following things:

Treat adults as peers.

- Facilitators respect the participants as intelligent, experienced adults whose opinions are listened to, honoured and appreciated.
- Facilitators use positive body language – warmth, humour, eye contact and enthusiasm.
- Respected facilitators often comment that they learn as much from their participants as the participants learn from them.

Are activity based.

- Activity-based workshops rather than listening-based workshops are goal-oriented, teach practical skills, and encourage creativity and experimentation.
- Alternate large and small group activities, active and passive segments.
- The aim is to help participants understand more about themselves, their cultural heritage or their community, and how to get along better with others.

Recognize that change can be difficult.

- It is important to create an environment where participants feel safe and supported, where individual needs and uniqueness are honoured, and where abilities and life achievements are acknowledged and respected.
- A balance must be struck between engaging all participants and moving forward.
- Challenge participants just beyond their present level of ability. If challenged too much, people will give up. If challenged too little, they become bored and learn little.

Have comfortable surroundings.

- The atmosphere is pleasant and the seating is comfortable.
- Refreshments are offered, and well-timed breaks and energizers are planned.

Ask for feedback.

- Participants can tell facilitators what works, what they are enjoying and what they most want to learn.

Growth equals Challenge and Support

The psychologist Abraham Maslow taught that human beings have within them two sets of needs – one that strives for growth, and one that clings to safety. And a person who is forced to choose between growth and safety will likely choose safety.

The need for acceptance and safety is especially true in a workshop that focuses on challenging rape myths, sexual aggression and oppressive behaviour. The basic premise of these workshops is that if violence is learned, it can be unlearned, and individuals can choose healthier and more positive alternatives. In these workshops, a person's security and safety needs must be met before he will reach out, take risks, challenge mistaken assumptions, and explore new ways of thinking.

Workshops are an excellent place to encourage new ways of thinking because they give participants the opportunity to learn together. When people learn with others rather than alone, they hear different points of view that likely challenge previously held ideas. Challenge sets a process in motion – it provides the motivation or energy to branch out and consider new perspectives.

In a workshop setting participants also experience a sense of belonging. This support frees participants to talk about thoughts and concerns they may have held back from others. A sense of belonging therefore gives participants the strength and security to reach out and consider new ideas.

Both change and new situations can create anxiety in a person. Growth forward takes place in little steps. Each step forward is possible only when a person feels he is accepted and free from judgement or evaluation.

The job of the facilitator is to create a safe and non-judgemental space where men feel comfortable enough to explore, question and consider other points of view. This can be done by modeling positive behaviour, respectfully challenging participants who make judgements, and encouraging the participation of all group members.

Creating the Environment

In a positive learning environment, participants feel supported, experience a sense of belonging and are motivated to learn. To create a positive learning environment, workshops must be:

Personally meaningful.

- A workshop is personally meaningful when participants can apply the learning to their own experiences, or learn things that will make their lives more fulfilling and interesting.
- To make a workshop personally meaningful, facilitators must ask themselves:
 - How relevant is the activity or the material to the participants' lives?
 - What do we know about this group's life experiences? How can we use this knowledge to make the material more personally meaningful?
 - How can we find out at the beginning of the workshop what participants want to learn?
 - How can we connect with participants on an emotional level?

Non-threatening.

- If a facilitator believes that material must be force-fed or pushed onto participants, the participants will resist.
- Resistance may also occur in a judgemental or authoritarian environment. If there are a lot of rules and judgements, participants will likely conclude that obedience and compliance are more important than exploring new ideas.
- To create a non-threatening workshop, facilitators must ask themselves:
 - How important is it that the workshop be orderly and controlled? If order and control are preferred, what are the consequences?
 - Do we trust that participants want to learn by themselves?
 - Do we tend to use sarcasm during workshops? What are the consequences?
 - How can we encourage a judgement-free environment?

Inviting of participation.

- The best workshops are the ones that draw the participants into the action. When people are active in workshops, learning is improved.
- A great workshop encourages participants to ask questions, challenge the material, develop a strong sense of self, decide on what works for them, and recognize the consequences of particular choices.
- To encourage a self-initiated learning environment, ask yourself:
 - How can I encourage the participants to learn by doing?
 - How can I present the workshop so that it encourages participants to ask questions?
 - What activities can help the participants learn about themselves and their choices?

B.3 Group Dynamics

What are group dynamics?

Group dynamics refers to the attitudes, energy exchange, and interactions that take place within groups.

An effective facilitator is aware of the factors involved in group dynamics, including:

Group norms.

- Norms are unspoken rules that structure the behaviour of the group members.
- Norms may be clear to all participants, known only to a few participants, or completely subconscious and below the awareness of any group member. Some group norms help group progress, and others hold them back.
- To determine group norms, ask yourself:
 - Are certain topics avoided (sex, religion, feelings) etc?
 - Who jumps in and stops the discussion when these topics are brought up?
 - Do participants agree with each other too easily? What happens when they disagree?

Influence.

- Some people may speak very little, but capture the attention of the whole group. Other participants may speak frequently, but receive little attention.
- To consider the influence of particular group members, ask yourself:
 - Which group members do the participants listen to?
 - Which group members are not listened to?
 - Is there a struggle for leadership and power in the group? What effect does this have on the group and on the individual group members?

Cohesion.

- Group cohesion is the degree of liking, understanding, and respect that participants have for one another and the group as a whole. It is a firmly established sense of “we-ness”, a feeling of belonging and a genuine interest in the well-being of fellow participants.
- Increase group cohesion by helping participants get to know one another. Give the group problems to solve so they work together. Show a non-judgemental and open attitude, and model respectful listening and interest in every participant.
- Use “linking” responses that show the similarities between participants:
 - “It sounds like many of you already challenge gender stereotypes.”
 - “I noticed a lot of heads nodding when Miguel stated his anxiety over challenging a man who is abusive. I sense everyone identifies with Miguel’s uneasiness.”

How Groups Develop

During a workshop, groups tend to develop through five stages. They are:

1. Orientation

In this phase participants attempt to become oriented to the workshop tasks as well as to one another. They desire acceptance by the group and need to know that the group is safe.

Members will wonder: Will I have power and influence? What risks will I take? Can I disclose personal information? The facilitator, therefore, must create an open and trusting environment so the participants feel accepted and safe. Generally, workshops are most effective if facilitators listen deeply, withhold personal judgments, and appear genuine.

2. Transition

The central themes of this stage are power, influence and leadership. Participants will watch the facilitator to figure out his strengths and weaknesses. They may challenge the facilitator and each other to determine norms, boundaries and limits. To be most effective the facilitator must not become defensive. If the facilitator becomes defensive or aggressively confronts a participant, trust will not develop. Without trust the participants will close themselves off and not receive the true impact of the workshop material.

3. Connection

If the challenges presented in stage two are handled well, the group will move on to stage three, Connection. At this stage a strong bond is felt among the group members. They trust each other, cooperate and make efforts to strengthen their relationships. Participants also take more risks: they self-reflect, reveal personal information, and consider different viewpoints. The role of the facilitator is to encourage participants to personalize the workshop material to their own lives.

4. Production

This stage is characterized by the participant's commitment to learn, a sense of achievement, and a sense of belonging. Group members are both highly task oriented and highly people oriented. They assess their lives, consider other points of view, and make decisions involving risk and change. Participants want to learn and encourage each other's development. The main tasks of the facilitator are to present the workshop material, encourage discussion, and help participants integrate what they have learned into their everyday lives.

5. Conclusion

The final stage is characterized by completing unfinished business, appreciating group relationships, and summarizing material learned. It is important that the facilitator give participants the opportunity to talk about their experiences and feelings.

Group Atmospheres

Group atmosphere refers to the general feeling of a group. Like other factors involved in group dynamics, the atmosphere of a group can determine how the group behaves, how the participants feel about the group, and the degree to which participation occurs. To understand the general feeling of a group, ask yourself the following questions when you begin the workshop:

- What is the feeling coming from the group? Is it one of work, play, hostility, warmth, distrust, coldness? What is the root of the feeling?
- How do the group members feel about one another?
- How do they feel about the topic(s) that you will present?

When groups are:

Cold Start with an ice breaker. Be aware of the attitude that you are modelling. Are you showing the participants that you are open, warm, and non-judgemental? If no one talks for a while, the facilitator need not step in right away – sometimes people need time to think.

Hostile or disrupting If apparent at the beginning of a workshop, it is an indication that something is forced – they are either not interested in the subject or they do not trust you as a facilitator. Call attention to it without being hostile yourself. Say “I notice you are not with me. Is there anything you want to know about me or this subject in particular?”
If apparent later on in the workshop, the group may be frustrated or confused. Slow down and ask the group if some material needs to be repeated.

Sleepy Don’t be discouraged; energy lags happen often, even with the best facilitators. Encourage discussion and participation. Change the agenda and use more active exercises or an energizer. Energy lags frequently occur right after lunch. Plan something active for that time period.

Fun, high energy Everyone is having so much fun that the workshop objectives start to get lost. Try to get the group back on track by using a game format that also addresses the objectives. Avoid coming down in a heavy handed way by forcing the group to “get serious.”

Heated If a discussion gets too heated and participants start to argue, say “We seem to have two viewpoints here – are there any other views?”
Emphasize dialogue over debate and recognize the need for different points of view.

Group Roles

TIP: Learn to identify specific examples of each type of group role and how to facilitate them in Train the Trainer activities.

When working in groups, people take on roles to help process or cope with group dynamics. Learning how to identify group roles helps one to better facilitate group dynamics. There are generally three types of group roles:

1. **Task-directed** roles that help the group accomplish tasks.
2. **Relationship-focused** roles that help group members get along better
3. **Self-centred** roles that neither contribute to task or relationship development, but rather act to serve their own needs

Below are specific examples of each role.

Task-Directed

Initiator: offers new ideas and other ways of looking at things. Proposes goals, defines group problems and suggests solutions. As the facilitator, you may have to begin as the initiator, but other participants will probably fill the role as time goes on.

Information Seeker or Giver: requests facts and opinions. May be knowledgeable about the area and offer information and suggestions. Helpful because they ask the questions everyone wants to ask but are too afraid.

Clarifier: interprets ideas and suggestions. Clears up confusion. Wants to understand all points of view.

Coordinator: pulls ideas together. Coordinates group members to be efficient and stay on task.

Relationship-focused

Encourager: tries to include people who haven't spoken. Generally friendly, warm and responsive to others.

Harmonizer: attempts to cover up or resolve disagreements. Doesn't like tension or disputes so mediates everyone. Generally, Harmonizers are positive group members but they may try to quiet down some controversial issues that need to be addressed.

Follower: compromises his own ideas to avoid conflict. Goes along with the group's desires.

Aggressor: tries to achieve importance within the group. Puts others down, boasts or criticizes them, has a sarcastic humour, may take credit for someone else's idea. Remind the group that it is acceptable to challenge someone's ideas, but personal attacks are not acceptable. If someone in the group does not address the aggression, it is the facilitator's responsibility to do so.

Blocker: rejects ideas suggested by other participants or the facilitator. Can be stubborn, and resistant to certain persons (often the facilitator). May argue frequently or demand "the" answer. Remind the group to recognize different points of view. Blockers may be looking for attention. Try to focus the group away from the negativity. If the group takes on a positive momentum, they will bring the blocker with them.

Recognition Seeker: tries to get attention by showing how smart, charitable, educated he is. A recognition seeker often has poor or low self-esteem.

Player: jokes around or flirts to get attention. Some players are good energy builders, but if left unchecked can be distracting.

Monopolizer: interrupts others, launches into long monologues, or tries to lead the group and assert authority. May want to be the leader, or may have a strong need for recognition. Establish an "equal-time per-person" norm in the beginning and stick to it. Say "We have heard from... Let's hear from the rest of the participants." Or, go around the group and ask each participant if he has something to add.

Side Tracker: takes the group off the subject. A side-tracker may want to avoid the topic or dominate and be the expert. Make the objectives clear and politely tell them that their subject is beyond the scope of the present activity but that you will be happy to discuss it during the break. Or, suggest "parking the issue" that the group may come back to if time permits.

Mute: says little or nothing. May be quiet for a number of reasons – he may be shy, insecure, indifferent to the topic, bored, feeling superior, or distracted by issues outside of the workshop. Other members may feel uncomfortable by his silence. To encourage his input, make eye contact, involve him in small group discussion (without putting him on the spot), or go around the group and ask for each participant’s opinion. When he does speak, recognize and show interest in his contribution. Check in with the participant during breaks.

Shoulder Crier: tries to get the group’s attention by talking about personal problems, insecurities and fears. This is different from a genuine disclosure in that this person repeatedly uses his problems to get attention and sympathy.

Special Interest Pleader: advocates (sometimes aggressively) on behalf of a cause or group. Acknowledge the importance of their opinion, but emphasize that their concerns are beyond the scope of the workshop.

TIP: Beware of labelling, stereotyping, or taking the difficult behaviour personally. Remember that the Role is not the Person. The Behaviour is not the Person. The role and the behaviour are ways a person has learned to cope with what happens.

Techniques for Groups

When working with groups, it is helpful to have some solid, core techniques to help facilitation. Listed below are some techniques that are especially effective and valuable.

1. Grounding

To ground someone is to bring them back to the present moment. If you recognize that the group is becoming detached, overly-emotional, or lost in their own thoughts, use one of the following quick techniques to bring them back to the present moment.

Check-in.

- Ask the group if there are any concerns or questions they want to discuss. The material in this workshop can be challenging so check in periodically and encourage discussion.
- Ask the group to “check the time”. This will bring most participants back to the present.

Take a break.

- Give the group a five minute break to use the washroom or get a drink.
- Take them on a mental break. Ask them to focus on their breathing and imagine a safe, quiet place where they can renew their energy.

Use an energizer.

- Get the group to stand up and do something active (for example, stretch).
- Use one of the energizers from the toolkit to increase participants’ attention level.

Draw attention to their physical surroundings.

- Ask the group about their physical comfort: are they too hot, too cold?
- Help them notice their physical surroundings – point out a picture in the room.
- Ask them to be aware of their sensations: what do you hear, see, smell?

2. Dealing with Difficult Participants

One of the most challenging aspects of group facilitation is effectively dealing with difficult participants. Difficult participants are those whose roles or behaviours challenge group atmosphere and cohesion. Here are suggestions to deal with difficult participants:

Set the tone.

- Establish ground rules at the beginning of the workshop.
- Consider asking the participants to help set the rules.

Assert yourself.

- Know your boundaries. Be aware of your limits. Ask yourself: what will you put up with and what must be addressed?
- Avoid taking difficult behaviour personally. Difficult behaviour may be a reaction to the material or to the method of delivery. If the participants are being forced to attend the workshop, difficult behaviour is more likely.

Connect with participants on a personal level.

- Get to know the participants on breaks.
- Participants will likely stop giving you a hard time or keeping their distance if you take an interest in them.

Listen actively.

- When someone takes over the discussion, goes off on a tangent, or argues with you, listen and respond with a summary of his views and then ask others to speak.

Validate feelings.

- Validate frustration with the challenges of and complexity of working with men and boys on violence prevention.
- If the difficult participant continues, invite him to continue the discussion with you on the break.

Change the format.

- Put people into small groups if problems arise.

Address the behaviour.

- Signal non-verbally. Make eye contact or use hand signals with participants who distract or interrupt the group. Ask another participant to repeat what was said, because you are not sure everyone was able to hear.
- If one person answers all the questions, pose a question and then ask how many people have a response to it. New hands should go up. Or, go around the group and ask each person to respond.

If the behaviour is seriously affecting the group, talk to the person in private. Use the following guidelines to confront difficult behaviour:

- Be specific about the behaviour. Give examples.
- Explain the impact the behaviour has on you. Explain how it makes you feel. Use “I” statements.
- Avoid giving advice, judging or labelling.
- Keep away from expressions that are too intense and bring defensive reactions.
- Identify positive ways the participant is contributing and encourage the participant to contribute in this way more often.

B.4: Stressors and Self Care

Responding to Difficult Questions

Sometimes, difficult questions are asked. Responding to them can be unsettling – especially when they are asked with a hostile tone. Here are some suggestions to help you answer difficult questions.

Be prepared.

- Read through our list of difficult questions (and the suggested answers). Your answers don't need to be scripted; just make sure you have a general idea of how you want to respond.
- Know your boundaries. Do the "Facilitator's Boundaries" (found in the Train the Trainer Manual) before a workshop so you know what you are willing and not willing to discuss.
- Have a few key statistics memorized.

Listen carefully to the question.

- Show the person asking the question and the rest of the group that you are interested in their questions – even if they are difficult to answer.
- Take your time to gather your thoughts and respond.

Respond calmly, respectfully, and without judgement even if the person is hostile.

- Hostility probably means that the participant is looking for a reaction from you and may also want to debate. Surprise him by having a calm, thoughtful answer ready.
- It is important to appear calm and reasonable even if you don't feel that way. If he continues to press you, ask him to talk to you on the break.

When responding, try the following:

- **Answer the question to the whole group.** Do not just look at the person who asked the question. Answer and make eye contact with the entire group.
- **Try using the "feel, felt, find" method** if you need to challenge or disagree with a person: "I understand how you feel. Others have felt that way. But I find in my experience that..." Refer to "Challenging Respectfully" (found in the Facilitator's Section) for more information.
- Try **putting the question back to the group.** If you do not know what to say, remind participants that the facilitators are not the experts and ask for group input. Simply ask: "What does the group think?"
- **Avoid beginning your response with "Good question."** If you don't use this response for everyone, you imply that some questions are praise-worthy and other questions are not. Recognize and affirm every participant.

Finally, remember that the group as a whole is on your side. Difficult participants disturb the other group members as well as you. Usually, people want them to be quiet. Use your position as a facilitator to address inappropriate comments, and to move the workshop along, away from the hostility.

Sample Difficult Questions

Why are men always blamed?

- The vast majority of violence against women is perpetrated by men. It is not male-bashing to say this. It is simply acknowledging reality.
- We are working with men as partners, as part of the solution to ending violence. Our program is directed at all men, not just those who commit violence.
- Our program tries to focus on preventing the violence, not trying to find someone to blame. We want to do something about the situation, not point fingers and blame men.

What about violence against men?

- We recognize that men and boys are also victims of sexual violence. However, we are concerned with violence against women because most victims of sexual violence are women. We support men who want to start a program for male victims of sexual assault.

Have you ever been abusive? Did you rape someone?

- I recognize that some people might wonder how I came to be here. If you are wondering if I understand what it is like to be affected by sexual violence, I believe every man plays a role in ending violence against women.

Sometimes women provoke / deserve violence. Don't you agree?

- Violence (of any kind) is never justified. Nothing a woman could say, do, or wear ever justifies violence.
- In no other crime is the victim blamed for the attack. For example: If a man is mugged, do we blame him because he was wearing an expensive suit and watch, or because he was walking alone at night?

Do you hate men?

- Where is this question coming from? Maybe you could ask the participant: "Is there a reason you are asking this?" "Have I indicated in some way a hatred of men?"

What is cunnilingus, oral sex, anal sex, fornication, fellatio?

- The best way to handle all these questions is to explain what they are with accurate terminology and without jokes.

Do alcohol and drugs cause sexual assault?

- Alcohol and drug use does not cause sexual assault.
- Removing alcohol or drugs does not stop violence against women. There are men who do not drink who are violent, just as there are men who drink who are violent.

I'm not a rapist. Why should I care?

- Most of us believe that our lives are untouched by sexual violence. Most men do not agree with gender-based violence, yet they do nothing to challenge or stop it. By being silent, men and boys are being complicit to the problem of gender-based violence.
- Statistics show that 82% of victims are women. Because of this alarming statistic, it is very likely that at some point in every man's life, a woman he cares about or who is close to him will disclose that she is a survivor of sexual violence.

Why aren't you talking to women? Violence against women is a woman's problem.

- Eradicating sexual assault is not up to women. Men choose to assault women; for that reason the responsibility for stopping sexual violence lies with men and, ultimately, with society in general.
- Just as women have taken the responsibility to empower other women, men need to take the responsibility to educate and challenge other men. Our experience shows us that men are more influenced by speaking with other men rather than with women.

Do you believe in abortion after rape?

- If you don't feel comfortable answering that question you might say something like: "I recognize why you might be interested in my answer, but boundaries are a part of prevention and assertiveness training and I have decided that this is one of my boundaries. I've decided I won't discuss my personal views on abortion when I am in the facilitator's role. I hope you recognize this is part of taking care of myself. It is not intended to be disrespectful."

I heard that rape is instinctual and based on a man's biology so men can't help themselves from raping women. Is this true?

- If rape were biologically based or instinctual all men would be rapists. All men are not rapists. Most men are decent, loving, caring, responsible, respectful people who do not harm women.
- Sexual violence against women is learned. Boys learn to deal with anger by being violent. From the media they also learn that violence against women is normal and acceptable.

There's nothing wrong with porn.

- Pornography often portrays women (and children) in subordinate roles, as objects available to men and at men's disposal, enjoying rape and abuse.
- Pornography often uses images of violence and subjugation to turn viewers on. By eroticizing violence, pornography blurs the distinction between sex and sexual assault and numbs us to the reality of rape. Consider how images of rape and domination have shaped a person's attitudes about women and sexuality.

Sometimes, when a woman says ‘no’ she really means ‘maybe’ or ‘convince me’.

- Gender stereotypes (a man can’t take “no” for an answer, a woman can’t be sexually assertive) prevent men and women from talking openly and honestly about their sexual needs and boundaries, and acting as they really want
- Wearing someone down or convincing them to give in is coercive and can lead to a sexual assault. Consent requires understanding, respect and agreement between equal partners.

Men are just naturally more aggressive.

- The idea that men and boys are naturally more tough, in control and aggressive is a gender stereotype. Gender stereotypes limit and constrain how men and boys should behave, what they should feel, and who they should be.
- Gender stereotypes also up the stakes when it comes to violence and conflict: the ability to dominate becomes a display of manhood and hinders men and boys from forming whole, respectful, loving, healthy relationships.

If the woman hits first and then the guy sexually assaults her, she deserved it.

- Even if the woman hit first, the woman is still not responsible for the guy’s reaction. He is, without exception, responsible for the way he acts out his anger.
- When a woman hits a male he is rarely afraid. If he responds by overpowering her or hitting her back, she inevitably will feel fear and will be more likely than he to be seriously injured.

TIP: If nothing hostile is said, but as a facilitator you sense the animosity, try:

- Doing a check-in with the group. Ask them to speak their minds, and give them permission to say what they feel.
- Saying to participants: “I’ve done presentations before where participants said that this information sounded like male-bashing. What do you think about that?”

Steps to Effectively Engage Men

In our experience, men and boys may respond in different ways to the idea of preventing sexual violence. Positive responses can include having a genuine desire to learn more about the topic, being supportive, recognizing the problem, and embracing the issue. Negative responses include anger, wariness, doubt, or even feelings of hopelessness.

Whether reactions are positive or negative, or somewhere in between, it is important that facilitators be aware of and attend to the emotions, assumptions and thoughts that participants may be experiencing. Doing so will help make the workshop a more meaningful – and, ultimately, more positive – experience for participants.

Here are some steps to work effectively with men and boys when discussing their roles and responsibilities in ending sexual violence.

Stay positive.

- Men will assume they will be blamed for violence against women. They need to hear that they have important and valuable roles to play in preventing violence.
- Emphasize personal responsibility, opportunity and choice to make some positive changes in their own lives. Support and empower their sense of self-efficacy.

Turn it into a challenge.

- Explain that men have a unique opportunity to examine, talk about and work on the issue.
- Do they take ownership for attitudes and behaviour? Will they have healthier and more respectful relationships? Are they able to take action towards creating a more equal society?

Speak with them, not at them.

- Men and boys are used to being lectured at, not listened to. Encourage participants to talk with and learn from one another.
- Start by asking them about their lives and stories. Create room to talk about the kinds of intimacy, relationships, and society they would like to be a part of and how they want to see the violence end.

Value and respect what they already know.

- Many men and boys already challenge gender stereotypes and myths about sexuality and violence. Listen for and validate stories about negotiating and struggling.
- Work from their strengths and interests and encourage them to teach you about where they are.

Check your own assumptions.

- Recognize any biases or stereotypes you may have absorbed. Be aware of whether young men from particular social groups seem to trigger strong emotions in you. Use your response as an opportunity to reach past social divisions.
- Check your own privilege (and power). We all come with relative societal privileges and oppressions based, in part, on our experiences with race, gender, and class. Be aware of how this affects what you say and what you do.

Model respectful and healthy behaviour.

- The goal is to teach young men about the importance of trust and respect in relationships. It is vital, therefore that we model trust and respect in our relationships with them.
- Listen without censoring. Challenge or question attitudes and behaviours, but do so without negativity or judgment.
- Educate yourself. Have an understanding of the definitions, laws and root causes of sexual violence and men's roles and responsibilities in preventing it.

Be flexible.

- If an important issue comes up, allow the space to deal with it and don't be too rigid about the planned agenda.

Roll with resistance.

- Accept that resistance to any sort of change is normal. Try to roll with it, move round it, or move to something else.
- It is always possible to come back to an issue. Trust in the process and in the ability of the participant to make the connections.

Turn "hot" moments into "a-ha" experiences.

- Encourage an open discussion of difficult or emotionally heavy topics. Ask open ended questions that draw out what participants are feeling, thinking and learning.
- Seek understanding and reflection. Help participants process the activities by asking them to step back and see how they might learn from it.

Steps to Effective Work with Younger Men

- 1. Put trust and relationships at the centre:** Our goal is to teach young men about the importance of trust and respect in relationships, it is vital, therefore that we model trust and respect in our relationships with them.
- 2. Meet young men where they are:** It's important to let young men teach us about where they are. If they cannot connect with the music, sports figures etc. then we should ask them to supply examples. It's important to check in with the men to see how they are feeling. Men experience masculinity in different ways so it is important to be sensitive to different masculinities present at a workshop.
- 3. Check your own assumptions:** Be aware of whether young men from particular social groups seem to trigger strong emotions in you. Use your response as an opportunity to reach past social divisions and assumptions as well as to investigate your own reactions.
- 4. Wait on the tough issues:** Build relationships with young men before tackling issues they may struggle with most example: sexual violence, homophobia and gender and class privilege.
- 5. Seek leaders:** Seek young men other people look up to. Someone in a band, someone who started their own business, captain of a ball team. They can have a strong impact on other young men. Note male student leaders may be discounted by other guys because of their success or because of their approval by adult authority figures.
- 6. Focus on stories:** If we share stories of our own struggles and the struggles of men we have known, other young men may share their own struggles.
- 7. Make action easy:** Asking men to intervene in everyday situations involving attitudes that support violence against women is the most difficult challenge of all. Assist them in structural interventions vs. individual interventions ex: organize a benefit concert for a rape crisis centre.
- 8. Be patient:** When we give them the space and support they need to develop a more secure sense of how they can choose to be stronger, healthier and non-violent young men, they will become positive role models for other young men. This may not happen immediately.
- 9. Have regular check-ins:** If you meet regularly, have check-ins at the beginning of each meeting to allow each young man an opportunity to tell where he's at and how he's feeling. If an important issue comes up, allow the space to deal with it and don't be too rigid about the planned agenda.

- 10. Provide incentives:** Provide short term incentives (popular foods, t-shirts, awards for best intervention of the year, etc.).

- 11. Provide male role models:** Young men need as many positive adult role models as possible. Have a Men's Strength Day. Invite four or five men who are doing valuable work related to social justice and ending violence against women to speak with the group and have them explain their jobs, why they have the values they do and how they feel they're making a difference.

- 12. Get involved in other ways:** Don't limit your interactions to meetings and workshops. Attend a sports event the young men are competing in. Take them to a movie and have a discussion afterwards. Play video games together. This sends a clear message "you matter to me".

B.5: Disclosure and Basic Counselling Information

Preparing for Disclosure

Disclosing sexual violence can be especially tough for men and boys because there can be great shame associated with being an abused male, and support services may be hard to find. The following outlines some basic steps facilitators can take to prepare for a disclosure.

Be aware of your biases.

- Hearing a disclosure can be difficult, and can lead to feelings of anger, shock, aggression, and powerlessness.
- One defence against such feelings is to blame or judge the survivor. It is important to recognize the possibility of these reactions so that you can keep them in check if they occur.

Decide on what supports you will have. Possible considerations include:

- A quiet room with a comfy chair, blanket, water and tissue.
- Pamphlets and brochures with local referrals and resources.
- A second facilitator to be with participants if they are upset.

Set ground rules. For example:

- Confidentiality is essential – what is said in the room is not repeated.
- Judgement or criticism is not appropriate.
- This is a safe place.

If a participant discloses during the workshop don't interrupt him. Listen carefully and then say:

- “Thank you for sharing that. That’s very important to talk about. If you want to, maybe you and I could talk about this later?” Then make sure you talk to him privately after the workshop.

Give participants time to talk about their concerns but try to move the group’s focus away from the disclosure.

- It is important to remember that the group came for training, not to participate in a support group.

Because of the intensity of this work, it is common for facilitators to feel exhausted and emotionally drained. Take care of yourself. To maintain your effectiveness as a facilitator, set personal boundaries, spend time with your support network, and allow time for rest and recreation.

When a Survivor Discloses

Believe.

- Believe him. Many survivors have a great fear that they will not be believed. Be the survivor's safe place where he is believed without question.

Listen.

- Listen deeply and think about how the person is feeling right now. What has he experienced? (Often men will disclose sexual abuse that happened to them as children rather than talking about sexual assault as a teen or as an adult.) How would you feel if you were in his place?
- Watch your body language and respect the survivor's personal space. You may be comfortable giving him a hug, *but is he comfortable receiving one?* **Remember, as a Facilitator, you are in a position of power. He most likely was abused by a person who was also in a position of power.**
- Keep your personal feelings and opinions to yourself. Do not judge. Be sure not to turn the focus on yourself by sharing your personal experience.

Support.

- Validate the survivor's feelings and concerns. Let him know that whatever he is feeling (embarrassment, confusion, anger, sadness, fear) is normal and okay.
- Ask how you can help. Ask if there is something in particular he needs from you.
- Let the survivor make his own decisions and believe in his ability to make the best decision. Don't tell him what he should do, or what you would do.
- Guarantee confidentiality (unless the survivor is under 16 – because then reporting is required by law).

Refer.

- Refer the survivor to a local resource (a sexual assault crisis centre and/or a competent counsellor). Offer alternatives. Keep pamphlets, business cards, and phone numbers on hand.

Remember that you are a facilitator and not a trained therapist. Try to see yourself as a caring first line of help, not an ongoing support.

Communicate the following messages to a survivor who discloses:

- I believe you.
- It's not your fault (this is very important!).
- I'm sorry that this happened to you.
- I'm glad that you told me.
- You are not alone.
- There are people who can help.

When a Perpetrator Reveals Abusive Behaviour:

There are many reasons why a man might reveal having committed abusive behaviour. Perhaps he is just now realizing that what he did was sexual assault, and feels horrible. Or perhaps he wants others to tell him that his behaviour was okay. Or maybe he is using this opportunity to brag in a very disturbing way. You may never know the real reason why he is disclosing, but it is important to be ready for such revelations:

- **Be prepared to address what he reveals.** Don't look the other way. *Let him know that all forms of interpersonal violence are unacceptable, and encourage him to seek help if he has not done so already.*
- **Make no excuses for abuse.** If he states that he was abused himself, express that you are very sorry that happened to him, but that it is also **critically important** that his abusive behaviour be totally eliminated.
- **Believe in his ability to change.** Acknowledge that it takes courage to admit there is a problem. Let him know that you support his attempts to address the issue.
- **Refer** the abuser to a local resource. It is critical for facilitators to have a list of competent counsellors/programmes on hand that can address his needs.
- **Check in with the rest of the group to see how they are reacting to this information.** If the person has revealed abusive behaviour in a group setting, ask the other group members if they have anything they would like to say. Information of this nature can make other group members feel very unsafe and/or extremely upset. If possible, it might be a good idea to do a round and ask each of the group members say how he feels about the information he just heard. Sometimes other men will begin to make excuses for the man who made the revelation – i.e. “I know you didn't *mean to* hurt her. It's okay.” – so as a facilitator you may need to remind the group that sexual aggression hurts, and it is never okay.
- **Report it.** If the abusive behaviour falls under the category of a reportable offense (i.e. child abuse, elder abuse, abuse of someone who has a disability), you must report it to the appropriate authorities.

- **Invite him to take responsibility.** Ask the man what he is willing to do to accept responsibility for his behaviour. Is he willing to get counselling? Report the assault to the police? Fully accept his role in the assault? *Note: If he is not currently in contact with the person he hurt, he should **not** be encouraged to contact that person. The survivor has likely moved on, and a surprise contact from him may be re-traumatizing. His taking responsibility for his actions does not require the participation of his victim(s) in the process.*
- ***If the person seems unable or unwilling to be accountable for his abusive behaviour, he should be excluded from any further participation in the training. His continued presence will be disruptive, and it is a very bad idea to have unrepentant, admitted perpetrators going out into the community and presenting themselves as having been trained in issues of sexual assault – trained by you!***

Disclosure and Children

As a facilitator, two important points you must keep in mind about disclosure with respect to children are:

- 1) If a child discloses sexual assault or sexual abuse, you must by law report the abuse to a child Welfare Agency. A child is a person under 16 years of age.
- 2) Recognize that it takes great courage for a child to disclose abuse. How you respond may have a tremendous impact on the child.

To be most helpful, do the following:

- **Believe** him – children seldom lie about sexual assault or abuse.
- **Listen** to the child openly and calmly. Do not express shock or panic. Avoid making assumptions about his story. Let the child explain.
- **Respect the survivor’s boundaries.** Do not touch him without permission.
- **Use his vocabulary.** When you speak, use the words the child uses.
- **Don’t make promises you can’t keep.** Don’t promise that everything will be okay now that he has told. You can’t promise that everything will be okay.
- **Communicate the following messages to him:**

“I believe you.”

“It was not your fault.”

“I’m sorry this happened to you.”

“I will do my best to help you.”

“I’m glad you told me. It took a lot of courage.”

“I cannot keep this information a secret. By law I must report it.”

- Tell the survivor when you will report and what you will say.
- Tell him what will happen after you report. It is likely that other people (parents, police and social workers) will become involved. The survivor needs to know this.
- Be aware that the survivor may be upset about the report. He may be afraid of getting into trouble or hurting his family.
- You may want to say something like this to help the survivor understand: “I am very sorry this has happened to you. I need to tell someone who can help you with this because you have the right to be safe. There are some things that can’t be kept a secret. It is not okay to keep being hurt a secret. Remember that this is not your fault.”

- **Refer** him to the KIDS Help Phone Line and a sexual assault crisis centre.
- **Notify a Child Welfare Agency** of his disclosure. Call the child protection agency within 24 hours. If you think he might be in immediate danger call immediately. For the phone number call a sexual assault crisis centre, hospital, or a local help-line.

Counselling Philosophy

The victim is never at fault.

Be aware of biases that blame the victim. If a survivor discloses, let him know it was not his fault.

Believe the survivor.

It is imperative that facilitators believe participants that disclose. They must believe that the survivor is not lying, exaggerating, or creating a story for revenge. It takes great courage to disclose. You are **not** in the position of “judge” – so don’t judge!

Create a respectful relationship.

Value and respect the survivor as a person of equal worth and ability. Working against sexual violence is your issue as well as his.

Help the survivor regain power and control.

Empower him by allowing him to take control of the conversation. Allow the survivor to make the decisions. The survivor is the expert on himself. He will choose his own path to recovery. Refrain from diagnosing a problem and deciding on therapy.

Recognize diversity.

There are many layers of oppression. Race, disability, and economics all play a role in the victim’s experience. Facilitators must be sensitive and aware.

Take care of the survivor’s self-esteem.

Empower him by pointing out his strengths. Believe in the survivor’s basic goodness, ability, and competency. Believe that he is capable of directing his own healing. It takes courage and strength to disclose, to seek help, to admit vulnerability and to work toward healing.

Focus on the survivor.

Don’t turn the focus on yourself by sharing your own personal experiences. Keep the focus on him, on his feelings and experiences.

Maintain confidentiality.

Be strict with confidentiality. Remember it is his experience, his story, and his decisions to make. Everything the survivor tells you is owned by him and should not be passed on to others without his permission. This includes his friends, his family, your friends and the public-at-large.

Basic Counselling Techniques

Listening

Why is listening important?

- Shows support and encouragement.
- Provides an open environment to release pent up feelings.
- Helps the speaker sort out thoughts, feelings, and ideas.
- Provides information about the speaker's circumstances, thoughts and feelings.

How can you listen actively and effectively?

Do:

- Maintain attentive behaviour (body language, responding).
- Give your complete attention and concentration.
- Focus on **WHAT** the speaker is saying (content) and **HOW** the speaker is saying it (feelings).
- Let the speaker set the pace – do not rush him.
- Reflect back the feelings you hear.
- Ensure you are in an appropriate environment (safe, no distractions).

Don't:

- Tell your own story.
- Rescue the speaker.
- Think of what to say before the person has finished.
- Give advice or state your opinions.
- Judge.
- Be biased.

TIP: SOLER is an acronym that summarizes the skills that show that you are listening intently. They are:

- **S**: Face the speaker **SQUARELY** so that your shoulders are in line with his shoulders.
- **O**: Adopt an **OPEN** posture. Crossed arms and legs suggest a closed attitude.
- **L**: **LEAN** slightly toward him. A slight lean shows interest and engagement.
- **E**: Maintain good **EYE CONTACT**. This is not staring, but rather a steady gaze.*
(***Note**: In some cultures, direct eye contact is considered disrespectful.)
- **R**: Try to be **RELAXED** or natural in these behaviours. Avoid fidgeting.

Empathy

Empathy is when you forego judgement for understanding, when you move beyond reacting and learn to take action, and when you help find answers instead of blaming.

- Anonymous

What is empathy?

- Putting yourself in another person's place.
- Recognizing that you cannot judge another person because you don't know what that person has endured to get them to that point.
- Understanding the other's situation, state of mind, and feelings.

How can you empathize?

Carefully observe and listen. Listen not only to the situation, but also for the feelings behind the situation. Feelings are often implied or expressed non-verbally.

Connect. Without judgment, imagine yourself in the other person's situation.

Clarify the person's feelings. "What I'm hearing is that you feel _____. Is that right?"

Showing the person that you are trying to understand lets him or her know you are listening and that you care.

Validate. Let the person know that his feelings are valid, important, and supported. Do not explain how he should feel. Instead, listen and provide a safe place for the person to disclose his feelings.

Ideally, **empathy is a way of being** and not just a communication skill or a way to handle disclosure. Empathetic people try to understand other points of view at all times, not just in a counselling relationship. Read about sexual assault and the experiences of sexual assault survivors. Recognize that sexual assault is a major trauma and that the process of working through it is extremely stressful. Survivors often experience great anxiety, fear, guilt, vulnerability and shame.

5 steps to empathize

1. I'm ready to listen. Assume position (body language ex: eye contact, lean forward, etc.)
2. Paraphrase. "I hear you are saying that..." Check it out. "Am I getting it?" Ask for more
3. Summarize. "Let me put it together." Ask for more
4. Validate. "I understand you. You make sense to me."
5. Connect. If I were you I might feel..." Check it out. "Is that how you feel?" Can you share more with me? Tell me more about that? What can I do?

Showing Support

What is support?

- Accepting a person regardless of his or her views, problems, or appearance.
- Assisting a person when he or she is having difficulty.
- Encouraging a person when he or she is troubled.
- Not judging a person's feelings, actions, or decisions.
- Communicating caring, interest, and understanding.

How can you show support?

Stay with his feelings. Getting hung up on the details of the event won't help the person feel better. The person's feelings are what are hurting him or her. Help him identify his feelings. For example, "It sounds as though you feel embarrassed by his words."

Avoid the use of "should" or "ought." What you feel the person should do is irrelevant. Your preference will not meet his or her needs. Support the person by believing in his or her ability to make the best decisions.

Build confidence. Focus on the person's strengths and abilities to cope.

Keep your problems separate. Don't launch into a story about your own experiences. The person will want to talk about him or herself, and will probably see your story as disinterest in his or her story.

Responding

What is responding?

- Responding is a form of acknowledgment. It shows that you understand and feel empathy for a person's experience.
- Responding is giving feedback on what was heard or giving encouragement or support to carry on. It is not about giving advice, theories or personal stories.
- It is important to respond, at all times, with sensitivity, respect and non-judgment.

TIP: The best time to respond is when the speaker seems unable to continue. Before you respond, however, wait a few seconds. The speaker may be collecting his thoughts.

What are the most common and effective ways to respond?

Reflecting

- Confirm understanding by repeating back to the speaker what you heard him say about his situation and feelings. This gives the speaker the opportunity to agree or disagree and explain what he truly means and feels.
- For example: "It sounds like you are feeling guilty because you went with him to his home."

Probing

- Clarify your understanding by asking open-ended questions.
- For example: "Could you tell me more about that?" or you could ask, "How did that make you feel?"
- Avoid questions that challenge what has been said or that change the subject.

Summarizing

- Make connections and show that you understand at a deeper level by summarizing what the speaker has said. This can be done by tying the speaker's thoughts and feelings together.
- For example: "I'm hearing that you feel very isolated, but at the same time you are also worried about telling family members about your experience because they may judge you or blame you for the assault."

Questions

When used properly, questions show interest and can uncover more information.

Ask Open-Ended Questions

- Open-ended questions encourage a person to explore his thoughts and feelings and leave the person free to answer in his own words.
- If you ask questions that require yes, no, or one sentence answers, then you are structuring a person's responses and missing clues to his feelings.
- Avoid asking too many questions. Numerous questions have the potential to make a person feel that he is on trial.

Avoid "Why" Questions

- "Why" questions often make people feel defensive because they put blame on the victim ("Why did you do that?")
- If a "why" question comes to mind, ask yourself: do I really need the answer to help him, or is it only curiosity on my part?
- "What" and "How" questions give the person the opportunity to express himself, and they tend not to be judgmental.

Examples of Open-Ended Questions

Feeling Questions

- How are you feeling right now?
- What does that feel like?
- How did you feel when...?

Clarifying Questions

- Can you explain that further?
- How would you like things to be?
- What does that mean for you?

Empowering Questions

- What do you need to feel better?
- What would you like to do?
- Where would you like to begin?
- What's most important for you?

Assistance Questions

- What do you need from me?
- How best can I help?
- What resources do you have?
- Who are your greatest supports?

Problem Solving

Problem solve with a person when...

- He asks for suggestions
- Feelings have been acknowledged
- The person feels he has been heard
- Support has been given

How do you problem solve?

Assess his support network. Ask if he has any family or friends who can help him through this difficult time. He will feel stronger and better able to make decisions if he has support.

Help him brainstorm alternatives. Avoid giving advice, but do help the person think of all possible alternatives. Then help him weigh the alternatives and examine the pros and cons of each choice.

Give him relevant information. Tell him the facts about the medical and legal process. If you are not sure about the processes defer to a sexual assault crisis centre. And give resources and referrals. Help him find local resources such as a sexual assault crisis centre, a counsellor, a doctor, etc.

Encourage him to make the decisions. Don't jump into a quick fix-it mode. Sexual assault and aggression is not an easy problem to fix. The person knows what is best for him and will feel stronger and more competent if he makes the decisions.

Support his decisions. Because the victim needs to make his own decisions, it is important to maintain a neutral position regarding going to the hospital, reporting it to the police, etc.

B.6: Diversity and Inclusion

Exclusion

Exclusion has a negative impact on group cohesion. There are many reasons why a participant may feel excluded during a workshop.

A participant may:

- Feel that his culture or sexual orientation is misunderstood or not accepted.
- Fear he will be judged if he reveals he is an aggressor.
- Fear he will be judged or not believed if he reveals he is a survivor.
- Have difficulty understanding or reading the information.
- Feel like an outsider because he is new to the group.
- Exclude himself because he wants privacy.
- Have low self-esteem and believe he cannot contribute to the conversation.
- Feel judged or dismissed because of his physical appearance or disability.
- Feel angry, blamed or uncomfortable because of the workshop material.

A participant who feels excluded will find it difficult to learn from the workshop. It is the responsibility of the facilitator to be aware of the participants' needs and help them feel included. To foster inclusion, a facilitator should support the experiences of each participant to help him feel welcome, secure and capable.

Inclusion

Adapted from *Diversity and Complexity in the Classroom*
(Gross-Davis, 1999)

Making sure that everyone feels included is a skill. Facilitators need to be aware of their audience's needs. Below are some suggestions to help participants feel more included.

Avoid excluding or offending because of ignorance.

- Recognize that persons with disabilities conduct their lives in a similar manner as other people. Include people with disabilities when discussing sexuality, sexual violence, and abuse.
- Be aware that people have different values and customs. For example, in some cultures eye contact and open sexual conversations are considered inappropriate.
- Know that lesbian, gay and bisexual people may also be abused, and if they seek help they may have to deal with homophobia from the police, doctors, family, and friends.
- Refrain from remarks that make assumptions about the participants' experiences such as, "Now, when your parents were in university . . . "?

Make it clear that you value all comments.

- Encourage personal stories and diverse viewpoints.
- Set the tone and emphasize the importance of valuing all approaches and viewpoints.
- Demonstrate that intolerance and prejudice are unacceptable. Respectfully challenge judgemental and intolerant comments.

Be aware.

- If someone does not seem to understand the information presented, ask if there are any questions, rephrase your wording, or present the idea on paper.
- Be on the lookout for persons with low reading ability. If you see someone struggling, adjust the workshop to a more activity-based style, rather than a reading or writing based approach.
- In addition, be *self-aware*. Ask yourself: have you considered your own personal biases and cultural preferences? What attitude(s) are you presenting to the participants?

Use inclusive language.

- Use inclusive terms such as partner or spouse instead of boyfriend, girlfriend, wife or husband.
- Use same-sex examples as well as heterosexual examples.
- Use situations that are relevant to the particular group. Do not use a university example with a group of seniors.
- Use terms of equal weight when referring to parallel groups, for example, "men and women" rather than "men and ladies."

TIP: When giving examples:

- ✦ Use culturally diverse names. Change Bill or Bob to Roberto, and Sally or Sue to Saleema. This takes little effort and shows that you consider other cultures.

Do your best to be sensitive to terminology. Terminology changes over time, as ethnic and cultural groups continue to define their identity, their history, and their relationship to the dominant culture. In the 1960s, for example, the term “negroes” gave way to “blacks” and “Afro-Canadians/Afro-Americans.” In the 1990s, the term “African Canadian/African American” gained general acceptance. Many North Americans of Mexican ancestry prefer Chicano or Latino or Mexican Canadian/Mexican American to Hispanic, hearing in the last term the echo of Spanish colonialism. Many Asians are offended by the term “Oriental,” which connotes British imperialism; and many individuals want to be identified not by an entire continent, but by the nationality of their ancestors (for example Vietnam or Japan). Many descendants of the first Canadians prefer the terms “Aboriginal,” “First Nations,” or “Indigenous” rather than “Indian.”

Rectify any language patterns or case examples that exclude or demean any groups. Do you:

- Use terms of equal weight when referring to parallel groups: “men and women” rather than “men and ladies”?
- Use both he and she during lectures, discussions, and in writing, and encourage others to do the same?
- Recognize that participants may come from diverse socioeconomic backgrounds?
- Refrain from remarks that make assumptions about your participants' experiences, such as, "Now, when your parents were in college . . . "?
- Refrain from remarks that make assumptions about the nature of your participants' families, such as, "Are you going to visit your parents over spring break?"
- Avoid comments about participants' social activities that tacitly assume that they are all heterosexual?
- Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts?

Become more informed about the history and culture of groups other than your own. Avoid offending out of ignorance. Strive for some measure of "cultural competence" (Institute for the Study of Social Change, 1991): know what is appropriate and inappropriate behavior and speech in cultures different from your own. Broder and Chism (1992) provide a reading list, organized by ethnic groups, on multicultural teaching in colleges and universities. Beyond professional books and articles, read fiction or nonfiction works by authors from different ethnic groups. Attend lectures or take courses with specialists in Ethnic Studies or Women's Studies. Attend community activities celebrating diversity or events important to various ethnic and cultural groups. If you are unfamiliar with your own culture, you may want to learn more about its history as well.

Convey the same level of respect and confidence in the abilities of all your participants.

Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has also shown that an instructor's expectations can become self-fulfilling prophecies: students who sense that more is expected of them tend to outperform students who believe that less is expected of them – regardless of the students' actual abilities (Green, 1989; Pemberton, 1988).

Don't try to "protect" any group of participants. Don't refrain from addressing the performance of individual participants. If you attempt to favour or protect a given group by demanding less of them, you are likely to produce the opposite effect: such treatment undermines participants' self-esteem and their view of their abilities and competence (Hall and Sandier, 1982). For example, one professor mistakenly believed she was being considerate to the students of color in her class by giving them extra time to complete assignments. She failed to realize that this action would cause hurt feelings on all sides: the students she was hoping to help felt patronized, and the rest of the class resented the preferential treatment.

Be even-handed in how you acknowledge participation. Be sure to recognize the contributions of all participants. For example, one Chicana student complained about her professor repeatedly singling out her papers as exemplary, although other students in the class were also doing well. The professor's lavish public praise, though well intended, made this student feel both uncomfortable and anxious about maintaining her high level of achievement.

Recognize the complexity of diversity. Diversity is often thought about in terms of “black and white.” Today, there is a recognition that we require a broader multicultural perspective, and must make efforts to include many underrepresented groups.

Emphasize the importance of considering different approaches and viewpoints. Help participants to appreciate that some situations can be understood only by comparing several interpretations, and help them learn how one's premises, observations, and interpretations are influenced by social identity and background. For example, research conducted by the Institute for the Study of Social Change (1991) shows that white students and African-American students tend to view the term racism differently. Many white students, for example, believe that being friendly is evidence of goodwill and lack of racism. Many African-American students, however, distinguish between prejudice (personal attitudes) and racism (organizational or institutional bias); for them, friendliness evidences a lack of prejudice but not necessarily a wholehearted opposition to racism.

Make it clear that you value all comments. Participants need to feel free to voice an opinion and empowered to defend it. Try not to allow your own difference of opinion prevent communication and debate. Step in if some participants seem to be ignoring the viewpoints of others. For example, if white participants tend to ignore comments made by people of color, reintroduce the overlooked comments into the discussion. Do this same thing if university-educated or professional participants are ignoring the comments made by working-class participants.

Avoid singling out participants as spokespersons. It is unfair to ask a participant to speak for his or her entire race, culture, or nationality. To do so not only ignores the wide differences in viewpoints among members of any group, but also reinforces the mistaken notion that every member of a minority group is an ad hoc authority on his or her group (Pemberton, 1988). An example to avoid: after lecturing on population genetics and theories of racial intelligence, a faculty member singled out an African-American student in the class to ask his reactions to the theories. In addition, do not assume all students are familiar with their ancestors' language, traditions, culture, or history. An example to avoid: asking an North American-born participant of Chinese descent, "What idiom do you use in Chinese?" (Flick, n.d.; Pemberton, 1988)

More Considerations for Inclusion

To give the most effective workshops, it is important that facilitators be aware of the following information for particular groups.

Sexual Orientation

The following guidelines suggest ways to consider and accept all sexual orientations:

- Do not assume that a man's partner is female. Give examples that include same sex relationships.
- Use the word "partner" rather than wife or girlfriend.
- If homophobic comments are made, address them immediately and let the group know such comments are not helpful, and will not be tolerated.
- If a man discloses a sexual assault with a male partner, it is very important that you show him that you are accepting of his sexual orientation, and that you believe his disclosure.
- A gay man who discloses may be anxious about confidentiality and his sexual orientation. Be aware that he may not feel able to turn to his family for support because he fears they will condemn his sexual orientation along with the assault or abuse. He may also fear reporting the assault because of homophobia in the community, particularly from the police, doctors, service workers, and the courts.
- In such cases, help him find a gay-supportive therapist who is knowledgeable in the area of sexual assault.

Persons with low literacy

If one or more of your participants have low literacy levels, consider making the following adjustments:

- Produce all written materials (flipcharts, instructions, handouts) in easy-to-read language, and available in large print.
- Ensure that as few activities as possible are dependent on the use of written materials.
- Avoid asking participants to write out responses. Consider using drawing, symbols or collages to express ideas.
- Read out all handouts and instructions during the workshop.
- Avoid asking participants to read materials out loud.
- Make contributions of any kind optional.

Persons with disabilities

Put the person *before* the disability. Rather than seeing the disability first, and the person second, it is important to recognize that men with disabilities are, first and foremost, unique persons with individual strengths and weaknesses.

To show that you recognize the person before the disability:

- Use the term “person with a disability” rather than “disabled person.”
- Recognize the man’s uniqueness and abilities rather than his inabilities.
- Remember that two persons with the same disability do not always have the same level of ability or limitation.
- Talk about your “friend” or “participant” rather than your “friend with a disability” or “participant with a disability.”

A note about **terminology**: Most people with disabilities are comfortable with the terminology used to describe everyday activities. Men with visual impairments “see” what you mean and men who use wheelchairs go for “walks” etc. A disability just means things are done differently.

Disability and Word Choice

<u>Avoid</u>	<u>Use Instead</u>
Cripple / Crippled by Victim or invalid Inflicted /Afflicted Deformed /Incapacitated	Always refer to the person first: <ul style="list-style-type: none"> • Person with a disability • Person who is paraplegic • Person who has multiple sclerosis • Person who has cerebral palsy
Afflicted by / Deformed by Incapacitated by	Caused by... Born with...
Confined to a wheelchair	Person in a wheelchair
Normal / average Able-bodied	Non-disabled
Deaf mute / Deaf and dumb	Person who is deaf
Brain damaged	Person who has a brain injury
Crazy, insane	A person who has a mental illness
Mongoloid Retarded Mentally handicapped	Person with Downs Syndrome Person with an intellectual disability

Cross-cultural groups

When planning a workshop, consider how cultural backgrounds might affect the participants' comfort and interest. Here are some other things to remember about cross-cultural groups:

Body language - Body language differs from culture to culture. In some cultures direct eye contact is considered rude. If a participant does not seem to want to make eye contact with you, do not push. Also be aware that some cultures may feel most comfortable with more (or less) personal space.

Cultural Norms - In many cultures, men and boys are valued more if they are dominant and aggressive. Men and boys from such cultures may feel uncomfortable with gender awareness and violence prevention training.

Tokenism - Avoid treating men from one culture as representatives of their entire culture. Because a man is from a certain ethnic or cultural group doesn't mean that he will know everything about that culture. Therefore, avoid asking a man of Latino decent about the state of men and violence in Latin America or in Latino communities in Canada.

Language - Try not to use slang words or phrases. Men who are learning English may not understand what you are trying to say. For example: "surfing the net" is a common phrase, but may be misunderstood by a participant who does not use English as his first language.

TIP: Also consider these suggestions:

- Write and speak in clear, simple language
- Do not raise your voice; talking louder does not make you easier to understand.
- Face your participants; it is easier to follow a discussion when the face and lips can be seen
- Be patient
- Take time and ensure that everyone understands the information
- Ask for questions

Personal Attitude - Think about your own views. As a facilitator you are a role model and must be aware of your attitudes and behaviour. Take time to identify your biases, assumptions, and prejudices about different cultures.

Show Your Interest - If you know that many of the participants will be from a particular culture or group, take time to learn more about the culture and its customs. This lets participants know that you are interested in understanding and learning more about them. Be prepared to adjust your workshop based on your findings. Also take time to learn more about different sexual orientations, abilities and experiences.

What are Biases?

Biases are personal (and often unreasonable) judgements based on a belief that a person will behave a particular way because he shares qualities with a particular group.

- Biases are dangerous because they make unfair assumptions about people.
- Biases are dangerous because they can lead to discrimination. Ranging from slights to hate crimes, discrimination is any behaviour that treats people unequally because of their group memberships.
- Although biases are destructive, don't beat yourself up for having them. You are not alone; everyone has biases and holds stereotypical views. Rather than being angry with yourself for your biases, use your energy to consciously work on overcoming them.

Why do I need to know my biases?

As a facilitator, it is important to know your biases. Biases create a hierarchy; they indicate a greater value and preference for some groups over other groups. Biases are problematic in a workshop because if a facilitator's preference for one group over another becomes evident (even subconsciously) the facilitator will lose the trust and support of the participants.

Here are a few questions to help you determine what your biases are:

- When you speak to people on the phone, does their accent determine how you respond?
- Do you believe older people pretend to be sick in order to get attention?
- Would you consider it an insult if someone thought you were gay?
- Have you ever seen an Aboriginal person in a liquor store and assumed he/she was an alcoholic?
- Do you believe that people who cannot read have low intelligence?
- What do you see first – the disability or the person?
- If you see a person from a minority group in a position of power do you think that they probably got there through affirmative action?
- Have you ever thought you could "spot" a lesbian or wondered who the "man" was in a lesbian relationship?
- What do you do if you hear someone making a racist comment? Let it slide? Speak up against it? Hear some truth in the comments?

More activities can be found in the Train the Trainer section.

I am aware of my biases. What do I do now?

By being aware of your biases you can begin to question them. Ask yourself: why do I feel this way? How can I change? Once you are aware you can stop yourself from treating some people differently. Think of your biases and how you would react if a person identified himself as part of a group about whom you have biases. For example, if you have a class bias and think negatively about people living on social assistance, how would you react if someone in your group acknowledged that he received social assistance? Be honest with yourself, and practice more accepting views and behaviour.

If you recognize that your biases are deeply ingrained, ask yourself if your biases are going to hinder the learning ability of your workshop participants. This project is based on involving men – regardless of their culture, ability, socio-economic background, sexual orientation or age – in working against men who use violence against women. Can you value the expertise and wisdom of *all* men? Think deeply about this. If you believe you cannot see the wisdom in *all* men then, perhaps another person could offer a better workshop.

What about other people's biases?

Also be aware that your participants will have biases. By recognizing your own biases, you will be able to recognize others' biases and address them in a positive manner. If someone in your workshop is biased and supports stereotypes, confront the bias (don't judge the person) and ask him why he feels this way. Consider having a discussion with your group about biases, stereotypes, and their relationship to sexual violence.

TIP: Distinguishing personal from institutional bias.

The terms bias, stereotype, prejudice and an ism (for example, sexism) are often used interchangeably. This is incorrect.

A **stereotype** is an exaggerated belief or image about a person or group — a generalization that allows for little or no individual differences or social variation.

Prejudice is an opinion, prejudgment or attitude about a group or its individual members. Prejudices are often accompanied by ignorance, fear or hatred.

An **ism** can best be understood as “prejudice + power over”. For example, sexism happens when one group of people (for example, men) hold stereotypes about another group (such as women) AND have the power to use prejudice against that group, to control them, hurt them, make them feel bad, get something from them, or receive better treatment or more resources than they do.

Examining Your Motives

Facilitators should think about why they want to facilitate a workshop. If a person chooses to facilitate for the wrong reasons, the workshop may not be as interesting or as great a learning experience for the participants.

To help examine your motives, ask yourself the following questions:

1. Why do you want to facilitate a workshop?
2. Is this workshop something that you are expected to do or feel you “should” do? If you answered yes, what should you be aware of? What are the consequences?
3. Why do you like talking in front of people?
4. What are your strengths as a facilitator? What skills do you have?
5. What are your weaknesses as a facilitator? What skills do you need?
6. What are your fears about facilitating? How will you address these fears?
7. Have you ever been sexually aggressive? Do you plan on sharing your experience with the group? What are the consequences?
8. Have you experienced sexual assault? How will this affect the workshop?
9. What do you personally expect to learn or gain from this workshop?
10. What do you want the participants to learn?
11. What biases do you need to work on? How will you work on your biases?
12. As a facilitator, what are your goals? What kind of facilitator will you be? How will you empower?

Facilitator's Manual

Section C:

Ice Breakers and Energizers

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C.1: Workshop Ice Breakers

What are Ice Breakers?

Ice breakers are short and fun activities that are used to help participants get to know one another in a non-threatening way. Effective ice breakers are lively and very interactive.

Ice breakers also:

- help build trust
- help create a warm, friendly, and safe environment
- build a sense of belonging within the group
- build enthusiasm for the workshop
- encourage participant involvement and interaction
- can provide an introduction to the workshop's content

When do I use an Ice Breaker?

Ice breakers are typically used at the **beginning** of a workshop or a session.

Beginning the workshop with an ice breaker helps to grab participants' attention, and is also an effective way to build relationships with participants before tackling issues they may struggle with.

To best use an ice breaker, keep in mind the following tips:

- **Length of time.** Ice breakers usually take between 5 and 20 minutes.
- **Know your audience.** Before deciding which activities to use, assess the group for the following: age, familiarity with one another, purpose of the group gathering, and potential considerations for physical abilities.
- **Build in intensity.** A good guideline is to start with activities that have limited movement, minimal physical contact, and simple rules, and progressively increase each of these factors. For example, start with a simple name game, then a common ground activity, and then a more active game that has physical contact. Generally, with youth you can move pretty quickly into highly active or silly games that get everyone laughing. For "too-cool" teens or "very serious" adults, you may need to proceed very slowly. You can tell how things are going by the level of conversation and laughter.

Skittles Riddles

Objective

- To help participants get to know each other.

Materials

- 1 package of skittles (candy) for every three participants
- Flipchart and marker
- Skittles questions written on a flipchart (see below)

Time

- 20 minutes

Before the participants arrive put the skittles in a large bowl and write the questions on the flipchart (be sure they are hidden when the participants arrive).

1. Pass the bowl of skittles around the room and ask participants to take some.
2. When everyone has a bunch, ask the participants to pick out one or two of their favourite colors. Ask them to hold on to the favourite skittle while they eat the rest.
3. Uncover the Skittles questions on the flipchart.
4. Explain to participants that they will answer the question that matches their favourite skittles color. Begin with yourself and then go around the room.

Green	What is the best thing you have ever done for yourself?
Purple	If you could spend a day with any person who ever lived, who would that be? Why?
Orange	What is your first happy memory?
Pink	If you were a cartoon character, who would you be? Why?
Yellow	Which person has most influenced your life?
Blue	If you knew you could not fail, what would you try?
Brown	What movie, TV show or book has most influenced how you think about the world? Why?
Red	If you could develop a talent, what would it be?

More Skittles Questions:

If you could live in any time period, what would it be and why?

If you could rule the world, what is the first issue you would you change. Why?

What is your favourite pastime?

What do you hope to be doing five years from now?

What is the weirdest food you have ever eaten?

What is the best vacation you have ever had?

Find an Object

Objectives

- To create a feeling of community and trust.
- To give participants an opportunity to share something about themselves.
- To practice listening and non-judgment.

Materials

- Small objects from your office or workplace (for example, eraser, box of tissues, candle, paperweight, keys, markers, calendar, etc.)

Time

- 10 minutes

This is a simple and quick ice-breaker that is usually enjoyed by everyone:

1. Lay out the small objects on a table or chair.
2. Ask the participants to choose one of the small objects or from something they have with them (for example, money clip, family picture, candy, safety pin, grocery list). The object that is chosen should say something about them as a person.
3. Sit in a circle and ask participants to explain how the object represents or says something about them.
4. Mention the importance of listening without interruption and without judgement.

Fancy Facts

Objective

- To help participants find out things about each other in a non-threatening manner.

Materials

- Index cards (enough for each participant)
- Pens or pencils

Time

- 20 minutes

1. Hand out an index card and pens or pencils to each participant.
2. Tell participants to write three statements about themselves that they are willing to share. Explain to participants that one must be a true statement, and the other two must be untrue.
3. Encourage participants to write odd information about themselves that no one would know if it were true or false.
4. After everyone has finished, ask each participant to read his card to the rest of the group. After all statements have been read, ask the rest of the group to vote on which statement they believe is true.
5. Once the voting is finished, ask the participant to reveal which statement is true.
6. Continue until every participant has read their statements.

Variation

An alternative way of doing this activity is to ask each participant to write one true statement about himself that he is okay sharing on their index card. Encourage participants to write odd information about themselves that no one would know if it were true or false. Once everyone has finished, collect all index cards, shuffle them, and re-distribute the cards among the group. Taking turns, ask each participant to read what is written on his new card, and to guess which participant wrote it. Tell the group that they have three guesses. If they have not guessed correctly after the third attempt, ask the person who wrote the statement to identify himself.

Common Denominator

Objectives

- To encourage participants to talk to each other.
- To build a sense of community within the group.

Materials

- Flipchart and markers

Time

- 5 – 10 minutes

This is a fun activity to “break the ice” and to encourage bonding within the group.

1. Divide participants into pairs.
2. Tell participants that when you call out “Start”, each pair will have one minute to find five things that they have in common.
3. Specify whether the common things should be character traits or articles in their possession.
4. Say “Start.” At the end of one minute, put two pairs together and give the foursome one minute to find five things that they all have in common.
5. Continue to pair up smaller groups until the whole group is reunited. Give them a minute to determine up to five things that they all have in common.
6. Ask the group to present the list of things they have in common. Write what they have in common on a flipchart. Consider posting this page somewhere where the group can see what they have in common for the duration of the workshop.

Autographs Bingo

Objectives

- To encourage participants to talk with each other.
- To help participants find out things about each other in a fun and non-threatening way.

Materials

- “Autographs Bingo” (enough copies for each participant)
- Pencils or pens

Time

- 10 minutes

This is a great way to “break the ice” if participants don’t know each other and if you have a large amount of space to move around in.

1. Hand out the Autographs Bingo worksheet to participants (or make up your own!)
2. Ask participants to get as many autographs as possible by finding someone who has done what is written in each bingo square.
3. Encourage participants to get different autographs for each item by talking to everyone in the group. Tell them it might be interesting to get details.
4. Give the participants about 10 minutes and then call them back.
5. Consider having a prize for the person who gets the most signatures, or for the person who gets ‘bingo’.

Autographs Bingo

Instructions

- Talk to other participants. Can they answer “yes” to anything listed in the squares?
- If they can, ask them to autograph the square that is true to them.
- Get as many autographs as possible, with a different autograph for each question!

Loves to travel	Is good at something not typical for his gender	Has received stitches	Is a good listener	Asks for help when he needs it
Did not watch the NHL playoffs	Enjoys working out	Spends time with an older person	Has volunteered	Recently laughed until he cried
Speaks more than one language	Has an “Oma” / an “Abuela”	Free	Is an early riser	Can play a musical instrument
Has an unusual collection	Is a father	Speaks out against sexual violence	Nurtures his creativity once a week	Enjoys public speaking
Plays a sport	Eats lots of fresh vegetables and fruit	Is from a large family	Has a favourite T-shirt	Knows what a “jao tsu” is

Autographs

Objectives

- To encourage participants to talk with each other
- To help participants find out things about each other in a fun and non-threatening way

Materials

- “Autographs worksheet” (enough copies for each participant)
- Pencils or pens

Time

- 10 minutes

This is a great way to “break the ice” if participants don’t know each other and if you have a large amount of space to move around in.

1. Hand out the Autographs worksheet to participants (or make up your own!)
2. Ask participants to get as many autographs as possible by finding someone who has done what is written.
3. Encourage participants to get different autographs for each item by talking to everyone in the group. Tell them it might be interesting to get details.
4. Give the participants about 10 minutes and then call them back
5. Consider having a prize for the person who gets the most signatures.

Autographs Worksheet

Instructions

- Talk to other participants. Ask them if they can answer “yes” to anything on the list.
- If they can, ask them to autograph next to their “yes” question.
- Get as many autographs as possible, with a different autograph for each question!

Loves to travel

Enjoys working out

Is a good listener

Eats lots of fresh vegetables and fruit

Can play a musical instrument

Has an “Oma” / an “Abuela”

Did not watch the NHL playoffs

Nurtures his creativity once a week

Has an unusual collection

Is a father

Speaks more than one language

Reads a newspaper every day

Knows what a “jao tsu” is

Plays a sport

Asks for help when he needs it

Has received stitches

Is good at something that isn’t typical for his gender

Recently laughed until he cried

Spends time with an older person

Is from a large family

Name Tags

Objectives

- To give participants an opportunity to share.
- To begin learning about men's roles in preventing violence against women.
- To create informal nametags.
- To give an optional closing activity.

Materials

- Paper, crayons, markers

Time

- 15 – 20 minutes (depending on the length of the discussion)

This icebreaker is great for all age groups and will give the facilitator an opportunity to begin an informal conversation about men's roles in preventing violence against women. Basically, this exercise is to get the participants thinking about the day ahead.

1. Ask the participants to put their name on the piece of paper with the markers. Encourage them to be creative.
2. When they have finished, ask them to divide the other side of the paper into 3 sections.
3. In the first section, ask participants to draw or write words (whatever they are most comfortable with) that describe a few things about themselves that they are willing to share with the rest of the group. Give examples if needed: favourite music, best ways to spend time, adjectives that best describe them, etc.
4. In the second section, ask participants to draw or write words about what they think or feel about one of the following questions (choose the one you wish to discuss, add your own, or give participants a choice of three questions):
 - What comes to mind when you think about prevention?
 - What is violence against women?
 - In what ways can men help end violence against women?
 - What did you feel when you thought about coming here today?
 - What's one symbol or word that could represent you?
 - What makes you feel relaxed and happy?
 - What is support for you?
 - What is responsibility?
 - What is consent?

5. Finally, ask participants to draw or write words in the third section that describes how they have been an ally to women.
6. Make sure that participants know that their artistic abilities will not be judged and that they will not have to share their sketches with anyone unless they choose to do so.
7. When the participants have finished, ask them to put the paper, with their name facing up, on the floor in front of them. This will help everyone remember everyone else's names, without forcing people to wear name tags.
8. Suggest that people may volunteer to tell their name and discuss their name tag if they choose and whenever they are ready. Suggest that others may comment and make enquiries but there should be no criticism.

(Optional Closing Activity)

Closing Name Tags

If you chose to do 'Name Tags' as an icebreaker, this is a great way to end the same session.

Going back to the 'Name Tags' at the end of the workshop will give participants a chance to reflect on the whole workshop and the changes they have made in how they see things. 'Closing Name Tags' also sums up the entire workshop and gives each person an opportunity speak about his experiences.

1. At the end of the workshop ask everyone to sit in a circle with their tags.
2. Tell everyone that you would like to close the workshop by going back to the first activity. Ask each person to comment on the two questions you asked for the second and third sections of their name tags.
3. Say the two questions out loud (for example, "What is consent?" and "In what way have you been an ally to women?") and then say something like:

"Please look at your name tags. Have your thoughts changed since we asked you these two questions at the beginning of the workshop? What have you learned? What will you remember most?"

Choices

Objectives

- To encourage participants to get to know one another.
- To introduce the idea of choice with respect to violence prevention.

Materials

- Index cards with 'choices' written on them (see below)

Time

- 10 minutes

Before the participants arrive, select three of the 'choices' questions below and write or print these out on an index card. You will need one index card for every two participants.

1. Pair up participants.
2. Tell participants that they will be getting to know their partner by discussing a series of choices they would make.
3. Give each pair an index card with the 'choices' written on them.
4. Instruct each pair to choose the option that most appeals to them and to talk it over as a pair.
5. Once everyone has finished, invite participants to share with the rest of the group what they have learned about each other. Ask participants: how does the idea of 'choice' relate to violence prevention? (For example, a participant may choose to speak out against violence against women, rather than remain silent; a participant may choose to change his behaviour if he realises that it places him at risk for being an aggressor).

Choices for index cards:

Would you rather:

- Eat a worm or an octopus?
- Visit China or Egypt?
- Climb a mountain or run a marathon?
- Change a diaper or milk a cow?
- Write a novel or act in a play?
- Eat out or cook a meal?
- Organize a march/demonstration or volunteer at a charity?
- Have a career or be a stay at home Dad?
- Win the lottery or a Nobel prize?
- Rise early or stay up late?

Index Card Questions

Objectives

- To give participants an opportunity to ask questions anonymously.
- To introduce the subjects of sexual violence, prevention, and engaging men.
- To encourage discussion around these issues.

Material

- Blank index cards
- Pencils or pens

Time

- 20 minutes

Using index cards encourages conversation. Because participants can ask questions, anonymously, they are more likely to bring up topics that would otherwise be too embarrassing or too personal to discuss with a group.

1. Pass out the index cards. Ask that the participants NOT to write their names on them.
2. Encourage participants to write down any question they have about:
 - Relationships
 - Aggression
 - Prevention
 - Sexual assault
 - Violence against women
 - Consent
 - Working with men and boys on violence prevention
3. Collect the index cards and read questions aloud. Don't pass them out to be read by others because participants may recognize other participants' handwriting.
4. Ask that EVERYONE help answer the questions. Tell participants that everyone has valuable experiences and ideas.
5. If many of the subjects are sexual in nature, tell them that this activity is important because many people have sex without talking about their values, boundaries and desires. This activity is intended to encourage people to talk more!

C.2: Workshop Energizers

What are energizers?

Sometimes the energy level of even the most enthusiastic groups lags. Participants do not learn well when they have low energy. Sluggishness can lead to a lack of attentiveness, and the phenomenon can be contagious with a group. Slouching in chairs, leaning on tables, and other nonverbal behaviours can be observed and copied by other group members.

Energizers are short and fun activities that are used to build participants' enthusiasm for a workshop. Effective energizers usually involve some physical activity, are fun and should have NO link to the materials of the workshop.

Energizers also:

- break preoccupation (when participants are tired, not paying attention, or feel upset by the material);
- increase participants' attention level;
- encourage participant involvement and interaction;
- promote readiness for learning.

When do I use an Energizer?

Energizers are not "throw-ins," randomly inserted into a workshop. They are purposeful, and need to be used strategically. Energizers are typically used in the **middle** of a workshop or session.

To best use an energizer, keep in mind the following tips:

- **Timing.** Energizers can greatly enhance the impact of a workshop just after a meal or a refreshment break, when the energy level of the group is down after an emotionally charged activity or discussion, and when a long session begins to drag. These are the most common times when participants are likely to feel less than optimally ready to go on with the program.
- **Develop a sense of shared community.** You can facilitate even the most serious deliberations with comic relief, as long as you keep a proper perspective on the proceedings. An occasional group laugh can make a session livelier, and get participants ready to engage with the materials.

Get In Line

Objectives

- To give participants a break from discussion.
- To energize the group.

Materials

- None

Time

- 5 minutes

1. Tell the participants that it is their job to get in line according to their month and date of birth.
2. However, tell them that they must do this **without** talking or mouthing any words.
3. Let them know that they have five minutes to complete the task.

Variation

Here are some other options for participants to get in line:

- In order by shoe size.
- In order by length of arm's reach.
- In order alphabetically by favourite color.
- In order by number of siblings you have.
- In order by hair color, lightest to darkest.
- In order by age, youngest to oldest.
- In order by length of time working on violence prevention.
- In order alphabetically by first name.
- In order alphabetically by last name.
- In order by number of pets owned.
- In order by hair length, longest to shortest.
- In order by the number of bones you've ever broken.

Bumpity Bump Bump

Objective

- To provide a fun break from heavy or long topics.

Materials

- None

Time

- 5 – 10 minutes

This is a great energizer for high-energy groups.

1. Ask participants to form a circle (either standing or sitting).
2. Tell participants that you, the facilitator, will stand in the middle and point to someone and say his name, followed by “Bumpity Bump Bump”.
3. Explain to participants that the participant who has been pointed to must say the name of the person to his **left** before the facilitator finishes saying “Bumpity Bump Bump.” If he doesn’t, he becomes the person in the middle, replacing you. He then points to someone and says that person’s name, followed by “Bumpity Bump Bump” and play continues.
4. The player in the middle can mix things up by saying “Right Bumpity Bump Bump”. In this case, the participant who has been pointed to must say the name of the person to his **right**.

Group Juggle

Objective

- To provide a fun break from heavy or long topics.

Materials

- 8 - 10 light items to toss (ex. nerf balls, bean bags)

Time

- 10 minutes

This is a great energizer for high-energy groups that should get everyone laughing. It should be done in a room that has enough space.

1. Ask participants to form a circle (standing).
2. The facilitator will toss the ball to someone, saying "Here you go (participant's name)."
3. This participant will respond "Thank you (facilitator's name) then toss the ball to someone else, saying "Here you go (that participant's name)."
4. Tell participants to cross their arms over their chest to show that they have already received the ball. Repeat in this fashion until everyone has touched the ball once.
5. Once the ball has come back to the beginning, send it through a few more times to get a pattern going. The key to the pattern is to remember who tossed to whom, and in what order.
6. Once participants are familiar with the pattern, introduce more items to be tossed in the same order.

Elephants, Palm Trees and Skunks

Objectives

- To give participants a light break from discussion
- To energize the group

Materials

- None

Time

- 10 minutes

This energizer works well with larger groups which numbers multiples of three (ex. 6, 9, 12 etc).

1. Tell participants to form a circle (standing)
2. Explain to participants that the facilitator will stand in the middle of the circle and will point to a participant in the circle and say “elephant,” “palm tree” or “skunk”.
3. If the facilitator calls out “elephant”, that person bends over and arches his arms down to form a trunk. Participants on both sides of the elephant put their arms up to form ears
4. If the facilitator calls out “palm tree”, the person pointed to holds his hands straight above his head and participants on both sides make branches going out from the tree.
5. After trying a few times, the facilitator calls out “skunk.” The person pointed to turns around with a hand behind to form a tail. Participants on both sides turn away holding their noses.
6. Repeat a few times. As the pace picks up, ask any participant who hesitates to become the person in the middle calling out “elephant,” “palm tree” or “skunk.”

Undercover Agent

Objective

- To get participants moving and laughing.

Materials

- None

Time

- 10 minutes

This activity works very well if participants have been sitting for awhile, and requires sufficient room for participants to move around. It is important to note, however, that this activity may exclude participants who have physical limitations.

1. Have participants stand and form a circle.
2. Tell participants that there is someone in the group, an “undercover agent” who is after them, and only they know who the agent is.
3. Ask participants to quietly choose their undercover agent without pointing, talking, hinting, or telling anyone.
4. Tell participants that there is also a “bodyguard” to help protect each participant. Again, only participants know who their bodyguard is. Ask participants to quietly choose their bodyguard without pointing, talking, hinting, or telling anyone.
5. After everyone has chosen his undercover agent and his bodyguard, tell participants that they are free to move about and explain that in order to stay safe, they must keep their “bodyguard” between themselves and their “undercover agent”.

Find the Others

Objectives

- To give participants a light break from discussion.
- To energize the group.

Materials

- Index cards with animals written on them (see below)

Time

- 5 minutes

Before participants arrive, write the name of an animal that makes an obvious noise on separate index cards (for example, elephant, dog, duck, sheep, monkey). Create at least 3 index cards for every animal. The number of animals you will need will vary depending on the size of your group.

1. Give each participant an index card and tell him to keep his animal a secret.
2. Tell the participants that it is their job to find the others of their kind, but **without** talking or mouthing any words. (Participants will quickly figure out on their own that they must make the noise or gestures of the animal to find each other).
3. Let participants know that once two of the same kind have found each other, they stay together to find more.
4. Continue until all of the like animals have created one big group.

Variation

Use songs instead of animals to get participants to form groups. Before participants arrive, select songs that participants are likely to know (for example, a nursery rhyme such as itsy bitsy spider, or a popular song such as We Will We Will Rock You) and write the names of the songs on separate index cards. Create at least 3 index cards for every song. The number of songs you will need will vary depending on the size of your group. Tell participants that it is their job to find the others who have the same song **without** talking (participants must hum or whistle their song to find the others and form a group).

All Aboard

Objective

- To get participants moving and laughing.

Materials

- None

Time

- 10 minutes

This energizer works well with people who have been sitting for awhile. Make sure participants have sufficient room to move around. It is important to note, however, that this activity may exclude participants who have physical limitations.

1. Tell participants to form a circle (standing or sitting – if sitting, take away one chair).
2. Begin with the facilitator standing in the middle of the circle. Explain to the group that whoever is in the middle will be saying “All aboard...” followed by something that applies to him (for example, “everyone who is wearing jeans”, “took a shower this morning”, “has a tattoo”, “enjoys walking outdoors” etc...).
3. Every participant in the circle who also fits the description or associates with the statement must get up and find a new spot or chair. This includes the person who began in the middle.
4. Whoever is left standing without a spot or chair is now in the middle of the circle and calls “all aboard” to the rest of the group.
5. Repeat in this fashion until everyone has had a chance to call on others. For a variation, the facilitator may choose a word that requires everyone to move from their spots or seats – for example, “overboard.”

CAUTION: This activity tends to generate a lot of energy; there is a tendency to begin running. To avoid injuries, opt for chairs without arms and warn participants to be careful so no one gets hurt.

Group Resume

Objective

- To breakdown traditional ideas about expertise
- To show the wealth of experience in every group of participants
- To encourage bonding within the group

Materials

- Index cards and pens
- Flipchart and markers

Time

- 10 to 15 minutes

This is a great icebreaker for any workshop. If literacy is a concern this activity can be quickly and simply adapted by discussing the questions out loud. If you don't have a calculator this activity may be better for two facilitators.

Before the workshop

- Write the following on a flipchart:

Please write down the following:

1. An adjective to describe yourself
2. Something you value
3. Something you know a lot about
4. Your age

❖ *Do not write your name on your index card!*

- And, on the next sheet, write:

Who is this group?

We are _____
men who value _____
know a lot about _____
with _____ years experience as a man.

Launching the Activity

1. When participants arrive, handout the index cards and ask them to answer the questions on the flipchart
2. Don't forget to write your own answers to these questions on index cards – your expertise is just as valuable
3. Once everyone has finished, collect the index cards and quickly add up the ages of the participants (this will be the group's "total years of experience being a man.") Then pass out the index cards (including your own) to the participants. Ensure that the participants don't get their own card back
4. Begin to go through each question. Ask each participant to yell out the answer they have on their card as you write down what they say on the second sheet of flipchart paper. By the end you will have an impressive group resume of expertise and experience.
5. Finally, fill in the number of years of experience (usually it is quite impressive) and ask someone to read out the entire sentence. It may look something like this:

Who is this group?

We are friendly, outgoing, caring, thoughtful, sensitive, warm, strong, curious, smart **men who value** family, respect, happiness, activism, courage, love, social justice, integrity, friendship, **know a lot about** politics, trampolines, gardening, working with youth, teaching, sex, being a father, golf, traveling with 256 **years experience as a man.**

- ❖ Tell the group that this sentence is proof that the room contains an incredible range of experience. Plus, tell them that you do not see yourself as the only expert - all men are experts and all experiences have great value. Explain that it is important that everyone speaks and listens to all points of view – that this is the only way to tap into the group's diverse expertise and wisdom.

High 5

Objectives

- To provide participants with a light break.
- To help participants get their minds off heavy topics.

Materials

- None

Time

- 5 minutes

This activity works well when the mood is heavy and when the energy level of the group is down after an emotionally charged activity or discussion.

1. Get participants to form a line, standing shoulder to shoulder.
2. Tell them that they are going to “high 5” each other because they have been working together as a group through some difficult materials.
3. Ask the participant furthest to the left to take one step forward, turn to his right, raise his hand, and walk down the line to “high 5” the persons across from him.
4. Continue in this fashion until all participants have “high fived” each other.
5. To build energy, consider asking participants to “high 5” each other within a time limit, for example, one minute.

Man to Man

A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault

Workshop Manual

Module 1: Sexual Violence

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Objectives for this module:

1. To define sexual assault as a form of violence against women;
2. To identify and examine the root causes of sexual violence;
3. To explore cultural differences and sexual violence
4. To dispel myths about sexual assault;
5. To promote men's roles and responsibilities in sexual violence prevention.

1.1 Sexual Violence: Facilitator's Information

Working Together: Ending Sexual Violence against Women

Engaging men in the work of ending violence against women is a critical task. At times it can be difficult, for it asks men to truly look at themselves and their lives – and to begin to make changes in their personal situations and in the world around them. People doing this work should consider the following points:

- For gender awareness to take root, the *thinking* and the *feeling* dimensions of feminism and gender issues must be integrated. Gender equality will only be achieved if it touches our personal lives and inspires personal engagement.
- Opportunities should be created to discuss and critique prevailing understandings of masculinity.
- Research and experience have shown that putting men on the defensive or using blame is not effective, and can even result in negative outcomes. The best way to get men to take responsibility for the violence against women is to *encourage men to be partners* in solving the problem rather than criticizing or blaming men.
- Attention to men's roles in preventing violence against women is only possible because of the decades of tireless work and sacrifice by female victim advocates, social activists, researchers, academics, survivors, and leaders. These courageous women have successfully challenged society to take notice of this problem and to begin to fund efforts to solve it. ***Men's work to end violence against women must include recognition of this leadership and must never be in competition with or at the expense of women's efforts.***
- Prevention programs for men should be developed to exist alongside of victim advocacy, legal and policy initiatives, academic research, rape crisis and domestic violence services, and educational programs for women. Male anti-violence educators must recognize ***that we are accountable to the women who are the victims of the violence we hope to end, and must work to create effective collaborative partnerships and alliances that provide a role for women in men's programs.*** To do this requires an understanding and exploration of men's privilege, sexism, and other biases, and an openness to learning from women and to working with them as allies.

Power and Control Theory

Adapted from *Woman Abuse Protocols* (GNB, 2004.)

A man might abuse a woman because he...

- Has learned this behaviour in his own family;
- Feels it is an acceptable male role to control women;
- Is influenced by the way women are shown in the media;
- Wants to maintain a tough image;
- Believes violence is a way to show male power;
- Has low self-esteem and wants his partner to be dependent on him; and/or
- Thinks that there are few, if any, consequences to his violent acts



(Domestic Abuse Intervention Project, 1987)

No matter why men abuse women, it is *not* the survivor's fault. Every man who is abusive must take responsibility for his behaviour. No one has the right to hit or hurt another. No matter what has transpired, no one deserves to be abused. Women do not "ask for it".

What is Sexual Violence?

Adapted from *Woman Abuse Protocols* (GNB, 2004.)

Sexual Violence includes unwanted or forcible sexual touching and/or activity, such as:

- Sexual actions or touching in any way that she doesn't want.
- Forcing or pressuring her into sexual acts.
- Forcing her to be a prostitute.
- Not letting her have information and education about sexuality.
- Forcing her to get pregnant, have an abortion, or have surgery to prevent pregnancy.
- Infecting her with HIV or other sexually transmitted diseases.

Risk Factors: Making Sense, Not Excuses

Adapted from *Woman Abuse Protocols* (GNB, 2004.)

There is no easy answer to why men abuse women. While no single factor can predict who is likely to engage in aggressive and violent behaviour, longitudinal studies have shown that there are many **risk factors** that may place some males at higher risk of becoming involved in sexual violence as aggressors. It is recognized that some perpetrators may suffer from alcohol abuse and/or the stresses of poverty and unemployment (New Brunswick Woman Abuse Protocols, 2004). However, there is considerable evidence to suggest that these factors are not the *cause* of the abusive behaviour, but rather risk factors that put men at greater risk of becoming perpetrators of violence against women.

Some risk factors include:

- Personal development issues: hyperactivity, limited attention span, restlessness, risk-taking, poor social skills, lack of awareness of boundaries, and a belief in the necessity of retaliation.
- Conditions in the family-of-origin: harsh and/or ineffective parental discipline, lack of parental involvement, family conflict, child abuse and/or neglect, and parental criminality.

- Influences in the school and community: low school involvement, academic and social failure, lack of clarity and follow-through in school policies, few allowances for individual differences, inequitable or inconsistent disciplinary practices, lack of before- or after-school programs and other recreational opportunities.
- Cognitive, emotional and behavioural beliefs and attitudes: a power-sex association, hostility towards women, preference for impersonal sex, beliefs that female resistance is merely token, belief that romance is necessary only if it leads to sex, emulating pornography, and hyperactive masculine ideology.

The good news is that there is strong evidence that ***environmental characteristics play a strong role in the creation of violent men.*** This is good news because it means that men also have the ability to make choices that will help to interrupt the current system of inequality, to confront sexual violence, and to promote healthier and more egalitarian relationships. All of these things will lead to a reduction of (and the eventual elimination of) sexual violence.

Exploring Why Sexual Violence Occurs

When exploring why sexual violence occurs, it is important to distinguish between *contributing factors* (risk and/or vulnerability factors) and *root cause(s)*. Doing so provides great insight into the changes necessary to prevent and eliminate that violence.

- Contributing factors are those that increase the likelihood or risk for a specific issue or problem. For example, history of violence in the family is seen as a factor that increases men's risk for committing sexual aggression.
- Root cause(s) refers to the fundamental underlying reasons or structures that define a specific issue or problem.

Sexual violence is **rooted** in women's subordinate status in society.

Throughout society, some people are more valued than others.

IN THE WORKPLACE

Men's work (traditionally outside the home) is more valued than women's work (traditionally inside the home). For example, men usually receive a pension when they retire while women do not. As well, women who work outside the home are paid on average only 72% of what men are paid for the same job.

IN RELATIONSHIPS

Married people receive more financial and health benefits than people who live in a common-law relationship.

IN SCHOOLS

On average, more attention and funding is given to athletic programs for boys than to athletic programs for girls.

IN EVERYDAY LIFE

On average, buildings are not constructed to accommodate the disabled. They are built and designed for the able-bodied.

IN THE MEDIA

The majority of 'experts' seen on TV or in the newspapers are white, upper or middle class, well-educated men.

When we look at the previous examples, one group of people is consistently more valued over other groups. They are:

- White
- Able-bodied
- Heterosexual
- Middle to upper class
- Men

What happens when one group is valued more than another group?

When one group is valued more than another, the children of the two groups are brought up differently.

The children of the valued group:

- Feel powerful
- Have access to resources
- Have economic, social and political power
- Are in a position of authority and dominance
- Often make decisions for the less valued group
- Believe they have choices
- Receive privileges and respect

The children of the unvalued group:

- Feel powerless
- Do not have access to resources
- Do not have economic, social and political power
- Are not in a position of authority and dominance.
- Are expected to agree with the decisions made by the valued group
- Do not believe they have choices
- Do not receive equal privileges and respect

As a result, the children of the more valued and powerful group are taught to relate to the world in terms of **dominance, privilege and control**. When one powerful, valued group controls and holds down members of a less valued group it is called 'oppression'.

Oppression literally means "to push down on."

Oppression is a way that society is organized.

- It is a social system that describes relations between groups based on social categories or identities, such as lower and upper classes, whites and non-whites, men and women.
- For each system of oppression (for example, capitalism, patriarchy), there are two groups of people, a valued, dominant or "privileged group", and a less valued, marginalized or "oppressed group."

Oppression is based on power and control.

- Control is a core principle around which society is organized. Members of dominant, more valued groups are encouraged to seek security, status and other rewards through control.
- Power is distributed unequally along a hierarchy: in order to preserve their economic, social, and political power, the dominant, valued group oppresses (holds back) the less valued group.

Oppression is not always deliberate. The dominant group will often oppress the less valued group without being aware that they are doing so because power imbalances are so deeply embedded that they pass as 'normal' in our culture.

Children of the more valued and powerful group are also taught that violence is an acceptable method of maintaining control and resolving conflicts.

Young boys are taught that they must:

- “Act like a man”
- Stay in control
- Take charge of the situation
- Demand respect
- Solve problems physically
- Never show emotion

Girls, on the other hand, are raised to:

- “Act like a lady”
- Be nice (never hurt another person’s feelings)
- Avoid confrontation
- Be caring and please others
- Leave the pushy and aggressive world to men and boys

In relationships with women, boys learn:

- To “wear the pants” in the family
- To be the initiators: to push for sex because she really wants it but says no just to be a nice girl
- To show their manliness by discussing their sexual “conquests” in the locker room

In relationships with men, girls are taught:

- To be wary of all men because they just want to have sex
- To be the “gatekeepers”: it’s up to them, as “good girls” to take responsibility for all sexual activity
- To do the above without hurting a man’s feelings

When we thoughtfully look at children’s upbringings, we begin to understand why sexual violence occurs:

- Young boys are encouraged to demonstrate strength and dominance rather than being empathetic, sensitive, caring, and nurturing (characteristics that are devalued and seen as “feminine”). Young boys are also taught to equate masculinity with power and the ability to control those who have less power.
- Because most men are brought up to believe that they should **always be in control** of their lives and to solve problems with physical aggression, they may attempt to take control of – and overpower – women through sexual violence (rape, sexual harassment, sexual assault).
- Because most women are brought up to be passive, to please others, and to avoid confrontation, they may not resist sexual aggression.
- Because women in society are blamed for sexual assault, it is unlikely that they will report assaults. In this case, the man has succeeded in finding something to control, and he may continue this control by using sexual violence on an ongoing basis.

Because these beliefs have become so institutionalized, eradicating violence against women will require changes at the most fundamental levels of society. These changes must eliminate policies and practices that:

- sexualize women as objects
- restrict women's participation in decision-making
- dehumanize women with labels
- deny women the right to control their own bodies
- marginalize and demean their very existence

“Equality cannot co-exist with rape...
and it cannot co-exist with
pornography or with prostitution or
with the economic degradation of
women on any level, in any way...
because implicit in all these things is
the inferiority of women.”
- Andrea Dworkin, 1981

Cultural Differences and Sexual Violence

Adapted with permission from "Project SURVIVE"
City College of San Francisco
www.ccsf.edu/psurvive

Sex is a powerful force in our lives. In addition to providing us with pleasure, it may allow us to become more intimate with people we care about. Unfortunately, we can abuse its power and use it as a tool for expressing anger and domination in violent ways. This misuse and abuse are evident in nearly all cultures and socioeconomic classes, although certain myths and stereotypes *falsely* argue that poor and working class men are the only men who perpetrate rape and incidents of battery.

Culture and class differences **do exist**, however, in situations involving sexual violence. A knowledge of these differences will help all of us work better at ending sexual violence.

All forms of violence originate from power imbalances and abuses. As we fight to end sexism, we know we must also struggle against racism, homophobia, classism, anti-Semitism, xenophobia (against immigrants), and other forms of discrimination.

THERE ARE NO "BAD" CULTURES

Interpersonal violence is a problem in all cultures and in every socio-economic class. Each of us is most familiar with how it expresses itself in our own culture and class.

Men exert dominance over women at all levels of society (e.g. government, institutions, work places, and families). Most cultures emphasize family values, which mostly translate as the control of husbands over wives, fathers over daughters, brothers over sisters, and even sons over their elderly mothers (Immigrant & Visible Minority Women Against Abuse, 1991.)

**ALTHOUGH
SEXUAL VIOLENCE
OCCURS IN THE
VAST MAJORITY OF
CULTURES
THROUGHOUT THE
WORLD, MEMBERS
FROM DIFFERENT
CULTURES MAY
EXPERIENCE IT
DIFFERENTLY**

Remember, however, that no one experience can ever define any particular culture. It can be misleading to generalize about cultural differences even though it's important to examine their role in our lives.

In communities of color where police brutality has damaged trust, victims of sexual violence and battery in intimate relationships are often reluctant to call on police for protection.

The dominant culture has stereotyped women of African descent as both "promiscuous" and "strong" and so often

does not take the rape of black women nearly as seriously as it does the rape of white women.

In general, women of color – women of African, Latin, and Asian descent and women from indigenous cultures – have been eroticized and sexually objectified by the dominant culture, so rape victims from all of these communities receive less sympathy and attention.

“Aboriginal women's vulnerability to violence and sexual assault within their communities is fuelled by social and economic marginalization and a history of colonialist government policies including residential schools, which have disrupted relations between Aboriginal men and women and eroded cultural identity. The dispossession of status Indian women who married outside their communities and the removal of Aboriginal children to be educated in residential schools greatly contributed to the marginalization of Aboriginal women within both their communities and Canadian society...

...In the cities, Aboriginal women are at greater risk of violence and assault than all other Canadian women, arising from racist and sexist attitudes. Discrimination and Aboriginal women's inequality in society contribute to a perception that they are easy targets; discriminatory and sexist policing has all too often rendered this perception reality.

Aboriginal women aged 25-44 are five times more likely than other Canadian women of the same age to die of violence, and more than 500 aboriginal women have gone missing or been murdered over the last 30 years...

...Both on reserve and off, Aboriginal women remain fearful of reporting violence to police, perceiving that their complaints may not be taken seriously... Social and economic marginalization combined with addictions and other factors, has led to Aboriginal women being highly overrepresented as sex trade workers; racism compounds the threat to safety and security faced by all such workers”

-Michelle M. Mann,
Status of Women Canada
(Mann, 2005, p.2)

The Catholic Church is powerful in many Latino cultures. The emphasis on virginity before marriage and monogamy within it may compound the emotional pain a Latina rape victim suffers. While a supportive extended family can help in the victim's healing, it may also be a cause of concern if its male members seek revenge for the "dishonour" done to the family. A Latina may also fear hurting the family name if she reports marital abuse.

In many Asian immigrant communities the topic of sex is not part of public discussion, which makes it harder for a victim of sexual violence to come forward. In addition, due to cultural norms, some women of Asian descent who are raped experience intense feelings of shame and guilt.

Like women of Asian descent, Jewish women have to work against the myth that claims "there is no sexual violence or battery in our community."

Testimony of a Battered Immigrant Woman

"I work as an office cleaner. I can't follow instructions very well, but I know that my boss expects me to finish four floors in a four hour shift. Bathrooms and kitchens are not in my job description, but I am forced to do them under threats. When I get home at midnight, I cook lunch for my husband and children for the next day and clean the kitchen. Then I try to go to sleep and my husband who usually accuses me of having affairs with men at work forces me to have sexual intercourse with him even though I feel exhausted and alienated. The next morning when he leaves for work, he unplugs the phone and locks it up in the closet. "

*~Maria J.
(Pinedo & Santinoli, 2001)*

Immigrant women worry about their residence status if they make their abuse public. Often, immigrant women have been sponsored by their abusers. They have a legitimate fear that leaving an abuser will result in the withdrawal of sponsorship. If this happens, she can apply to be considered as an independent immigrant, but must prove her own capacity to support herself in Canada without relying on social assistance (Community Legal Education Ontario, 2008). If she is a mother, her fear is compounded by the threat of losing her children. If she has formed supports, there is a fear of being condemned by that community. Language is also an issue, as she may not speak French or English (Immigrant & Visible Minority Women Against Abuse, 1991).

Gays, lesbians, bisexuals, and transgendered people have to confront the myth that says "sexual violence and battery do not occur in same sex relationships." In addition, like people of color who sometimes experience

racism when they contact community agencies, people of various sexual orientations may experience heterosexism and homophobia. Transgender victims are also vulnerable to abuse by community and law enforcement agencies. Finally, GLBT victims may not want to make their abuse public because, if they do, they may be forced to "come out".

Myths about Sexual Assault

Myths are commonly held and inaccurate ideas: they are misconceptions that society teaches us to believe. It is crucial that we **expose** and stop sexual assault myths from continuing. Some commonly held myths about sexual assault are described below.

- ***Rape typically happens in dark secluded places.***

Sexual assaults **rarely** occur in isolated areas. 67% percent of sexual assaults occur in someone's home (Statistics Canada, 1999).

- ***Rapists are usually strangers.***

Most rapes are not committed by strangers, but by people **known** to the victims. In 78% of reported sexual assaults the victim knew her attacker (Statistics Canada, 2000).

- ***Guys rape because they're sexually deprived.***
- ***Rape is a crime of passion.***

Regardless of the perpetrator's level of arousal, sexual assault is always a crime of **violence and power**. The rapist is not feeling concern for the victim. In fact, he is completely ignoring her feelings and wishes, and he is hurting her.

- ***A woman can't be raped against her will ("you can't thread a moving needle" "Can't rape the willing")***

Rape is a very **threatening experience** that may involve physical or verbal threats. Women are taught to view men, no matter what their size, as stronger. This belief alone is enough to cause some women to feel incapable of defending themselves.

- ***A woman will scream, fight, and act extremely upset if a guy tries to rape her.***

A woman who has been assaulted may be extremely upset, but she is just as likely to be in **shock or disbelief**. If this is the case the victim may appear calm, composed, and detached. Women and girls react in many ways during and after a crisis. Rape is no exception. A woman's response does not indicate the rape's validity, severity, or emotional impact.

- ***Physical force is always used during rape.***

Most sexual assaults are committed by acquaintances. Rapists who are known to their victims are more likely to use **verbal pressure, threats, tricks, or mild physical force** (e.g. arm twisting) rather than a weapon or physical force.

- ***Rapists are mentally ill.***
- ***You can tell if a guy is a rapist just by looking at him.***

Studies and psychological testing overwhelmingly show that rapists are **not mentally ill**. Rapists are everyday “normal” men. They are boyfriends, husbands, friends, cousins, fathers, doctors, brothers, coaches, and teachers.

- ***Women rape men just like men rape women.***

Yes, men can be raped. But, it is important to note that it is almost always men, not women, who rape men or boys. In fact, **98% of attackers are men** (Statistics Canada, 1999). Most male sexual assault victims are boys and young teenagers, who, like women and girls, are vulnerable members of society.

- ***All women fantasize about rough sex and secretly want to be raped.***

No woman fantasizes about the real horrors of being raped. Fantasies about seduction, a forceful lover, or being carried off by a handsome stranger, are simply that – **FANTASIES**. The most important aspect of fantasy is that the fantasy is under the woman’s control. Rape involves an overwhelming sense of helplessness and fear. During a rape the victim is not in control, she is under the control of another. **No woman wants to be raped.**

- ***A sexually promiscuous woman or girl cannot be raped.***
- ***If a woman goes home with a date she is willing to have sex.***
- ***If a woman has had sex with a man before she can’t say no to sex in the future.***
- ***A woman is asking to be raped if she gets naked and then refuses to have sex.***

Consent is required for every sexual encounter. Any time a person does not want to have sex, but is forced to do so, it is sexual assault. **Every person, no matter what their background or what they have consented to in the past, has the right to say “no” to any sexual act.** Consent is also required for each progression through the sexual acts. This means that a woman who has agreed to making out, being naked, and fondling has not necessarily agreed to intercourse.

- ***Incest only occurs in poor families or broken homes.***

Incest has no socioeconomic or class barriers. **Incest can and does occur in families regardless of class, race, or religion.**

- ***A husband cannot rape his wife.***

False. On January 24th, 1983 Bill C127 was passed. This bill made **non-consensual sex illegal within marriage**. Before this law a woman could not charge her husband with rape. Today a wife, at any time, has the legal right to say no to any sexual act.

- ***Why would an attractive man rape? He can have anyone.***
- ***Only ugly women are raped.***

All women are potential victims for sexual assault. The reported ages of victims' ranges from infancy to the elderly. And, rape is not isolated to a certain class, race, religion, lifestyle or level of physical attractiveness. Any woman or girl can be assaulted. It is important to note, however, that young women are at greater risk for date rape (Statistics Canada, 1993).

- ***If a girl turns a guy on she has to finish or he'll get blue balls and be in agony.***
- ***If a man and woman are together for over a year he deserves sex.***
- ***A woman can't say yes to sex and then change her mind. It's not fair.***
- ***If a man spends money on a woman he has a right to some kind of "thank-you."***
- ***If a woman passes out after drinking, she gives up her right to say "no".***

Sex is NEVER owed. Unfortunately, some men (and women) believe that, in some circumstances, a man has the right to sex. Some of these circumstances include: if he has spent money on her, if she has "led him on", if a woman has "given up" her rights by being drunk or stoned, or if a woman has chosen to respond sexually but then changes her mind. Regardless of the circumstance, no one has the "right" to sex. A woman owes her body to no one. It is also important to note that men, like women, do not need to have sex once they are aroused – that's a myth. Men can control themselves once they are "turned on" and, will not experience critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension.

- ***When a woman says "no" she really means, "yes" or "convince me".***

When a woman says "no" it should be respected. **By saying "no" a woman is asserting her right not to have sex.** It should not be taken as a personal rejection or teasing.

- ***Some women ask for it.***
- ***If a woman wears sexy, revealing clothing she's asking to be raped.***

In cases of sexual assault it is extremely common to **blame the victim**. We don't tend to ask a victim who has been mugged why he was wearing a gold watch, but a victim of a sexual assault may well be asked why she dressed or acted in a certain way. Regardless of what a woman or girl is wearing, doing, or saying, rape is **never** her fault. (Ironically, society encourages women to dress up for the approval of men, which includes encouraging women to dress in revealing clothing.)

- ***Women often accuse innocent men of rape.***
- ***Women make false reports because they were dumped, jealous, or changed their minds after they had sex.***

False sexual assault reports are as rare as false reports for other crimes. **It is very uncommon**. And, considering what the victim has to go through to report (medical examination, police investigation, lowered status in her community, stressful court appearance...) it is unlikely that she would want to make a false report.

OTHER MYTHS TO DISCUSS

- *You have to have sexual intercourse to have been sexually assaulted.*
- *All rapists know they have raped.*
- *If a woman asks the rapist to put on a condom then it can't be rape.*
- *If a woman DOESN'T say "no" it's not rape.*
- *Lesbians can't be raped.*
- *All rape victims know they've been raped.*
- *She's fat (or ugly) – she should be grateful for getting any at all.*
- *Sexual assault and sexual violence are not problems.*
- *The best way for a woman to protect herself from sexual assault is to avoid being alone and to avoid walking at night in dark alleys etc.*
- *Men who are violent against women are mentally ill.*
- *It is only sexual assault when...*
- *Unless a victim is physically harmed during a sexual assault, she will not experience any long-term after-effects.*

Challenging Myths

Myths are commonly held and inaccurate ideas: they are misconceptions that society teaches us to believe. It is crucial that we break down these myths.

Why are myths dangerous?

- **The victim is blamed**
Myths encourage people to think that because the victim dressed, acted or behaved a certain way, it was her fault. This is inaccurate. A survivor is never at fault. No matter where she is, who she is, what she wears or what her sexual history has been, a victim should never be blamed for sexual violence.
- **The aggressor is allowed to side-step responsibility**
Myths that blame the victim allow the attacker to side-step responsibility. In a mugging, a stabbing or robbery, the attacker is at fault. The same must be true for sexual assault: the attacker is at fault, not the victim. Men are responsible for 98% of all sexual assaults (Johnson, 1996). Men who sexually assault women choose to do so and must be held accountable for their behaviour.
- **A false sense of security is developed**
Sexual assault myths put women at risk. They tell women that if they act, behave or dress a certain way they will be safe. This is inaccurate. In reality, sexual violence can and does impact even those women who are “nice girls,” who avoid certain “dangerous” places, or who wear an “appropriate” outfit. Until society eliminates sexual violence, all women are at risk of becoming victims of sexual violence.

Why Should Guys Care?

- **Men commit the majority of acts of violence against women**

Males commit the vast majority of all acts of violence against women. In the case of sexual assault, 98% of perpetrators are male. Even when men are sexually victimized, it is other men who are most often the perpetrators.

- **Men know women who are survivors of violence**

In Canada, 2 out of 5 women have been sexually assaulted (forced into unwanted sexual touching) since the age of sixteen. A sexual assault occurs every minute, a rape every 17 minutes. With statistics like these, it is very likely that at some point in every man's life, a woman he cares about or who is close to him will disclose that she is a survivor of sexual violence. A supportive, caring and understanding response by men can go a long way towards preventing further re-victimization, and is invaluable to the survivor.

- **Men are survivors of violence themselves**

82% of sexual assault victims are women. That means that approximately 18% of men have been hurt sexually, and are not immune to the epidemic of sexual violence or the stigma that society attaches to victims of rape. Like many female survivors, men who are sexually assaulted are often disbelieved and blamed for their own victimization when they report being assaulted.

- **Men are confined by sexual violence**

Because some men choose to commit violence against women, all men are weighed down by being labeled potential perpetrators or aggressors. And because most violence against women occurs in intimate relationships, it becomes difficult to know which men are violent and which men are safe. Men also suffer from being caught in the gridlock of stereotypical male roles, for example, believing that it is a weakness to be emotional. This hinders men from forming whole, healthy relationships.

- **Men can stop violence against women**

Violence against women is about power and control. For violence to stop, men who are violent must recognize and acknowledge their violence. However, all men can play a vital role in stopping violence by challenging rape-supportive attitudes (gender stereotypes), by raising awareness about the impacts of sexual violence, and by speaking out against violence against women.

Key Terms and Definitions

Ableism:	The granting of status and privilege to a group of people because of what they can do with their bodies and minds.
Ageism:	Prejudice and discrimination against people on the basis of age. Both the very young and the very old experience ageism.
Anti-Semitism:	The fear, hatred and persecution of Jewish people and Jewish custom and tradition. Denial of the holocaust is an example.
Ally:	A member of a powerful, more valued group who works to end the form of oppression which gives him or her privilege. For example, a man who works to end sexism, or a heterosexual person who works to end homophobia.
Class:	The relative location of a person or group within a larger society, based on wealth, power, prestige, or other valued resources.
Classism:	Defining and/or valuing of people based on their education, wage, or position in society. It often means stereotyping the poor and the working class.
Disability:	A physical or health condition that limits how a person moves or behaves. People with a disability are often stigmatized or discriminated against.
Discrimination:	A behaviour that singles out an individual or group in an unfavourable manner.
Dominant Group:	An advantaged group that has superior resources and rights in a society.
Erotica:	A form of literature or art that shows mutually pleasurable sexual expression between people who choose to have a sexual relationship. The word “erotica” comes from the Greek word “Eros” or “passionate love”.
Ethnocentrism:	The belief in the superiority of one’s own culture compared with that of others.

Exploitation:	When a person or group of persons control another person or group of persons, they can make use of the controlled people's resources, labour and reproductive ability for their own purposes. This is exploitation. The exploiters are those who benefit, and the exploited are those who lose.
Feminism:	The belief that all people are equal, that they should be valued equally and have equal rights.
Feminist perspective:	The social, political, economic and ideological approach that uses gender to explain inequalities that exist between men and women.
Gender:	The culturally and socially constructed meanings, beliefs, and practices associated with being "male" and "female" and are learned through the socialization process.
Gender bias:	Attitudes and behaviour that favour one gender over the other.
Gender Identity:	A person's inner sense of being male or female.
Gender socialization:	The learned messages and practices concerning the nature of being female or male in a specific group or society.
Heterosexism:	The assumption that all people are heterosexual and that same-sex relationships are unacceptable.
Homophobia:	The irrational fear, hatred or discomfort acted out through discrimination and violence, of people who are not heterosexual: lesbians, gay men, and bisexuals.
Ideology:	The unifying system of beliefs, attitudes, and values expressed in the superstructure of a culture. Ideological power refers to the ability to shape what people think, believe and value.
Marginalized / Minority group:	A disadvantaged group whose members, because of physical or cultural characteristics, are subjected to unequal treatment by the dominant group, and are the targets of collective discrimination. A person or group of persons that have a history of oppression and exploitation may be pushed further from the centres of power that control and shape society. They are pushed to the margins of society.

Norms:	Established rules of behaviour or standards of conduct.
Objectification:	The act of treating and judging another person with values typically associated with animals or objects.
Oppression:	Systemic discrimination in society where one group is less valued and given fewer privileges than another group.
Patriarchy:	A hierarchical system of social organization in which men are dominant, and control cultural, political, and economic structures.
Pornography:	Imagery and literature that presents people (most often women) as sexual objects that are used to sexually satisfy a viewer (most often men). The imagery often includes humiliation and violence.
Prejudice:	A pre-judgement of individuals and groups based on unfair and unfounded assumptions.
Privilege:	A right, advantage, or immunity granted to or enjoyed by one person or a group of persons over and beyond the common advantage of all others (for example, white privilege, men's privilege).
Race:	A term used by many people to specify groups of people distinguished by physical characteristics such as skin colour.
Racial Prejudice:	Beliefs that certain racial groups are innately inferior to others or have a disproportionate number of negative traits.
Racism:	Beliefs about the innate inferiority of some racial groups. These beliefs are then put into practice in order to deny or exclude equality of treatment on the basis of race.
Sex:	A term used to describe the biological and anatomical differences between females and males.
Sexism:	The oppression of females, based on the assumed superiority of males.

Sexual Orientation:	A person's preference for emotional, physical and/or sexual relationships with members of the opposite sex (heterosexuality), the same sex (homosexuality), or both sexes (bisexuality).
Sexual Violence:	Includes sexual assault (any forced or coerced sexual activity); but also sexual harassment, pornography, sexism, incest, child sexual abuse, and the oppression of women through male dominated institutions.
Society:	A large social grouping that shares the same geographical territory and is subject to the same political and dominant cultural expectations.
Stereotype:	A generalized, unfair, fixed image of a group of people as a whole. (i.e. the lies that women are bad drivers or that people on social assistance are lazy).
Tokenism:	When a dominant group promotes a few members of an oppressed group to high positions, and then uses them to claim that there are no barriers preventing any member of that group from reaching positions of power. The people from the oppressed group who are promoted are tokens, and the process is tokenism.
Transgender:	An umbrella term for individuals and/or behaviours involving the full or partial transformation or transcendence of gender identity.

Sexual Assault Statistics

How often does sexual assault occur?

1,397 sexual assaults occur in Canada every day³

Once every minute a woman or child in Canada is sexually assaulted (forced into unwanted sexual touching)³

A woman is raped (forced to have sexual intercourse) every 17 minutes in Canada²

Who are the victims of sexual violence?

82% of sexual assault victims are women or girls
15% of sexual assault victims are boys under 17
3% of sexual assault victims are men over 17²⁸

56% of female victims are under 18 years of age
25% of female victims are under 12 years of age
44% of female victims are over 18 year of age³²

77% of stalking victims are women²⁹

What percentage of Canadian women are victims of sexual violence?

39% of Canadian women (or 2 out of 5) have been sexually assaulted since the age of sixteen²⁵

24% of Canadian girls under age 16 have experienced rape or coercive sex^{11, 23}

51% of Canadian Women have been victims of physical or sexual violence since the age of sixteen²⁵

24% of Canadian women have been forced into sexual activity by threat, by being held down, or by being hurt in some way²⁵

30% of women currently or previously married have experienced at least one incident of physical or sexual violence at the hands of a marital partner⁷

Who are the attackers?

98% of sexual attackers are men^{12, 28}

78% of sexual attackers were men the victim knew prior to the attack.

- 35% were close friends or acquaintances
- 32% were past or current partners
- 11% were family members

22% of sexual attackers were strangers²⁹

80% of sexual offenders are over 18 years of age

44% of sexual offenders are over 35 years of age²⁸

50% of sexual offenders – at the time of the assault – are married or living common-law, have children, and are considered responsible members of the community. Men who sexually assault are not mentally ill or sexually starved²

Male family members were identified as the accused in 97% of all family-related sexual assaults. For these male-perpetrated sexual assaults, fathers were involved in 38% of incidents, followed by male extended family members (31%) and brothers (28%). Females were accused in 3% of family-related sexual assaults.⁴⁰

Who is more likely to experience sexual assault?

Females

- 82% of sexual assault victims are women or girls²⁸

Young Girls and Young Women

- Girls are 2 to 3 times more likely (than boys) to experience childhood sexual abuse¹³
- Women aged 18 to 24 are over three times more likely to experience sexual assault²⁵
- Girls under the age of 18 experienced rates of sexual assault that were almost four times higher than their male counterparts.
- The majority of date and acquaintance rape victims are young women aged 16 to 24¹⁴
- In 2005, teenage girls between 12 and 15 years of age experienced the highest rates of sexual assault by a family member, with the highest rate at age 13.⁴⁰

- While rates of sexual assault were much lower for male child victims, they were highest among boys between three and five years of age, with the highest rate at age four.⁴⁰

Runaway children

- 86% of runaway girls and 50% of runaway boys have experienced sexual abuse³⁷

Women with some post-secondary education

- Women with some post-secondary education report rates of sexual assault twice those of women with other education levels²⁵

Previously assaulted women and girls

- Victims of incest or child abuse are much more likely to be revictimized³⁶
- 60% of sexual assault victims had experienced more than one sexual assault²⁵

DOUBLE JEOPARDY refers to people who are more at risk than the general population because they are victims of other forms of oppression. The following groups of women are in double jeopardy:

Women and girls with disabilities

- Girls with disabilities are four times more likely (than the national average) to be sexually abused²⁰
- 53% of women disabled from birth have been raped, abused, or assaulted¹⁵
- 83% of women with disabilities will be physically or sexually assaulted^{22, 30}

First Nations / Aboriginals

- The incidence of child sexual abuse in some Aboriginal communities is as high as 75 to 80% for girls under 8 years of age¹⁶
- 57% of Aboriginal women have been sexually abused¹⁸

New Canadians

- Fear of being deported and fear of the police often keep immigrant and refugee women from reporting domestic abuse¹

What circumstances surround sexual assault?

64% of sexual offences occurred in the home²⁸

22% of sexual assaults involved a weapon.⁵ A firearm was involved in fewer than 1% of sexual assault cases. The remaining proportion sexual assault cases involved other types of weapons.³⁵

54% of young women and 13% of young men have experienced sexual coercion in a dating relationship³⁸

20% of post-secondary students said they gave into unwanted sexual intercourse because they were overwhelmed by a man's continual arguments and pressure⁴

61% of attackers use the threat of physical force during a sexual assault³⁵

92,000 Canadians have been sexually assaulted by someone who was drinking⁹
In more than 40% of incidents of violence against women the attacker was drinking²⁵

94% of reported sexual offenses are sexual assaults, level 1²¹

Of reported sexual assaults in Canada in 2006:

- Just over 1.7% consisted of level 2 sexual assaults, meaning the attacker used a weapon, threatened to use a weapon, threatened to harm a person other than the victim, or there were more than one assaulter.³⁹
- Approximately 1% was level 3 sexual assaults, meaning the attacker wounded, maimed and/or disfigured the victim, brutally beat the victim, and/or endangered the victim's life.³⁹

31% of males and 22% of females said "yes" when asked the question:

*If a girl engages in necking or petting and she lets things get out of hand, is it the girl's fault if her partner forces sex on her?*¹⁴

60% of Canadian college-aged males said they would commit sexual assault if they were certain they would not get caught¹⁴

What are the consequences for victims?

11% of women are physically injured due to sexual assault. Only 19% of the women who were injured received medical attention²⁵

90% of incidents of violence against women have an emotional impact on the victim. The most common reported feelings are anger, fear, and becoming more cautious and less trusting²⁵

15% of female Canadian Adolescents who had experienced unwanted sexual contact exhibited suicidal behaviours vs. 2% of non-abused female adolescents.¹⁰

61% of girls with eating disorders report having been sexually abused¹⁷

Survivors of sexual violence have a higher rate of drug use. Of women who have been sexually assaulted as adults, 20% use sleeping pills and 20% use sedatives⁸

8% of sexually assaulted women become pregnant as a result of the assault²

What are the consequences for offenders?

8% of sexual assaults are reported to the police.²⁶ Of the assaults that are reported, only 34% of the accused are arrested or charged.²⁵ (This represents fewer than 3% of all perpetrators of sexual assault.)

39% of convicted sexual offenders receive probation as their harshest sentence²⁷

If a convicted offender receives a prison sentence, the durations are as follows:

- 10% 1 month or less
- 33% 1 to 6 months
- 18% 6 to 12 months
- 17% 1 to 2 years
- 19% more than 2 years²⁷

What happens after a sexual assault?

8% of sexual assaults are reported to the police²⁶

It is estimated that only 1% of date and acquaintance rapes are reported to the police²²

In one study women gave the following reasons for not reporting a sexual assault:

- 64% said they felt shame and fear
- 50% said they believed that the police could do nothing about it
- 44% said they were concerned about the attitudes of both the police and the courts
- 33% said they were afraid they would be assaulted again by the offender²⁴

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1.2 Sexual Violence: Activities

I Spy Sexism

Objectives

- To discuss sexism.
- To help participants reflect how sexual violence impacts their lives.
- To create an opportunity to share personal experiences with this issue.

Materials

- Flipchart and markers

Time

- 25 minutes

1. Ask participants: **On average, is it men or women who...**
 - Are more likely to do childcare?
 - Are more likely to have a high paying job?
 - Are more likely to do most of the housework?
 - Are more likely to be elected as a member of parliament?
 - Are more likely to own property?
 - Are more likely to be discouraged from walking alone at night?
2. Write the word "sexism" on a flipchart. Brainstorm with participants what the definition of this term might be. Write the answers on the flipchart, but leave enough space to write the next point.
3. After a few responses, write on the same flipchart: "sexism = prejudice + power".
 - Talk to participants about what prejudice means. Prejudice occurs when one group of people have stereotypes or misinformation about another group of people. As the name implies, prejudice is the process of "pre-judging" something. Ask participants: how do we learn prejudice? Is prejudice ever good? Are some women prejudiced towards men?
 - Talk to participants about power. Ask participants: what are the benefits of having power? How is power used to control a group?
 - Discuss sexism as the prejudice towards women or girls plus the power to use that prejudice against women/girls. Explain that because of sexism, men as a group are placed in a position of power over women. Give an example: One prejudice that exists in our society about women is that they are less valued than

men. When people who have the authority and power to pay women for their work hold this belief about women, the result is that women are paid less than men for equal work.

4. Remind the group that we are not talking about what an individual does to an individual, but rather how one group is at a disadvantage relative to another. With sexism, men have the power to use their prejudice against women.
5. When you feel that the participants understand how sexism works, write the following on a new flipchart sheet:

1. When I hear...
2. When I see...
3. When I feel...
...I know sexism is at work.

6. Explain to participants that you are going to do a round. Ask participants to share with the group how men's violence against women has affected their own lives (but let them know that sharing is voluntary) by completing the sentences on the flipchart.
7. Give participants a few moments to gather their thoughts.
8. Invite participants to share their experiences. Remind participants that these rounds are confidential and that they should only share what they feel comfortable disclosing.

Just the Tip

Objectives:

- To identify the various forms of violence against women.
- To illustrate how subtle forms of sexism can progress into more obvious forms of violence.

Materials:

- Flipchart and markers
- Masking tape
- Index cards with forms of violence

Time:

- 40 minutes

This widely adapted activity is a good opening exercise for workshops that will focus on why sexual assault and other forms of violence against women occur.

Before the activity

- Select 8 – 10 of the forms of violence listed in the example on the next page.
- Write or print them out on index cards.
- On a flipchart sheet, draw a horizontal line. Label one side “least harmful” and the other side “most harmful”.

Launching the Activity

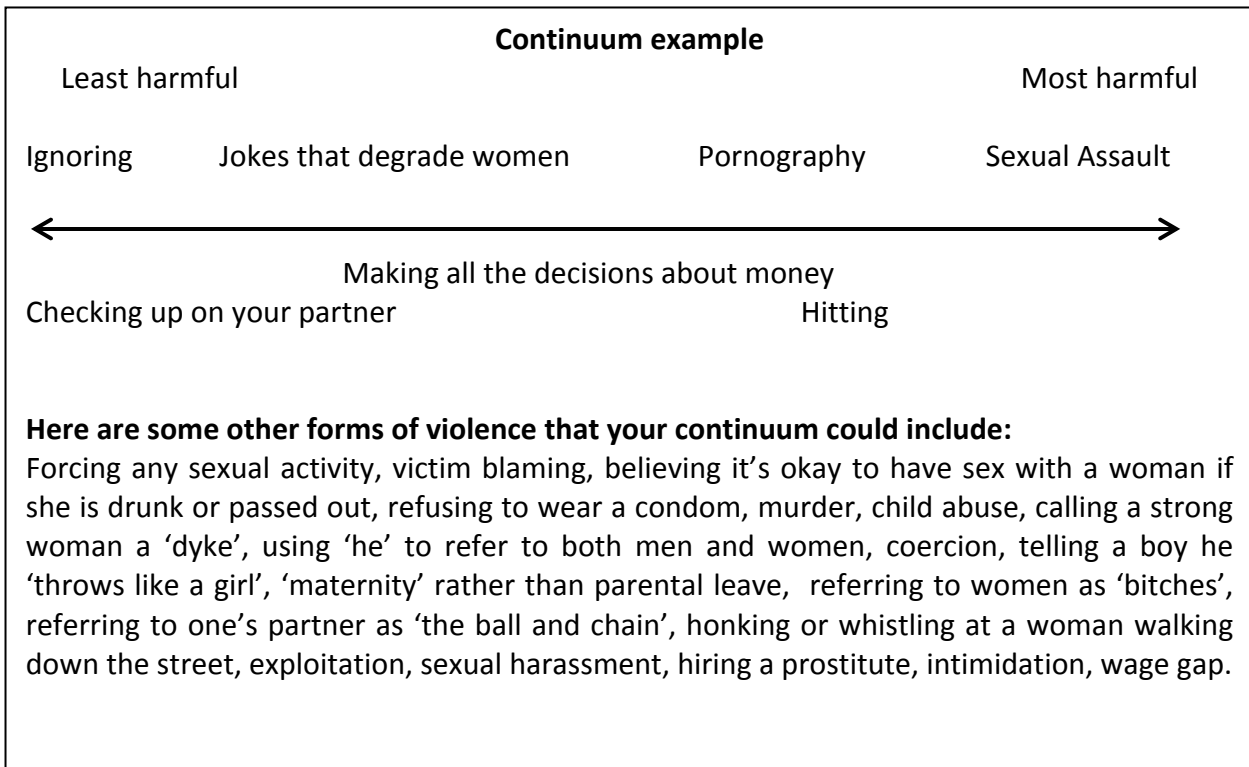
Part 1

1. Ask participants: “in what ways are men and women treated differently in society?” Write their answers on the flipchart. Briefly brainstorm with participants what it might feel like to be different.
2. Show participants the flipchart sheet with the line you have drawn. Explain to them that it represents the continuum of behaviours towards women from least harmful to the most harmful.
3. Place the index cards face down in the centre of the group. Tell participants that there is a statement written on each card that could be considered a form of violence against women.

4. Ask participants to select an index cards one by one, and to place their card on the continuum where they think it should be placed.

Part 2

1. Once the continuum is filled, ask the group to think of a woman in their lives whom they care deeply about. What would they feel like if they had to experience what is on the continuum?
2. Point out to participants that there are some very serious forms of violence written on this continuum, as well as some less serious forms.
3. Rotate the continuum so that the side labelled “least harmful” is at the bottom, and the side labelled “most harmful” is at the top.
4. Draw a triangle around the continuum, with the point at the top/most harmful forms of violence. Next, draw a line at the top of the triangle, just under the more obvious forms of violence.
5. Show participants that you have turned the continuum into an iceberg.
 - **Introduce the idea of escalation of violence.** Discuss with participants how subtle forms of sexism (those at the lower levels of the triangle) can escalate further towards the more obvious forms of sexism and violence (at the upper levels of the triangle). Ask participants: how could something like harassment lead to physical violence? It may be tempting to treat some forms of violence as less significant than others. But all forms of violence contribute to the problem.
 - **Introduce the idea of power and control.** The threat of sexual violence, and the fear it inspires, limit women’s life choices. Ask participants: What does violence have to do with power? Who has power in our society? Who doesn’t? How are the groups with more power privileged? How are the groups with less power more vulnerable? How do power imbalances help support violent behaviour?
6. To end the activity, leave participants with these two questions:
 - *If women are constantly devalued, how can we ensure that we respect them when we enter into a relationship with them?*
 - *What can men do to challenge the attitudes and behaviours that form the bulk of the iceberg?*



Roots of Violence

Objectives

- To examine and discuss the roots of sexual violence.
- To explore what supports sexual violence.
- To promote men's roles and responsibilities in violence prevention.

Materials

- See 'Exploring Why Sexual Violence Occurs' in Facilitator's Section
- Index cards (three different colours)
- Flipchart and markers
- Pens and pencils, bright coloured crayons
- Tape or glue

Time

- 30 minutes

Violence against women is rooted in the unequal power relations between men and women. If literacy issues are a concern, you can adapt this activity by constructing the tree orally as a group.

Before the activity

- Choose 4 – 5 root causes, contributing factors and effects (refer to "Roots of Violence" handout found at the end of the section).
- Select a different color of index cards for each part of the tree: one for the roots, one for the trunk and one for the leaves.
- On separate index cards, write the 4 – 5 characteristics you have chosen for each part of the tree.
- Read "Exploring what supports sexual violence" found in the facilitators section. It will provide you with the necessary information on distinguish between root causes and contributing factors to sexual violence.

Launching the activity

1. Explain to participants that just as a healthy tree get sufficient nutrients from its roots, an unhealthy tree also get poisoned from its roots. However, in the case of an unhealthy tree, the first signs that something is wrong are often seen above grounds: the leaves, branches and trunk of the tree begin to show signs of being unhealthy and indicate that there might be a problem at the root level.

2. Tell participants that the same is true for society: problems we see or experience, such as sexual violence, are the visible result of other problems that already exist.
3. Divide participants into 3 groups.
4. Give each group a different coloured index cards, along with some blank index cards of the same colour.
5. Let the groups know that they have been given one of the parts of the tree: the roots, the trunk and the leaves or branches.
6. Explain that the **leaves represent the effects of sexual violence**, the **trunk represents what contributes to violence**, and the **roots represent the cause(s) of violence**.
7. Tell the groups they must first discuss which part of the tree they have, and then add other characteristics on the blank index cards they have.
8. Give them about 10 minutes to do this.
9. Once each group has finished, take turns discussing as a large group which part of the tree they have and why.
10. Next, ask them to tape their cards to a blank sheet of flipchart to form the outline of the tree.
11. Discuss common feelings and thoughts of the group. What are some ways that the root causes can be addressed?

Optional

If you have time, consider brainstorming what a healthy tree would look like. Help participants identify the trees, trunk and roots of a healthy society. Then ask the group: what can men do to help nurture a healthy society?

Stereotypical Story

Objective

- To help participants identify stereotypical beliefs and images of sexual assault.

Materials

- Flipchart and markers
- “Sexual Assault Myths” (found in the Facilitator’s Section)

Time

- 20 minutes

This activity tends to be quite effective for all age groups.

1. Write the columns, Where/When/Victim/Attacker/Why on a flip chart or large piece of paper.
2. Say to the participants: “Imagine that we are writing a story with sexual assault scene in it. What do you see?”
3. Use the following questions to guide their stories:
 - Where is this taking place?
 - What time of day is it?
 - What is the victim like (personality, appearance)?
 - How does the attacker enter the scene?
 - What is the attacker like (personality, appearance)?
 - What does the attacker do and say?
 - Why did the sexual assault happen?
4. It is a good idea to pick only one storyline and go with it (the most typical scene you would see on television is a good idea)...
5. When some of the participants visualize a scene based on the “stranger in the bushes” myth – demystify this by giving statistics that show it is usually acquaintances who sexually assault women (see the statistics session) and often intimate friends.
6. When all the myths have been addressed, go through the questions again and ask the group, as a whole, to describe a more realistic rape scene.

Mythical Tic-Tac-Toe

Objective

- To expose sexual assault myths

Materials

- Tic-tac-toe board (drawn on a flipchart)
- Flipchart (blank page) to write down exposed myths and markers
- Questions for “Mythical tic-tac-toe”

Time

- 30 minutes

This exercise is fun and informative. Plus, it works well with any age group. The key to this game is the discussion of each myth. The participants will likely guess the right answer, but will learn more about the issue when you go over all the specifics. Read “Sexual Assault Myths” found in the Facilitator’s Information section for reference and information.

1. Divide the group into two teams and have each team sit together.
2. On a flipchart, draw a tic-tac-toe board.
3. Tell them that you will read out questions to each team one after another. Together the team must come up with an answer.
4. Explain to participants that if the team gets the answer correct they place an X or O in a square.
5. Tell participants that the winner is the first to get three X’s or O’s in a row. Then the second team will be given the same opportunity.

If the question asks for a percentage, the answer must be within a range of 5%. For example if the answer is 80%, an answer from 75-85% will be accepted.

6. After each question is answered (and determined as correct or incorrect), write the whole myth on the flip chart. Then before going on to the next question, discuss the myth with both teams.
 - Are they surprised?
 - Have they heard this myth spoken before?
 - What are the consequences of this myth? (Look at the 'List of Myths' for more information)

Questions for Mythical Tic-tac-toe

- 1) **What percentage of sexual assaults occurs between people who have met before?**
78% (Statistics Canada, 2000) Most rapes are not committed by strangers but by people known to the victims.
- 2) **What percentage of sexual assaults is reported to the police?**
8% (Statistics Canada, 2006)
- 3) **How many sexual assaults occur in Canada every hour?**
Sixty. A woman or child is raped every minute in Canada (CRIAW, 2002)
- 4) **What percentage of victims are female?**
82% (Statistics Canada, 1999)
- 5) **What percentage of attackers are male?**
98% (Statistics Canada, 1999)
- 6) **What percentage of sexual assault survivors is physically injured?**
11% -- but only 19% of these women receive medical attention. (Statistics Canada, 1993)
- 7) **During a sexual encounter is there a point when a man cannot control himself?**
No. Men, like women, do not need to have sex once they are aroused – that’s a myth. Men can control themselves once they are “turned on” and, will not experience critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension. Men can always control their actions.
- 8) **What groups are more at risk for becoming victims of sexual assault? Name one.**
Women and girls with disabilities are four times more likely to be sexually assaulted. (Razack, 1994)
First Nations women and women under 24 also have a higher risk of being assaulted. (McEvoy & Daniluk, 1995), (Statistics Canada, 1993)
- 9) **Where is the most common place for a sexual assault to occur?**
Someone’s home. 64% of sexual assaults occur in the home of the victim, the attacker, a friend, or family member. (Canadian Centre for Justice Statistics, 2004)

- 10) Does alcohol cause sexual assault?**
No, alcohol does not cause sexual assault, but it is often a factor. In many cases of sexual assault, either the victim or the attacker (or both) had been drinking. In 40% of violent acts against women the attacker was drinking. (Statistics Canada, 1993). It is important to let men know that if a woman cannot consent (for example if she is intoxicated and has passed out) then any kind of sexual touching is considered sexual assault.
- 11) If a man is so drunk that he doesn't know what he is doing, can he still be charged with sexual assault?**
Yes he can. Drunkenness is not a defence for committing sexual assault.
- 12) If there is no physical force can unwanted intercourse still be called rape?**
Yes. Physical force or injury is not required in order for an attack to be labeled 'sexual assault' or 'rape'. Most sexual assaults are committed by acquaintances. Rapists who are known to the victim are more likely to use verbal pressure, threats, tricks, or mild physical force (e.g. arm twisting) rather than a weapon or physical force.
- 13) If a woman doesn't say 'no' to intercourse, is it still rape?**
Yes. A woman may be unable to say 'no'. To give consent a woman must say "yes." And she must say "yes" without force or threat of force.
- 14) All sexual assault victims know they have been raped. True or False?**
False. Many women do not realize that they have been sexually assaulted because they do not label it as a sexual assault or rape. This is especially true for date rape.
- 15) If a woman goes home and makes out (naked) with a man on the first date, is she giving her consent for intercourse?**
No, just because a woman consents to one sexual act (making out), does not mean she is consenting to having sex.
- 16) Some women want to be raped. True or False?**
False. While it is true that some women do fantasize about being seduced (or even "taken") by a handsome stranger, and other women may enjoy **consensual** aggressive sex, these fantasies and behaviours do not mean that women want to be raped in real life. In a fantasy and in consensual sex the woman has control over what she and the other person are doing. Actual rape takes away all control.

- 17) What percentage rape reports are false?**
Only 2 – 3%. The number of falsely reported sexual assaults is the same number of false accusations for all crimes. Women do not report false sexual assaults anymore than someone would report a false break-in or robbery. (Katz & Mazur, 1979)
- 18) What percentage of sexual assaults result in murder?**
0.017% (approximately 1 in 5,000) (U.S. Department of Justice, 1997)
- 19) Most runaway children are sexual abuse survivors. True or False?**
True. 86% of runaway girls and 50% of runaway boys are sexual abuse survivors (Welsh et al., 1995)
- 20) A woman can't get pregnant from rape. True or False?**
False. 8% of women who experience forced intercourse become pregnant (Canadian Advisory Council on the Status of Women, 1985)
- 21) A woman will always scream, fight, and act extremely upset if a guy tries to rape her. True or False?**
False. A woman who has been assaulted may be extremely upset, but she is just as likely to be in shock or disbelief. If this is the case, the victim may appear calm, unruffled, and detached. Women and girls react in many ways both during and after a crisis. Rape is no exception. A woman's response does not indicate the rape's validity, severity, or emotional impact.
- 22) Rapists are mentally ill. True or False?**
False. Studies and psychological testing overwhelmingly show that rapists are not mentally ill. Rapists are everyday "normal" men. They are boyfriends, husbands, friends, cousins, fathers, doctors, brothers, coaches, and teachers.
- 23) A man could legally rape his wife until 1983. True or False?**
True. On January 24th, 1983 Bill C127 was passed. This bill made non-consensual sex illegal within marriage. Before this law a woman could not charge her husband with rape. Today a wife, at any time, has the legal right to say no to any sexual act.
- 24) Incest tends to occur more often in families that are poor. True or False?**
False. Incest has no socio-economic or class barriers. Incest occurs in families regardless of class, race, or religion.

- 25) It's not a good idea for women to wear mini skirts, low cut tops or high heel shoes because she is just setting herself up to be raped. True or False?**
False. Regardless of what a woman or girl is wearing, doing, or saying, rape is never her fault.

Myth Busters

Objectives

- To identify and discuss sexual assault myths.
- To examine how myths support sexual violence.

Materials

- Flipchart and markers
- “Sexual Assault Myths” (found in the Facilitator’s Information section)
- Blank sheets of paper
- Pens and pencils

Time

- 20 minutes

This exercise gives participants an opportunity to explore arguments, for and against, sexual assault myths. It may be important for the facilitator to point out that these are not easy issues and that misconceptions about sexual assault are common for all age groups.

1. Ask participants to name as many myths about sexual assault as they can think of. Record their answers on the flipchart.
2. Divide participants into two groups.
3. Explain to participants that each group will be discussing the myths from a different perspective: one group will “own” the myth, that is, agree with it and argue for it, and the other group will “bust” the myth, that is disagree with it and argue against it.
4. Assign each group a side (own or bust), or allow each group to choose a side.
5. Choose one of the myths recorded on the flipchart. Alternatively, choose a myth based on what you feel the group needs to discuss (for example, if you have heard participants verbalizing and/or supporting some sexual assault myths).
6. Handout paper and pencils to each group. Give the groups 3 minutes to talk and come up with “arguments” for their side of the statement (either for or against it).
7. Ask group A to give one reason the myth is true. Ask group B to respond.

8. Ask group B to give one reason the myth is false. Ask group A to respond.
9. Repeat this process one more time.
10. After this formal debate, have an informal discussion about the statement and reveal it as a myth by using statistics and other materials. Suggest to participants that in effect, they will encounter many opportunities to be myth busters as they work to understand and eliminate sexual violence
11. Go on to another myth (if you wish).

Variation

Two participants could debate while the rest of the group looks on and gives support or ideas if the debaters get stuck.

Privilege Survey

Objectives

- To create and opportunity to discuss privilege.
- To help participants reflect on the role of privilege in their own lives.

Materials

- Privilege Survey (copies for each participants)

Time

- 20 minutes

This activity will get a good discussion going.

1. Pass out “Privilege Survey” to each participant.
2. Ask the participants to answer the questions, but to keep their answers to themselves.
3. Give participants a few minutes to do this.
4. Next, tell participants that you would like to discuss some of the topics from the privilege survey but remind everyone that sharing is optional. Here are some questions to get the discussion started:
 - How is being able to doze off anywhere seen as a privilege?
 - What do you usually do when you hear a sexist joke? Confront it? Hear some truth in it?
 - Which examples are you able to do because you are a man?
 - How do you think women would answer this survey?
 - What negative experiences would someone with privilege not have to endure?
 - Which of the questions do you think most people have trouble with?
 - What is privilege?
 - Do you think this survey is an accurate judge of privilege?

Privilege Shuffle

Objective

- To introduce the concept of privilege.
- To examine and discuss how gender stereotypes relate to power and privilege.

Materials

- List of privilege questions (choose from list provided below)

Time

- 30 minutes

In this widely adapted activity, participants are asked to self-identify as belonging to a particular group or category by performing an action that sets them apart from others. This activity usually evokes very profound emotions, so facilitators need to take extra care to create an environment that is safe for participants. If this activity does not feel safe for your group, it is best to omit it and choose another activity that has similar objectives (for example, the Privilege Quiz).

Before the activity

- Choose 8 – 10 statements from the list provided below (or create your own).
- Read the information on Diversity and Inclusion (found in the Facilitator’s Manual) as well as Oppression (found in the workshop Manual). They will provide you with the background information to help facilitate and debrief this activity.
- Explain to participants that you will be reading out a series of statements, one by one. Tell participants that if the statement applies to them, they are to walk to the opposite end of the room, stop, and turn to face the group they left behind. Tell participants that both groups will have a few moments to observe one another and notice their feelings. Explain that you will then instruct those who have crossed the room to return to their original place. Finally, explain that the whole exercise is to be done in silence.
- Emphasize that participation is strictly voluntary; participants need not identify whether a particular statement applies to them if they don’t wish to reveal that information. Rather, let participants know they should notice any feelings that arise, whether or not they choose to reveal that information about themselves.

Launching the activity

1. Ask participants to stand side by side along one wall of the room, facing the opposite wall.
2. Remind them that their participation is voluntary, and that they are to follow the instructions silently.
3. Read the statements, one by one, using the script below. Allow enough time for participants to observe each other and notice their feelings before asking them to return to their original place.

FACILITATOR'S SCRIPT:

- "Please cross to the other side of the room if..." (insert statement from list below)
 - "Notice who is with you... notice who is not."
 - "Notice how it feels to be separated this way."
 - "Now return to your original place."
4. Once you have finished reading your statements, ask participants to return to their seats. Tell them that you will give them a few minutes to process their feelings in silence.
 5. When you feel participants are ready to speak, facilitate a discussion using the following questions as a guideline:
 - What feelings came up for you during this activity?
 - How did it feel to be part of the group that crossed the room?
 - How did it feel to be part of the group that did not cross the room?
 - How does this activity help you understand difference? What are the advantages to being different? What are the disadvantages? Why is understanding difference important?
 - How does this activity help you understand privilege?
 - How might the issues from this activity come up in society at large?
 - Which groups in society have privilege? Power?
 - Do you agree that there are power imbalances in society? How do power imbalances potentially lead to violence?

Keys to the activity

- ✦ This activity highlights the power differences between groups that are valued and groups that are less valued, as well as the sense of stigma that less valued groups may feel or experience.
- ✦ More valued, dominant groups experience power and privilege.
- ✦ Privilege is a set of assumptions that are passed on to a person who is part of the powerful, valued group (white, heterosexual, male, middle-class).
- ✦ Privilege and oppression are difficult subjects to examine and understand. Their greatest force may lie in their “everydayness,” their normal taken-for-granted place in sustaining society.
- ✦ Facilitating understanding of these issues is to facilitate a process in which participants come to consciousness or “wake up” about what they have already been taught, what they believe, what they may believe and be committed to without realizing it, and how they can develop, change or confirm their beliefs.

Statements for Privilege Shuffle:

1. You are a man.
2. You are of European heritage.
3. You are 45 years or over.
4. You were ever encouraged to pursue academic work or goals.
5. You were raised by two parents.
6. One or both of your parents, or the people who raised you, attended post-secondary education or received a post-secondary education degree.
7. Your native language is English.
8. You grew up in a household where women did most of the housework or childcare.
9. You grew up in a household where you heard racial or derogatory terms or jokes.
10. You grew up in a household where drugs or alcohol are a problem.
11. You did not meet a person of colour socially before you were in your teens.
12. You ever felt racial tension in a situation and were afraid to say anything about it.
13. You or someone you know is a recovering alcoholic or addict.
14. You regularly see members of your gender in positions of power.
15. You have ever not been affectionate with another man because you were afraid people would think you are a gay or bisexual person.
16. You have ever tried to change your appearance, mannerisms or behaviour to avoid being judged or ridiculed.
17. You ever felt conspicuous, uncomfortable or alone in a group because you were the only representative of your group.
18. You have ever been asked to speak on behalf of your entire gender.
19. You have earned more money than a woman for doing equal work.
20. Your partner makes more money than you do and thinks this entitles her to make more of the decisions.
21. You have ever been yelled at, commented upon, whistled at, touched or harassed by a woman in a public place.
22. You have ever been praised for doing well in challenging situation without being called a credit to your gender.
23. You have ever changed your diet or exercised to change your body size, body shape or weight.
24. You have ever called a woman a bitch, cunt, whore or slut.
25. You have ever been called a fag, pussy, or wimp.
26. You have ever been afraid of a woman's anger.
27. You have ever made a woman feel threatened or afraid of your anger.
28. You ever limited your activity or changed plans to go somewhere out of fear for your physical safety / that you would be sexually assaulted.
29. You have ever said "Yes" to a partner because you were afraid to say "No".
30. You have ever experienced sexual violence.
31. You can speak out against sexual violence without people assuming that you are a victim yourself.

Two Societies

Objectives

- To help participants examine the dynamics of power and oppression.
- To identify and discuss how value systems shape society.

Materials

- Flipchart paper and markers, bright crayons

Time

- 60 minutes

This activity can be difficult for groups with no previous awareness of oppression, or sexism, but it is designed to provide an opportunity to begin thinking about these forces and how they operate in our society. It may be important for the facilitator to point out that these are difficult issues.

Before the activity

- Tape four sheets of flipchart paper to the wall and label each one: hierarchy, equal value, competition, cooperation.

Launching the activity

Part 1

1. Handout markers or brightly coloured crayons to each participant and ask each one to brainstorm on each flipchart on the wall what the terms might mean.
2. Give them a few minutes to do this.
3. Once participants have written their ideas, read and review all their answers. As a group, discuss and define each term. Ask the group: what are the values and priorities in our society? How do you know? Do different societies with different values exist in the world?
4. On a new sheet of flipchart, draw a vertical line with your marker; label one column Society A and the other Society B. Tell the group that for the next part of the activity, they will imagine that there are two very different societies in the world:
 - Society A has a social structure based on separation, hierarchy and competition.
 - Society B has a social structure based on connection, equal value and cooperation.
5. Ask participants to list some of the characteristics they would expect in each society. Write their answers on the flipchart. An example is given on the next page.

6. When you feel that you have enough characteristics listed to distinguish between the two societies, move on to the second part of this activity.

Society A	Society B
Belief in war	Self-determination
Private property	Nature cannot be owned
Idea that violence is okay	Equal share of work / child-rearing
Authority held by some people only	Zero tolerance for violence
Separate roles for men and women	Value peace
Belief that some people and things are superior to others	Belief that all people are equal regardless of gender, age, ability or race

Part 2

1. Divide participants into small groups of no more than 4 – 5 persons per group.
2. Give each group a sheet of flipchart paper and markers or crayons.
3. Explain to the groups that you will be giving them a task and that they will have about 20 minutes to do this.
4. Tell participants that Society A has conquered Society B and taken possession of their land and resources. Society A forces their system on Society B, which is not difficult since they were not prepared to defend themselves. However, Society A does not want to invest in armed occupation forever – they want the next generation to think and behave they way they do.
5. Explain to participants that their task is to identify and list what Society A would have to do in order to assimilate Society B (make it part of their own way of doing things).
6. Tell participants to write what they think the first thing Society A would do near the centre of the paper, and circle it. Then, instruct participants to work backwards from this first step: “in order to do this, first we must do this...” Tell participants to write each idea, circle it and connect it to the first step with short lines. Ask participants to continue working backwards for as many steps as they can imagine.
7. Once they have listed as many steps as they can, ask participants to go back to all of their circles and work forwards: “If we do this, then this will happen.” Tell participants to continue this process as far as they can.
8. Next, ask participants to look at all their steps and use lines to connect all the circles that are related.
9. Ask each group to present their charts to the rest of the group.
10. Debrief and discuss common feelings and perceptions. Use the following questions to facilitate a discussion:
 - How does this activity help illustrate what is oppression?
 - Did Society B have any power? If so, what power did they have?
 - How could Society B have resisted being conquered by Society A?

Survivor

Objective

- To explore how women and girls have been taught to survive in a culture that supports rape.

Materials

- Flipchart paper and markers
- Roles written on index cards (see below)

Time

- 15 – 20 minutes

This is a great follow-up to any activity that discusses inequality between men and women. This is not a stand-alone exercise and is meant to be done in workshops that also examine gender stereotypes and how these contribute to power imbalances between men and women.

Before the activity

- On separate index cards, write one of the following roles: woman, single mom, teenager, woman of colour, Aboriginal woman, woman who is overweight, survivor of sexual assault, grandmother, woman who is deaf, runaway teen, etc.
- The number of index cards will depend on how many participants you have.

Launching the activity

1. Place the index cards with the roles face down in the middle of the group.
2. Ask participants: what things do you do on a daily basis to protect yourself from being sexually assaulted? Write the answers on a flipchart.
3. Next, explain to the group that they will be doing a mini-role play. Ask each participant to select a card, but not to show their role to anyone else.
4. When each participant has an index card, give them a few moments to imagine themselves in their role. What would their day be like? How would they do things differently?
5. Then, ask participants to respond in the role: what things do you do on a daily basis to protect yourself from being sexually assaulted?
6. Again, write their answers on the flipchart. Debrief by asking the group:
 - What did you learn from this activity?
 - Did you know that women do all these things to protect themselves?
 - What impact does this have on relationships between men and women?
 - What can men do to help end violence against women?

Building the Ideal

Objectives

- To help participants create a vision of their ideal world.
- To promote men's roles in sexual violence prevention.

Materials

- Flipchart and markers
- Craft materials (paper, crayons, pipe cleaners, play dough, feathers, straws, glue, popsicle sticks)
- Scissors

Time

- 30 – 40 minutes

This is a very uplifting activity for participants. It works well after speaking about a difficult topic, such as why sexual violence happens.

Before the activity

- Write “An Ideal World” and the following questions on a flipchart:
 - How do people act towards women? Children?
 - What are you like in your ideal world?
 - What are you connected to in your ideal world?
 - What are relationships like? Are there power relationships? Hierarchies?

Launching the activity

1. Discuss with participants that we generally know what kind of world we live in and that we often feel that it is far from ideal. As well, we often feel that we have few positive, proactive ways to help build a better world.
2. Explain to participants that they are going to practice building a better / safer world for women.
3. Divide participants into small groups (no more than 4-5 per group).
4. Distribute the craft materials to each group. Tell participants that these are their building materials. Their goal is to build anything that symbolizes a better world for women.

5. Tell participants that they will have 10 minutes to discuss the project, decide what to build, and plan how to coordinate the building process. Suggest that participants discuss the questions on the flipchart to help guide their process.
6. Let them know that they can build anything they want – encourage them to be creative! Add that there are only two rules to the building process:
 - They must build their project without speaking
 - No one can take a piece from someone else, or signal that they need a piece, it must be offered
7. Once each group has agreed on what they will build, ask them to begin building their project. Tell the groups that they will have 10 minutes to do this.
8. After 10 minutes have passed, go around the groups and ask each one to discuss what they have built. Facilitate a discussion by asking participants:
 - How do you feel about your project?
 - What did you learn about yourself?
 - What are the similarities? Differences? Do participants have the same vision of an ideal world?
 - Did every person in your group participate? If not, why? If yes, what patterns emerged about how to work best together?
 - Was it frustrating to not be able to speak?

Keys to the activity

- ✎ Talk to participants about why they think an activity like this is important. It is important to have a vision to work toward as men.
- ✎ Talk to participants about what they have learned from this activity. Men have not had many proactive or positive opportunities to lend their voices to ending violence against women.
- ✎ Even though our ideal world does not exist in our society, it does exist within us. It is likely that there are common threads in how men and women envision a more equitable and just society.
- ✎ There may be portions of our ideal world that already exist within our experiences (respect, community, safe spaces). We can look for little portions of our ideal world every day, and build on those portions.

Letter to an Alien: Equality Is...?

Objectives

- To explore what we mean by equality
- To highlight the difference between power/control and equality

Materials

- Flipchart paper
- Markers
- “Power and Control Wheel” and “Equality Wheel” handouts

Time

- 20-25 minutes

This activity works well with most groups. It may be challenging for participants with low literacy skills.

1. Divide a large sheet of flipchart paper into columns, each headed by letter of the alphabet. For the purposes of this exercise, choose letters A to H.
2. Ask participants to brainstorm equality words. Each should try to provide at least one word for each letter (for example, A-affirming, B-believing, C-communication, D-dignity, E-empathy, F-fairness, G-giving, H-honesty). Write their responses as they are called out. Give them approximately 10 minutes to do so.
3. Once the chart is completed, discuss with participants about their chosen words – what they mean, how they are connected to equality, and so forth. Use the “Power and Control Wheel” and “Equality Wheel” handouts to aid in the discussion.
4. Ask participants to create a brief definition of equality in the form of a slogan. This could start with ‘Equality is...’ Explain that they are using this definition to explain equality to an extraterrestrial alien who has never heard of the concept. They should use the words listed on the flipchart.

Questions for discussion:

- How hard it is to complete the chart? Why?
- How did the group agree on a definition?
- Do they feel any crucial aspect has been left out? Most likely they will have to come up with another way of saying characteristics typically associated with equality such as respect, trust, and sharing.
- It would be valuable to revisit the definition of equality at the end of the workshop to see if their definition has evolved, and whether the whole group can agree on a final common definition or slogan.

Privilege Survey

Have you ever:

- Y N Dozed off on a late night bus or subway?
- Y N Felt safe walking alone at night?
- Y N Spoken without being interrupted?
- Y N Seen your gender routinely represented in positions of leadership and power?
- Y N Laughed at a sexist or derogatory joke?
- Y N Received a job, job interview or training through personal connections with other men?
- Y N Attended school where more attention and funding was given to athletic programs for boys?
- Y N Simply assumed that a health treatment had been tested and proven safe for men?
- Y N Earned more at a job than a woman with the exact same skills and qualifications?
- Y N Dressed up without thinking that you may provoke women to sexually assault you?
- Y N Heard comments about women being inferior to men?
- Y N Known where to access sex from women for money?

Sexual Violence Is...

Sexual violence is often thought of as very dramatic incidents of hitting, abuse or sexual assault. These are serious, but only the “tip of the iceberg.” It is important to recognize that everyday acts of disrespect and abuse help perpetuate and support sexism. As such, they form the “bulk of the iceberg” and are also considered sexual violence.

Have you ever:

- Interrupted a woman by talking loudly?
- Thought that what a woman has to say is not as important as what a man has to say?
- Stared at a woman’s breasts while talking to her?
- Stopped what you were doing to look at the body of a woman going past you?
- Talked about a woman’s body or whether she was easy /good in bed with another man?
- Whistled at, yelled at, or grabbed a woman in public?
- Called a woman a bitch, slut, or whore?
- Lied to a partner about having sex with another person?
- Let the person you were having sex with take on the entire responsibility for birth control?
- Used alcohol or pornography to help “loosen her up” or to “get her in the mood”?
- Downplayed or ignored a woman’s fear of male violence?
- Used your voice or your body to scare or intimidate a woman?
- Tried to control where a woman could go or what she could do?

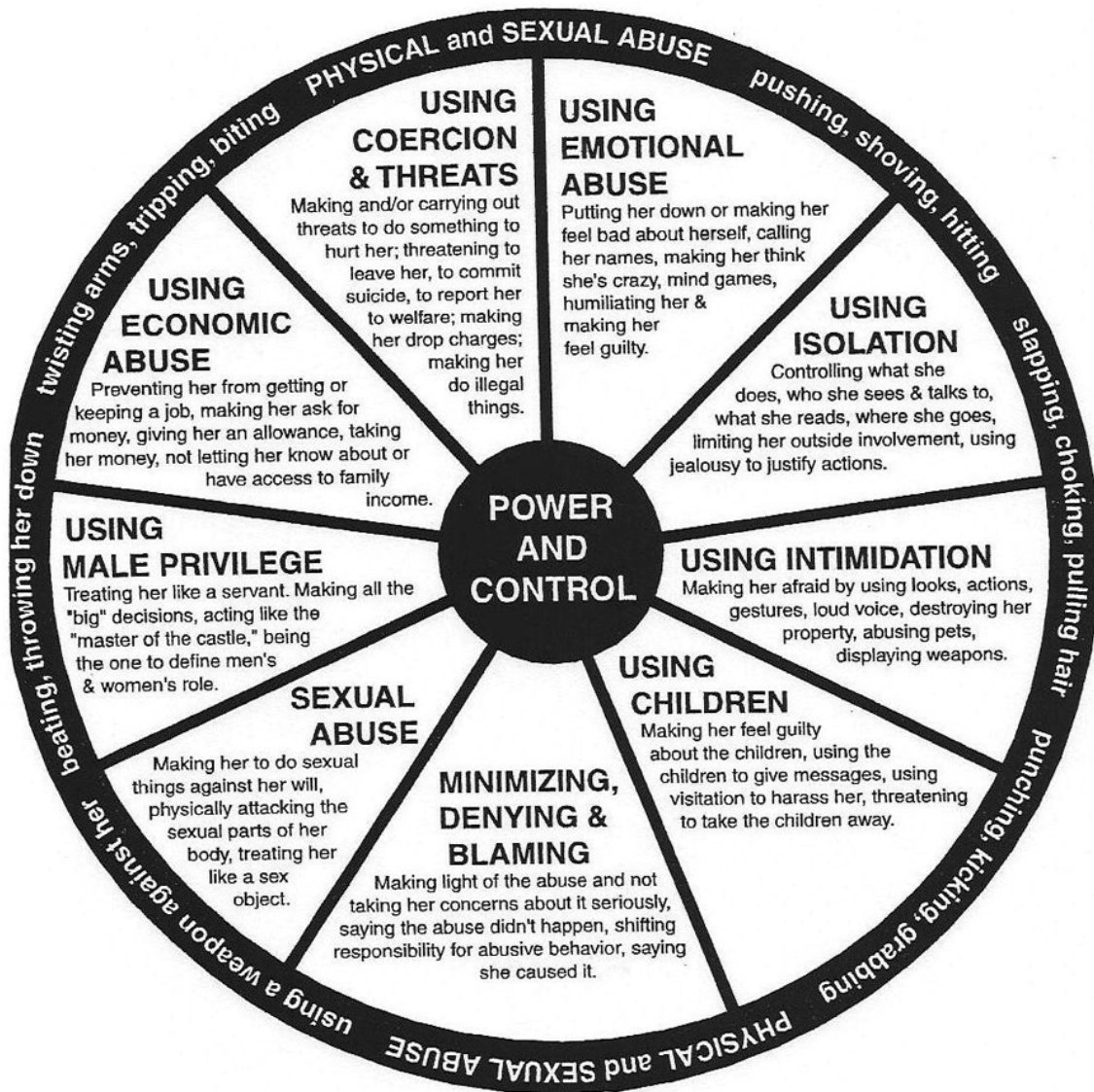
Preventing Sexual Violence...

The following is a list of activities done by real women on a daily basis to avoid sexual violence.

- Park under street lights or close to buildings and areas of more traffic flow.
- When walking alone being constantly aware of surroundings and scanning the area for potential threats.
- When I am ready to leave work I call home to say I am leaving work and will be home soon.
- When I take a shower I check to make sure the door is locked.
- When the windows are not open for a breeze I make sure they are locked.
- I double check to make sure the door is locked before I go to sleep.
- When I arrive home from work I call a friend or my mom to let them know I got home safe.
- I lock the car doors when I am driving alone.
- When walking alone I choose shoes that I can move more easily in, such as sneakers.
- Not drinking alone in public places.
- When at the park with my kids I pay attention to the people there and warn my children about the people who are frequently there and do not bring children.
- I keep a piece of wood in my sliding door to prevent it from opening.
- Walk to our cars with keys positioned between fingers for self defence.
- I call a friend on my cell phone while I walk home.
- I pretend to be talking to someone on my cell phone while I walk home.
- I choose a large breed of dog.
- I keep a whistle on my keychain.
- I keep bear spray on my keychain.
- I took a self defence class.
- I always have lights on at night when I go out and when I sleep so it looks like somebody is there and up.

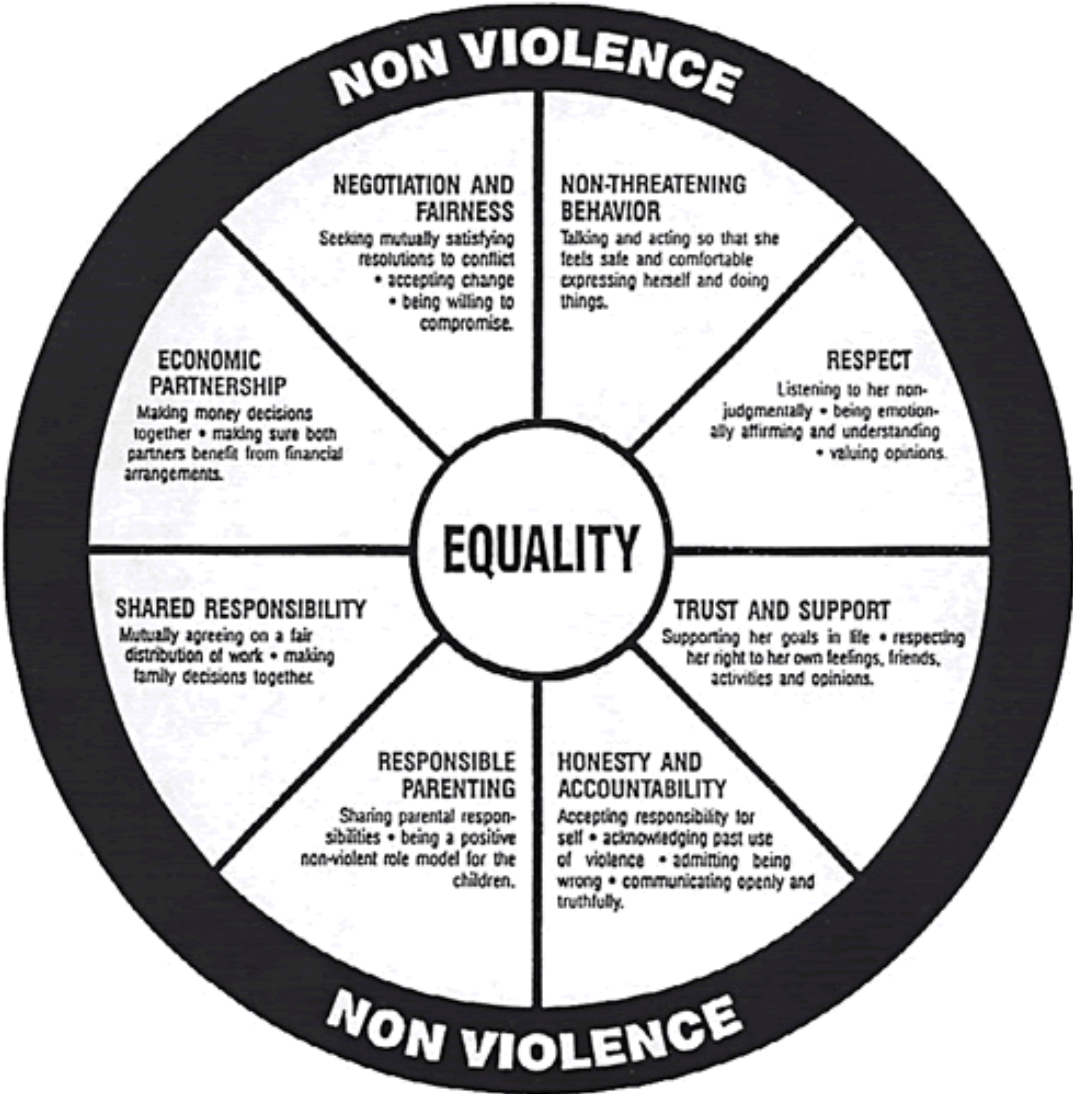
- I keep the phone by my bed so I can call 911 in a hurry.
- I have a plan to get out of the house with my children if somebody were to break in.
- I never walk or bike the trails alone.
- I never answer the door if people are selling things.
- One thing I do while my partner is out of town is to leave two pairs of his big boots/shoes (size 13) by the front and back doors.
- I might leave out a huge dog dish, even if they don't have pets.
- I always check the back seat of my car before I get in.
- I don't run alone (in certain areas).
- I don't share cabs with men.
- I check my home out when I get in if I'm alone.
- I see who is at the door before I open the door or keep the screen door locked if I do open the front door.
- I trust my gut.
- I have change and cash on me so I always have a way home.
- I never leave a drink unattended in public for fear of being drugged.
- When walking with headphones on I keep the volume low in order to hear for anyone who may be behind me.
- I always walk on well lighted paths.
- I always sit at the back of a restaurant when alone.
- I am always aware of who is around me, in stores with high dividers.
- I memorize the clothing and looks of anyone that makes me feel uncomfortable.
- I usually stay within my familiar places.
- I put up a "beware of dog" sign even though I don't own a dog.
- I keep a bat underneath my bed.

Power and Control Wheel



Domestic Abuse Intervention Project, 1987

Equality Wheel



(Domestic Abuse Intervention Project, 1987)

Module 2: Gender Stereotypes

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Objectives for this module:

1. To distinguish between 'sex' and 'gender'
2. To show the types of gender roles men and women are expected to play;
3. To examine and discuss how gender stereotypes perpetuate inequality and sexual violence;
4. To explore how homophobia helps maintain rigid gender stereotypes;
5. To identify, promote and support positive gender roles for men.

2.1 Gender Stereotypes: Facilitator's Information

Gender Violence: A Question of Patriarchy

Patriarchy: a social system in which the father is the head of the family and men have authority over women and children

Gender-based violence is connected to a patriarchal structure of oppressive social relations, in which some people exercise power and control over other people.

- **Dominant classes** – men, white, heterosexual, property owners, adults, mentally and physically healthy, urban.
- **Oppressed classes** – women, ethnic minorities, LGBTQ individuals, children, physically and mentally ill, rural

How patriarchy works:

- In a patriarchy, the male experience is offered as representative of the *human* experience.
- At its core are principles of control, domination, hierarchy and competition.
- Because patriarchy is male-identified and male-centered, women and “women’s work” tend to be devalued, if not made invisible.
- When women do succeed, it’s often by embracing values culturally defined as masculine: they’ve been tougher, more decisive, more aggressive, more calculating and more emotionally controlled.

While we are all responsible for eradicating male privilege, no man is directly to blame for its existence, no one woman is immune from its consequences and all men benefit to some extent from male privilege.

Note: To identify “female” as an oppressed status under patriarchy does not mean that every woman suffers its consequences to the same degree, just as living in a racist society does not mean that every person of color suffers equally or that every white person benefits from race privilege to the same degree. In this sense, in a patriarchal society, privilege works by identifying men (as a group) with superiority even though most men may not feel powerful in their own individual lives, or in relation to other men. But in a patriarchy every man’s standing in relation to women is enhanced by male supremacy, and every woman must come to grips with having an inferior gender position. Whatever she achieves will be *in spite of* the oppression she faces.

Gender Stereotypes: What's the Harm?

Gender is the most significant predictor of sexual violence: women are more likely than men to be sexually assaulted, and men are more likely than women to be sexual aggressors (Koss & Rozee, 2001).

Since the primary risk factor in sexual violence is gender, gender issues must be considered to help us make the connections between gender stereotypes, gender inequality and sexual violence.

What are stereotypes?

Stereotypes are generalizations about groups of people that are generally false, unfair and unfounded.

- Stereotypes reflect ideas that some people hold about other people who are different.
- Stereotypes can be based on a group's race, religion, ethnicity, culture, language, gender, socio-economic class or appearance. For example: "black men are good at basketball; blondes are dumb; welfare recipients are lazy."

Why are stereotypes harmful?

Stereotypes are harmful because they encourage the expectation that groups of people behave or appear a certain way.

- Stereotypes ignore the uniqueness of individuals by painting all members of a group with the same brush.
- There is no such thing as a "positive" stereotype. All stereotypes limit and constrain people by putting them in boxes and telling them how to behave.
- If a person doesn't behave like he or she "should," he or she is negatively labelled and made to feel abnormal.
- Eventually, to feel accepted, people may begin to act the way they are "supposed to."
- Also, stereotypes tend to make people feel superior in some way to the person or groups being stereotyped.

What is meant by gender?

Gender refers to the widely shared cultural ideas and expectations (norms) concerning men and women.

- Gender is the *social* organization of *biological* differences: we are born as male or female, but adopt the gender roles of masculinity (men) or femininity (women).
- Beliefs about ‘proper’ gender roles are so pervasive that many of us think that gender roles are natural, so we do not question them.
- And, even if we do not consciously subscribe to them as part of our own belief system, our society bombards us with messages about what it means to be men and women today.

What are gender stereotypes?

Gender stereotypes occur when generalized attributes, statements or roles are applied toward either men or women, such as “girls are emotional” and “boys are tough.”

- Both men and women are socialized into very specific gender roles and pressured to conform to rules about how they should think, feel, and act.
- There are many stereotypes used to define each gender. Traditional gender stereotypes of men and women are almost complete opposites. (For example, gender stereotypes tell men that they should be aggressive and they tell women that they should be passive.)
- Other gender stereotypes include beliefs that men should be in charge and that women should not assert their boundaries.

Common gender stereotypes associated with women include:

- Submissive
- Emotional
- Polite
- Quiet
- Neat/Clean
- Proper
- Plays it safe
- Artsy
- Housewife
- Child rearing

The underlying message is that women are expected to ‘*act ladylike*’.

Common gender stereotypes associated with men include:

- Aggressive
- No Emotions
- Loud
- Messy
- Athletic
- Math and Science oriented
- Risk taker
- Money Maker
- In control

The underlying message is that men are expected to ‘*act like a man*’.

Gender stereotypes teach women and girls to give up their power, and teach men and boys to exert power over others. If this message is combined with the belief that violence against women is acceptable (as often depicted by the media), then violence – or the threat of violence, may be used to “put a woman in her place”.

How can gender stereotypes be harmful?

In general, gender stereotypes:

- Inhibit personal preference by promoting the rigid belief that a person must perform certain specific roles, and do them well, depending on whether they are a boy or a girl. This can discourage men and boys from participating in “women’s work” like childcare, and it can restrict women and girls from choosing traditionally “male” roles like engineering.
- Can lead to unhealthy relationships and even sexual violence because men and women can internalize gender stereotypes. This internalization encourages one person to expect a specific kind of behaviour from the other person.

Stereotypes that men are in control, dominant, strong, independent and aggressive:

- Stereotypes send the message that physical ability is very important in becoming a man, and it is often used to prove one's manhood. From movies, sports, and certain initiation rituals, men get the message that to be a real man, you must be the toughest.
- Stereotypes that tell boys to ‘be a man’, ‘suck it up’, and ‘boys don’t cry’ teach boys that expressing their emotions is not acceptable. Therefore, boys often choose to express more ‘manly’ emotions, such as anger, in place of emotions that stereotypically show ‘weakness’, such as sadness, hurt or pain. When we raise a child to take the pain, keep it to himself, and to not show any feelings, we're training an emotional time bomb. What is going to happen when this person finds himself getting mad or upset about something at the age of 14 or 16 or 20?
- If men are brought up to believe that they have the right to be in control and make the decisions, they may see a woman who has any of these characteristics as threatening and disrespectful.

According to the male stereotype, men have to prove that they're tough; that they can take it; that they're not sissies, so the best way to know if someone is a "real man" (i.e., one of the guys) is to put him to the test, which can involve making him suffer. Popular examples:

Heat Liniment: Heat liniment is poured down the front of the new team member's shorts in the locker room. One student in Brookfield, N.S. was reportedly sent to hospital with second degree burns.

Peanut Butter Jog: The new team member goes jogging with peanut butter smeared on his under arm. When he returns from the jog, he has to eat the peanut butter with crackers while his team members watch.

- If a man is brought up to believe that he should always be in control of his life, problems will occur when he is faced with people or situations that he cannot completely control.
- Because men are often brought up to solve problems with physical aggression, a man raised to believe this may attempt to take control of, and overpower, a woman through sexual violence (rape, sexual harassment, sexual assault).

Stereotypes that women are passive, nice, weak, and serve the purpose of satisfying men:

- Because a woman is often brought up to believe that being assertive is not 'ladylike', problems can occur when she is faced with a coercive or abusive situation.
- Because women are often brought up to be passive, to please others, and to avoid confrontation, women may not say "no!" because they feel they should not hurt the man's feelings.
- Because women may not see themselves as capable (too weak) or worthy to stand up against violence, they may not fight back in an abusive situation.

Discussing Gender Stereotypes

A goal of this project is to increase awareness about sexual aggression and violence against women by exposing gender stereotypes. As facilitators, you may want to watch out for and discuss the following:

Resistance.

- Some people think that “gender” is just a new word for “women.” Others may believe it is something that is only of interest to feminists, or that discussions about gender have as their real purpose to blame men for inequalities that exist between men and women.
- All of these misguided beliefs contribute to resistance regarding discussion about gender, particularly among adults.
- Encourage participants to share their personal observations and experiences to help illustrate and consider the issues under discussion.
- As the facilitator, consider being open and honest about how gender stereotypes have affected your life as well.
- Calmly and without judgement point out moments when gender stereotypes seem to be in action. For example, if a participant calls another participant “gay” for saying he thinks respect is more important than sex in a relationship, ask the group: What do gender stereotypes about being a man teach us about how men are supposed to think of sex?

The impact of gender stereotypes.

- Traditional gender stereotypes for men and women are very rigid and narrow.
- When women and girls are socialised to be passive and indirect, they are at higher risk of becoming victims of sexual violence.
- When men and boys are socialised to dominate and act out aggression, they are at higher risk of becoming perpetrators of sexual violence.
- The bottom line is that gender stereotypes are destructive because they limit a person’s potential to be fully human! We must challenge ourselves to go beyond the stereotypes of what it means to be male or female in our society in order to be whole and healthy humans.

The power to choose.

- We do not have to accept the limits of gender stereotypes. We have the power to decide what makes sense for us.
- Power is often thought of in a warped sense as “power over.” It is important to distinguish between being powerful (power with and power within) and abusing power. “Power with” is based on the view that all people deserve to be treated

equally. “Power within” refers to personal power: the abilities and resources that allow a person to influence situations and determine his life.

- Once a person can recognize that traditional gender attitudes and behaviours are unrealistic and unfair ideals, then he can begin the process of change toward more healthy, safe and equal relationships.

Things that Men need to be aware of concerning stereotypes

- Men need to be aware of how gender stereotypes influence their own behaviours.
- Men also need to reflect on how they benefit from gender stereotypes and how this impacts women and even other males.
- Boys need to be taught that no matter what the social pressures, they have choices and must be held accountable for them.
- Women also have a role to play with respect to how gender stereotypes influence their own behaviours: it is important for women to learn to communicate their needs, preferences, and expectations.

The bottom line is that stereotypes are destructive because they limit a person’s potential to be fully human! Biology alone does not determine one’s gender identity. A person’s concept of gender is also shaped by social norms and expectations, which are based on historical events and current practices. Once a person can recognize that gender is a social construct, then he can begin the process of change towards healthy and equal relationships.

Some gender stereotypes that need to be challenged include:

- Men must be aggressive and prove their superiority.
- Men should not show emotion or express feelings.
- Women are more caring and/or more nurturing than men.
- Men should dominate women.
- Men should succeed at all costs.
- Men should keep their problems to themselves, as communication is a sign of weakness.

☞ If these messages are paired up with the belief that violence against women is acceptable (a common message in the media), a man may choose violence to “put a woman in her place.”

“If our culture considered it masculine to be gentle and sensitive, to be responsive to the needs of others, to abhor violence, domination, and exploitation, to want sex only within a meaningful relationship, to be attracted by personality and character rather than by physical appearances, to value lasting rather than casual relationships, then rape would indeed be a deviant act, and much less frequent” (Diana Russel “The Politics of Rape.” 1984).

2.2 Gender Stereotypes: **Activities**

Expected to Act...

Objectives

- To show the gender roles men and women are expected to play.
- To explore how gender stereotypes are reinforced.
- To discuss the connections between gender stereotypes, gender inequality and sexual violence.

Materials

- Flipchart and markers

Time

- 30 – 40 minutes

This widely adapted activity is a good starting point for workshops that will focus on gender issues and how these are connected to sexual violence. Read the information on “Gender Stereotypes – what’s the harm?” found in the Facilitator’s section before beginning the activity. This activity is not a stand-alone exercise. Rather, it is recommended that this activity be followed by discussions or activities that show how gender stereotypes influence a person’s behaviour and attitudes.

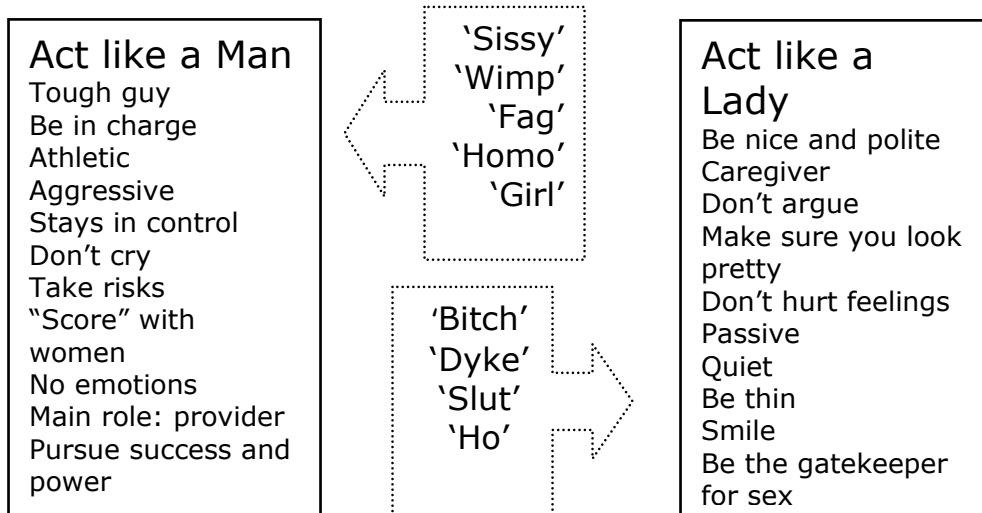
Part 1

1. Divide the flipchart in half (vertically) with your marker.
2. Write “Act like a Man” in the first column.
3. Ask the group what it means to act like a man. Facilitators can use the following questions to help participants explore stereotypical expectations about gender roles for men.
 - In what ways are men supposed to dress? In what colours?
 - How are men’s bodies supposed to look?
 - What are the types of cars that men are supposed to drive?
 - What are the different emotions that men are supposed to show?
 - In what ways are men supposed to think of sex? Of romance? Of children?
 - What activities are men encouraged to perform?
 - What jobs are men supposed to have?
4. Write down the responses.
5. Write “Act like a Lady” in the second column.

6. Ask the group what it means to act like a lady. Use the same questions listed above to help participants explore stereotypical expectations about gender roles for women.
7. Write down the responses.
8. Put a box around each set of responses (see example below). Explain to the group that these attitudes and behaviours (which are learned) put men and women into boxes: they limit and constrain how men and women feel they can behave.

Part 2

1. Ask the group what labels or insults are directed at men and boys when they do not conform to the gender box. (Some responses might include: sissy, fag, girl, wimp, homo).
2. Write the responses alongside the 'Act like a Man' box. As you write each response, use your marker to reinforce the 'walls' of the gender box.
3. Ask the group what labels or insults are directed at women and girls when they do not conform to the gender box. (Some responses might include: bitch, slut, ho, dyke, tomboy, butch.)
4. Write the responses alongside the 'Act like a Lady' box. As you write each response, use your marker to reinforce the 'walls' of the gender box.



5. Tell participants to look at the responses on the flipchart and talk about the following:
 - How familiar are these roles to you? In what ways are you pressured to "act like a man"?
 - In what ways are women pressured to "act like a lady"?
 - How do ideas like these affect how men and women relate to each other?
 - Where do we learn these messages from?
 - How realistic are these messages? What does our society say about this?

6. Once the above is completed, use this information to discuss with participants the connection between gender stereotypes, gender inequality and sexual violence. Use the questions below to prompt a discussion.

Key Discussion Questions

1. What qualities, attitudes and behaviours are missing from the “act like a man” box? (Some responses might be: okay to ask for help, stay-at-home dad, etc.)
What is the impact of not hearing these messages?
2. Which list has qualities, behaviours and attitudes that are more valued in society?
3. How do the labels and put downs reinforce gender stereotypes?
4. Which of the stereotypes from the lists can lead to an unhealthy relationship?
How?
5. Which of the stereotypes from the lists can lead to sexual violence? How?

If there is time, discuss these questions as well:

More Discussion Questions

1. In what ways have you been stereotyped?
2. Are there parts of yourself that you feel you have to hide in order to “be a man” as society defines it?
3. What do men and boys gain from living inside the box? For example, what are the advantages of having the stereotypically “in charge” role?
4. In what ways are men and boys socialised to exercise power over women?
5. Can you think of any situations in which trying to live up to the stereotypes in the box could be unhealthy for men? For women?
6. Do you know men and boys who do not fit the stereotypes? In what ways are they valued?
7. Do you feel there are ways we can avoid stereotyping?
8. Are gender roles fixed or changing?
9. How can you move beyond gender stereotypes?

Keys to this activity:

Defining gender stereotypes.

- ✚ Gender stereotypes limit men and women into rigid and narrow ‘boxes’ or roles.
- ✚ Traditional gender stereotypes of men and women are almost complete opposites.

For example:

- women are emotional / men are tough

- women play it safe / men take risks
 - women are weak / men are strong
 - women are passive / men are aggressive
- ✚ These stereotypes suggest that men and women are so different and far apart that it is almost like they are two separate species!
 - ✚ Polarizing the genders makes it very difficult for true communication and intimacy between men and women to occur.
 - ✚ Whether a man is tough, or a woman is polite, is not the problem. Rather, the problem is gender stereotypes that encourage the expectation that all men and all women must play certain roles in order to fit in.

How gender stereotypes are reinforced.

- ✚ Men and boys' behaviours are kept inside the box by applying the offensive labels to behaviours that might be outside the box. Men and boys learn that the worst thing in the world they can be is a "girl" or a "mama's boy" or "gay."
- ✚ This teaches men to devalue and feel superior to women. It also prevents them from expressing true affection in friendships with other men.
- ✚ Women and girls' behaviours are kept in the box by applying offensive labels that attack their sexuality. Women and girls learn that the part of their identity they must protect the most is their sexuality.
- ✚ These labels are like little slaps that hurt people emotionally. People often react to these labels by retreating to the 'safety' of the stereotypes box.
- ✚ For men and boys, these labels can also be fighting words. If someone calls a boy a "wimp" or a "fag," he may be expected to use physical aggression to prove that he is a "real man."

Linking gender stereotypes and sexual violence.

- ✚ Gender stereotypes such as "men are aggressive" and "women are passive" set up men and women for sexual violence.
- ✚ Gender stereotypes often make women more vulnerable to violence. For example, the belief that women are weaker makes women more dependent on men; the belief that men have the final say excludes women from decision-making processes; the belief that women are naturally more nurturing assigns them greater responsibility for raising children or doing housework.
- ✚ Gender stereotypes often make men more at risk for being aggressive or using violence. For example, the belief that men should solve problems by physical strength encourages men to act out aggression; the belief that men must "score" can mean that they won't take "no" for an answer; the belief that men should always be in control can lead them to ignore women's feelings or fears.
- ✚ Although changes are occurring, gender stereotypes remain deeply rooted. It is important to encourage and support both men and women to challenge themselves to go beyond stereotypes and towards more healthy and equal roles.

Sex or Gender?

Objectives

- To learn the difference between 'sex' and the roles that men and women are expected to play in society ('gender').
- To identify gender stereotypes.

Materials

- Flipchart and markers
- 3 x 4 cue cards (2 different colours)

Time

- 30 minutes

This activity will introduce key concepts and terminology related to gender stereotypes. It will also demonstrate how people assign different meanings to characteristics that are gender-based. It works best with a large group of participants (usually 15 or more persons.)

Before the activity

- On cue cards, write out or copy the terms and definitions found on the next page. Use one colour for the terms, and a different colour for the definitions.

Launching the activity

Part 1

1. Divide the flipchart into three columns with a marker.
2. Write "Woman" at the top of the column on the left.
3. Ask participants to name traits, abilities and roles that are commonly associated with being a woman. Encourage participants to include positive and negative traits, biological characteristics as well as gender stereotypes.
4. Write down the responses.
5. Write "Man" at the top of the column on the right.
6. Ask participants to name traits, abilities and roles that are often associated with being a man.
7. Write down the responses.
8. Reverse the headings of the two columns: write "Man" above the first column and write "Woman" above the third column.
9. Working down the list, ask participants whether men can exhibit the characteristics and behaviours associated with being a woman. Write the characteristics that are not considered interchangeable in the middle column.
10. Do the same for the list in the last column.

11. Write “Sex” above the middle column.
12. Explain to participants that the words in the “Sex” column have to do with biological and genetic matters. In contrast, the words in the “Man” and “Woman” column refer to gender: widely shared ideas, roles and expectations (norms) concerning men and women in society.
13. Tell participants that these beliefs are so ingrained in our consciousness that many of us think that gender roles are natural, so we don't question them.

Part 2

1. Divide participants into two equal groups.
2. Assign one colour of cue cards to each group and randomly distribute a cue card to each participant.
3. Explain to participants that one group has received a list of terms, and that the other has received a list of corresponding definitions. Give them a few moments to read their cards, then instruct them to find their match.
4. When participants are matched up correctly, ask each pair to read out loud their term and definition.
5. End the activity by using the questions below to facilitate a discussion.

Discussion Questions

- What messages do you receive everyday about what it means to be a man? About what it means to be a woman?
- Do these messages influence your behaviour? In what ways?
- In what ways are you pressured to conform to what society says it means to act like a man?
- In what ways do you think women are pressured to conform to what society says means to act like a woman?
- Have you or any men you know displayed any characteristic(s) stereotypically associated with being a woman? Which ones? What was that like?
- Which gender stereotypes can lead to sexual violence? How?
- How can gender stereotypes be overcome?

Terms and Definitions for Sex or Gender Match-Up

Biological Sex	The physiological and anatomical features – or one’s ‘packaging’ – inherited due to the dominance of male or female chromosomes/hormones.
Bisexual	A term given to people who are attracted sexually and emotionally to both other men and women.
Femininity	An ideal or standard related to the rights, responsibilities, roles, expectations, constraints and privileges attributed to someone simply because she was born female.
Gay	A term given to men who are attracted sexually and emotionally to other men.
Gender	The social organization of biological differences (male, female) into social differences (masculine, feminine).
Gender Expression	The ways in which people externally communicate their gender identity to others (for example, through behaviour, clothing, hair style).
Gender Identity	A person’s innermost sense or feeling of themselves as “masculine”, “feminine” or somewhere in-between.
Gender Stereotype	An over-generalized belief about males or females that is generally false, unfair and unfounded (for example, “boys don’t cry,” “girls are weak”).
Heterosexual	A term given to people who are attracted sexually and emotionally to some members of another sex.
Heterosexism	The belief that heterosexuality is the norm and/or superior to homosexuality.
Hierarchy	A system of persons or things arranged in graded or ranked order.

Homophobia	The irrational fear and hatred of people who are not heterosexual.
Hyper-masculine	An extreme notion of masculinity that links the credibility of males to toughness, physical strength, and the use or threat of violence.
Lesbian	A term given to women who are attracted sexually and emotionally to other women.
Queer	A term that has been reclaimed by sexual minorities (lesbians, bisexuals, gay men) to describe their 'differentness' in a positive way.
Masculinity	An ideal or standard related to the rights, responsibilities, roles, expectations, constraints and privileges attributed simply by being born male.
Metro-sexual	A term that refers to men and boys who live mostly in urban areas and display behaviours and interests stereotypically associated with being a woman.
Oppression	A system of social inequality that occurs when one powerful, more valued and more privileged group controls (and benefits from) holding back members of a different and less valued group.
Sexual Identity	How a person calls him or herself in terms of their sexuality – gay, lesbian, straight, bi, transsexual or transgender.
Transgender	Transgender is an umbrella term used to describe people whose gender identity (sense of themselves as male or female) or gender expression differs from that usually associated with their birth sex. Many transgender people live part-time or full-time as members of the other gender.
Transsexual	Transsexuals are transgender people who live or wish to live full time as members of the gender opposite to their birth sex. Some transsexuals hormonally and/or surgically change their bodies to more fully match their gender identity.

Typical Male?

Objectives

- To examine the types of gender roles men are expected to play.
- To help participants make connections between gender stereotypes and gender inequality.

Materials

- Typical Male? worksheet (enough copies for each person)
- Pencils or pens

Time

- 15 – 20 minutes

This activity works well with young participants (ages 14 to 20) and should initiate a good discussion. The goal is not to alienate those who do identify with gender stereotypes. Rather, the goal is to raise awareness about stereotypes, and to make it safe to explore healthier and more positive alternatives. Before the activity, read the information in the facilitator's section "Gender Stereotypes – What's the Harm?" It will provide important background information to help guide the discussion.

1. Hand out "Typical Male? A Quiz" to each person. (This can be found in Module 2.3)
2. Ask the participants to answer the questions on their own (tell them that they will not have to reveal their answers).
3. When everyone is finished, begin with the first question and start a discussion. Use "Typical Male? The Answers" (found on the next page) to help facilitate a discussion about gender roles men are expected to play, and the potentially damaging effects of living up to the stereotypes.
4. End the activity by asking participants: which stereotypes place men and boys at higher risk of committing sexual assault?

Variation

If literacy skills are of concern, consider a 'musical chairs' alternative. Place chairs in the middle of the room in two rows, facing away from each other. Ensure that there is one chair fewer than the number of participants. Explain to participants that they must walk around the chairs while the facilitator is clapping, but must find a seat as soon as the clapping stops. Let them know that the participant who is standing must answer "True" or "False" to one of the questions from the handout. That person then becomes an observer. Discuss each statement before going on to the next. Continue in this fashion until all questions have been answered.

Typical Male? The Answers

Question 1

The key word here is *prefer*. Encouraging boys to play with certain toys (like trucks) and not others (like dolls) because of the stereotype that ‘boys should be boys’ inhibits boys from living the way that comes most naturally to them.

Question 2

This stereotype shames men and boys from showing an emotion that is very natural, for example when grieving.

Question 3

The “control” message is very damaging because it implies having self-control as well as control over others. This stereotype teaches boys they can get what they want by controlling others, and that men who exhibit control have power.

Question 4

This is an unfair stereotype that puts a lot of pressure on men, expecting them to always be interested in sex, and to view sex as a means of earning status and self-esteem.

Question 5

False. Hugging, kissing, cuddling and touching are ways of showing affection and do not always lead to intercourse. It is important for both men and women to know what their personal boundaries and standards are before a relationship begins, while respecting what others choose for themselves.

Question 6

This is a stereotypical notion about work. Like childcare, housework has traditionally been seen as “women’s work.” If people are to move toward having healthier, more respectful and equal relationships, both partners need to share the responsibility for things like housework.

Question 7

There is nothing wrong with the idea of working for a living, but as a gender stereotype for men and boys, this promotes the notion that men must work hard to be the breadwinners, and, by extension, to gain control. Sacrificing personal relationships for work demands can lead to feelings of frustration, anxiety, loneliness, and being overwhelmed.

Question 8

True. However, traditional gender stereotypes demand from men that they achieve high standards in every aspect of their lives, from being a good worker to being a good father

without asking for help (which is perceived as a sign of weakness or not being in control).

Question 9

Losing is an inevitable part of life, but traditional messages about what it means to be a man typify losing (and, worse, quitting) as a sign of weakness, or as lacking discipline, and are therefore “un-manly.”

Question 10

Masculinity has traditionally been associated with adventure and risk-taking. By expecting men and boys to be both brave and bold, and to distinguish themselves by passing a series of hurdles or risks, this stereotype sets up men and boys to constantly prove their manliness, and gain status and power.

Question 11

Sports can play an important part in the lives of many men and boys, fostering the behaviours they must exhibit if they are to have social power: the importance of sticking to a task, of competition, of establishing dominance and leadership. On the other hand, homophobia is used to pressure men and boys to conform to masculine, heterosexual stereotypes. Learning that a famous athlete is gay can therefore seem like a contradiction, especially if he is admired by heterosexual men.

Question 12

Showing affection openly does not fit traditional gender stereotypes for men. But men can be gentle, supportive, sensitive, and concerned about other peoples’ feelings, and they should be encouraged to show these emotions openly and in a respectful way.

Question 13

Male friendships often revolve around organized activities like sports that are based on competition, dominance, and aggression. Emotionally expressive friendships, on the other hand, thrive on cooperation, sharing and nurturing. These are traits that are not encouraged in our stereotypical definitions of what it means to be a man. As a result, it can be difficult for men and boys to show vulnerability, to be affectionate, or to reveal intimate details with other male friends.

Question 14

This is simply not true. Men do not always think about sex, nor do they want to have sex all the time. This is an unfair stereotype that puts pressure on men to have intercourse and prove their manliness by “scoring.”

Manly Man

Objectives

- To identify gender roles men are expected to play.
- To explore how homophobia helps maintain rigid gender stereotypes.
- To promote positive roles for men.

Materials

- “Manly Man” handout (copies for each participant)
- Flipchart and markers

Time

- 20 minutes

1. Ask participants to pair up, and give each participant a copy of the “Manly Man” handout (found in Module 2.3).
2. Working in pairs, ask participants to choose one of the statements on the handout and share their experiences and feelings with each other. Encourage participants to reflect critically on the messages they received in their own lives about what it means to be a man. Tell them they will have about 10 minutes to do this.
3. Once everyone has finished, facilitate a large group discussion by using the following questions:
 - What do we learn about what it means to act like a man in society? How realistic are these messages? Who teaches us these messages?
 - In what ways are you pressured to act like a man? Are there parts of yourself that you feel you have to hide in order to “act like a man” as society defines it? Which ones? What are the consequences of doing this?
 - What messages do you think women and girls learn? In what ways are they pressured to conform?
 - Which stereotypes can lead to sexual violence? How?
 - Who is the strongest man you know? What makes him strong?
 - Do you know men and boys who do not fit the stereotypes? In what ways are they valued?
 - How can you move beyond gender stereotypes?

Variation

The facilitator reads each statement out loud and asks participants to raise their hands or stand up silently for each statement that applies to them. Facilitate a discussion by using the questions listed above.

Gender Lifelines

Objectives

- To show the gender roles men and women are expected to play.
- To discuss the connections between gender stereotypes and gender inequality.

Materials

- Flipchart and markers
- Variety of objects that are branded as masculine or feminine to varying degrees (for example, deodorants, condoms, toys, skin care products etc.)

Time

- 30 minutes

Before the activity

- Read the information on “Gender Stereotypes – what’s the harm?” found in the facilitator’s section.
- On a flipchart, write the following:

‘Gender Lifeline’ questions:

- How are ____ expected to behave?
- What ways are _____ supposed to dress?
- Which emotions are okay to show for ____ ?
- What jobs are _____ expected to have?
- In what ways are _____ supposed to think of sex? Of romance? Of children?

Launching the activity

1. Place the various objects that are branded as masculine or feminine in the middle of the group.
2. Ask each participant to choose an object.
3. Once everyone has picked up an object, go around the room and ask each person to give their object a gender and explain why.
4. Divide participants into two groups according to the gender they give to their object.
5. Give each group a large sheet of flipchart paper and markers.
6. Explain that each group will be creating the lifelines of a boy or a girl, according to what is expected of them in our society.

7. Reveal the flipchart with the questions. Tell groups to consider these questions as they work on creating their lifelines. Ask groups to think about how boys and girls are expected to behave, how they are treated, and how they are valued in society. For example, during childhood, girls may be expected to wear dresses and play with dolls, while boys may be expected to wear pants and play with trucks.
8. Ask each group to divide their flipchart sheet into two columns. Tell them to write “Age” in one column, and “Boy” or “Girl” on the other column.
9. Suggest to the groups that they create gender lifelines in increments of 5 years, starting from birth (age 0-5) up to age 50.
10. Tell groups that they will have about 15 minutes to do this.
11. Once each group has finished creating their gender lifeline, invite each group to share their work with the rest of the participants.
12. Once everyone has presented their gender lifelines, use the following questions to facilitate a discussion:
 - What differences do you notice between how boys and girls are socialised?
 - What are the consequences of being expected to behave differently according to one’s gender?
 - What are common gender stereotypes for men? In what ways are men and boys pressured to live up to these expectations?
 - What are common gender stereotypes for women? In what ways are women and girls pressured to live up to these expectations?
 - Do power imbalances exist in the examples given? If so, who has power? Who doesn’t?
 - Do you think power imbalances in our society can lead to violence? How?
 - What gender would they assign to their objects after this discussion?
 - How can we overcome these stereotypes?

Keys to the activity

- ✦ Men and women are socialised into very specific and often narrow gender roles.
- ✦ Often, this socialisation process begins as early as birth.
- ✦ Common gender stereotypes associated with women include: submissive, passive, quiet, child rearing, nice, weak, gatekeeper for sex.
- ✦ Common gender stereotypes associated with men include: dominant, aggressive, loud, money maker, strong, sex as “scoring.”
- ✦ Gender stereotypes set men and women up for sexual violence by socialising women to be passive and indirect, and by socialising men to be dominant and act out their aggression.
- ✦ The goal of this project is to raise awareness about gender stereotypes, and how these different expectations and roles contribute to gender inequality and violence.

Adapted from *Raising Voices* (Michau & Naker, 2004).

What's My Worth?

Objective

- To discuss the connections between gender stereotypes and gender inequality.

Materials

- Deck of playing cards (values 2 to Ace).

Time

- 20 minutes

This widely adapted activity will illustrate how gender stereotypes affect the way men and women interact and form relationships with each other.

1. Tell participants that you will be giving each one a playing card from a deck of cards. Emphasize that they should not look at their card, but rather to keep the card in their lap.
2. Explain the card hierarchy to ensure that everyone understands which card has the highest value and which one has the lowest value. Usually, Ace is highest, then King, then Queen and so on until the number 2, which is the lowest.
3. Distribute the cards among participants. Walk around the room while keeping the cards face down and ask each participant to choose one card at random. Remind participants to **not** look at the card they have chosen!
4. Next, ask each participant to hold up his card to his forehead without looking at it. Everyone should now be able to see everyone else's card.
5. Tell participants to get up and mingle with each other, but without talking. Explain to participants that they are to greet each other with physical gestures or facial expressions according to the worth or status of their cards. Give an example: a person holding a Queen may be greeted with a bow or a similar sign of respect, whereas a person holding a 2 may be excluded or ignored.
6. Give participants a few minutes to do this.
7. After a few minutes have passed, tell participants that their final task is to line up according to what they guess is the worth or value of their card. They must do this without talking or mouthing words.
8. Once everyone has lined up, ask participants to look at their cards.

9. Debrief the activity by talking with participants about the following:

- How did it felt to be treated on the basis of a random assignment of worth?
- Who holds the 'high worth' cards in society? Who holds the 'low worth' cards in society? How do they get this status?
- How are groups with 'high worth' cards more privileged? (status, power, access to resources, respect).
- How are groups with 'low worth' cards more vulnerable?
- Do people who hold 'high worth' cards abuse their power? In what ways?
- What would the world be like if everyone had the same worth? What can be done to work towards this?

Variation

Instead of using a deck of cards, use adhesive labels, stickers or thick masking tape and write a stereotype on each one. (For example: lazy, dumb blonde, jock, book worm, violent, messy, passive, rebel, etc.) Attach one label to each participant's back. Tell participants to mingle and talk to one another about a certain topic (for example, "my future goals" or something similar works best to bring out reactions to the stereotypes). Explain to participants that they should talk to as many people as possible, and that they should treat each other according to the other person's label. Give an example: someone labelled "book worm" might be treated with more respect than someone labelled "lazy." Give them about 10 minutes to do this. Next, ask participants to guess their label and share their common feelings and experiences. Debrief with participants, using the same questions as those listed above. More discussion questions include: How do you feel towards the person stereotyping you? How easy was it to stereotype others? In what ways are you stereotyped? How can you avoid stereotyping?

A Day in the Life

Objective

- To create awareness of gender roles and gender discrimination in everyday work
- Recognize the undervaluation of women's work

Materials

- Flipchart paper and markers
- Couple cards

Time

- 55 mins

From: Amnesty International
SVAW Activist Toolkit: Making Rights A Reality:
Gender Awareness Workshops
ACT 77/035/2004

Before the activity

- As a group, brainstorm all the things they feel are important to define work and write these on flip chart.
- Ask group to select three of these characteristics to form a group definition of work. Write this group definition on to flipchart.

Launching the activity

Part 1

- Divide group into four groups.
- Give each group a piece of flip chart paper. Each group draws a line down the centre of the page. They write the 24-hour clock on both sides of the papers so that they have two complete 24-hour clocks.

Example:

12 am	12 am
1 am	1 am
2 am	2 am
3 am	3 am
4 am	4 am
5 am	5 am
6 am	6 am
7 am	7 am
8 am	8 am
9 am	9 am
10 am	10 am
11 am	11 am
12 pm	12 pm
1 pm	1 pm
2 pm	2 pm
3 pm	3 pm
4 pm	4 pm
5 pm	5 pm
6 pm	6 pm
7 pm	7 pm
8 pm	8 pm
9 pm	9 pm
10 pm	10 pm
11 pm	11 pm

- Give each group a couple card (found below). Each group should be given a different card.
- Ask groups to fill in the activities performed by each member of the couple for every hour of the day. (They could use a different coloured pen for the man and for the woman).

Part 2

- Once completed, ask groups to label their charts in the following way:
 - Put a plus sign if it fits the group's definition of "work."
 - Put a minus sign if it is not "work."
 - Put a question mark for those activities you are unsure about.
 - Circle any activities on the list for which someone receives money.
 - Groups write the couple being represented on their chart and stick them to the wall.

Part 3

- Divide participants into pairs.
- Ask participants to walk round in pairs, compare the different charts and consider what differences they notice between the man's day and the woman's day on each chart and the differences they notice between the different charts. Have the following questions on flip chart for participants to refer to.
 1. What percentage of the items listed can be defined as work?
 2. What percentage of the items listed as work are circled as paid work?
 3. How much do you calculate it would cost to hire someone to perform the tasks listed as unpaid work?
 4. Did listing all the activities for a day cause you to alter your definition of work?
 5. Are all the tasks you classified as "work" unpleasant or difficult?
 6. Are all the activities you listed as "not work" pleasant or fun?
 7. What does it mean to say "My wife or my mother, sister, daughter doesn't work"?
 8. What definition of "work" is implied by this statement? Is it the same as your definition?
 9. How did the different scenarios affect the type and number of activities the woman spends her day doing?

Ask participants to re-form as whole group and invite comments on their observations.

Key Points:

There is also an imbalance in what type of "work" is given monetary value and, therefore, social worth. Traditionally "male" work is paid while "female" work remains either unpaid in the domestic setting or tends to fall into work within the informal sector.

The lack of power available to women means they are often unable to exercise power over their own lives or make decisions regarding their ability to access and control resources and services. Lack of economic independence is often cited as one of the main reasons women stay in abusive relationships.

Women can also be discriminated against because of the imbalances of power within gendered roles. The stereotypical roles of woman as house cleaner, child caregiver, etc., result in an imbalance of responsibilities within the home, regardless of whether the woman is also doing paid work or not.

Couple Cards

The wife works full time in the formal sector, the husband is seeking work. Both husband and wife work in the informal sector.

Both husband and wife are in full-time employment in the formal sector. They have two children aged 3 and 7.

Both husband and wife are in full-time employment in the formal sector. The husband works full time in the informal sector, while the wife looks after the house and children.

What is work in the informal sector?

Work in the informal sector is often defined as work for which people receive money but where the jobs are not officially regulated and which function outside of the incentive system established by the state. Some examples of jobs in the informal sector include: domestic work, farming and agriculture, construction and street-vending.

Best Man

Objectives

- To show the types of gender roles men are expected to play.
- To identify and support positive gender roles for men.

Materials

- Flipcharts with a gender stereotype message written on each piece
- Flipchart and markers
- Markers for participants

Time

- 40 minutes

This activity helps participants become aware of a male code of conduct (gender roles men are expected to play), and how much it potentially affects their relationships with women and girls, as well as with other men.

Before the activity

- From the following list, write one message at the top of each sheet of flipchart paper. The number of messages and pieces of flipchart paper will depend on the number of groups you will have. It is recommended that there are 3-4 participants per group.

“No sissy stuff”

“Just laugh it off”

“Boys will be boys”

“Keep your guard up”

“Be strong”

“I’ll make a man out of you”

“Act like a man!”

“Don’t let them push you around”

“Keep a stiff upper lip”

“Stand up for yourself”

“Be tough”

“Who wears the pants?”

- Space the pieces of flipchart paper around the room. Ensure that the participants cannot see what is written on them.
- On a separate flipchart, write the following questions (these will be used in the second part of the activity):

☆ How do stereotypical expectations of what it means to be a man contribute to inequality?

☆ How does the expectation that men always have to be strong or be in control put men at risk of becoming involved in sexual assault as aggressors?

☆ How are men socialised to exert power over women?

Launching the activity

Part 1

1. Reveal the flipcharts spaced around the room. Ask participants: how familiar are these messages to them? Explain to participants that just like women and girls, men and boys receive very specific messages about what gender roles they are expected to play.
2. Divide participants into small groups of 3-4 persons per group. Give each group a marker.
3. Send each group to one of the flipcharts that are spaced around the room. Tell the groups that they have two minutes to write down as many things that come to mind with respect to the “gender message” that is written on the flipchart.
4. At the end of the two minutes, ask the groups to rotate. Instruct the groups to add as many new thoughts that they can think of.
5. Continue in this fashion until all groups have visited each flipchart sheet. Each group should now be at their original flipchart.

Part 2

1. Ask participants to remain in their small groups.
2. Reveal the flipchart with the questions. Ask each group to pick one of the questions as a focus for a group discussion, using the answers on their flipchart.
3. After about 10 minutes, ask each group to share their discussions with the main group. Allow an opportunity for participants to comment or ask questions.
4. Be prepared to respond to potentially negative or controlling beliefs about what it means to be a man.

Part 3

1. Tell participants that gender roles are not fixed or inevitable. Point out that by building awareness about gender stereotypes, we can begin to take a good look at these influences, to step back and see how they affect our sense of self-worth, and, in many cases, our behaviour and our choices.
2. Discuss opportunities to move beyond stereotypical gender roles. Ask participants:
 - Do you feel there are ways to avoid stereotyping? How?
 - Do you know men and boys who do not fit the stereotypes? In what ways are they valued and respected?
 - Which qualities about what it means to be a man can be interpreted in a positive way? (For example, being strong, standing up for oneself).
 - How can these qualities contribute to healthy and equal relationships?
 - How best can you meet these qualities?
 - Are there parts of yourself that you feel you have to hide in order to “be a man” as society defines it? Which ones? How can this be overcome?
3. To end the activity: write “best man” on a blank flipchart sheet. Ask participants to list as many positive messages they can think of about what it means to them to be a man, and write these on the flipchart as they call these out. Give them a few minutes to do this.

Greater Expectations

Objective

- To identify and promote positive and non-stereotypical roles for men.

Materials

- Flipchart with answers from “Expected to Act” activity
- Flipchart and markers
- “Greater Expectations” worksheet (enough copies for each participant)
- Pens and pencils

Time

- 30 minutes

This is a great follow-up activity to “Expected to Act”. It offers participants an opportunity to identify and highlight the positive qualities of what it means to be a man.

1. Briefly review the stereotypical messages society teaches us about what it means to “act like a man.”
2. Remind participants that we do not have to accept the limits of stereotypes. Rather, we have the power to choose and decide what makes sense for us.
3. Explain that there are some stereotypical gender roles that can be, and are, interpreted by some men and boys in healthy and positive ways. Emphasise that the objective is not to attack the idea of being a man, but rather to disconnect it from negative and unhealthy notions such as aggression, dominance and violence.
4. Ask participants to brainstorm some of the positive characteristics gender stereotypes tell us about what it means to act like a man (for example, “brave”, “strong”, “takes care of things”, “responsible” etc).
5. Write the responses on a flipchart.
6. Go through each of qualities on the list, and discuss with participants how these qualities can be interpreted as positive (that is, in ways that do not include dominance, control, and abuse of power). How do these qualities contribute to healthy and equal relationships?
7. Acknowledge that by examining and discussing gender stereotypes about what it means to be a man, participants are already empowering themselves to feel strong and secure in their respective identities, and to relate to others in meaningful ways.

8. Tell participants that you would like to encourage this process further. Distribute the “Greater Expectations” worksheet (found in Module 2.3) to each participant. Tell participants to complete the worksheet on their own.
9. Once everyone has finished, invite participants to share their thoughts and feelings.

Variation

Draw a stick figure outline representing a man on flipchart paper. Ask participants to list stereotypical roles for men and write these inside the outline. Talk to participants about the importance of challenging stereotypes because they limit a person’s humanity. Emphasise that the objective is not to attack the idea of being a man, but rather to disconnect it from negative and unhealthy notions such as aggression, dominance and violence masculinity. Distribute “Greater Expectations” worksheet to each participant and ask them to complete them on their own. Once everyone is done, debrief by asking for common thoughts and feelings. End by giving each participant some post-it notes. Ask them to choose 4 or 5 “stereotypes” (for example, strength, tough, in control, etc.) and to re-interpret each stereotype in a positive and healthy way (in ways that do not involve dominance and the abuse of power). Tell them to write one positive re-interpretation on each post-it note, as many as they can think of. Give them a few minutes to do this. Then, ask participants to read what they have written out loud, and to stick them on the outline, covering the stereotypes as they do so.

Exposing Gender Stereotypes

Stereotypes and Labelling

Men learn that it is good to score, to brag, to exaggerate, and even to lie about their sex lives. These men are called “studs,” “players,” and “pimps.”

Women who act the same way, on the other hand, are called “easy” and “whores.” Women are supposed to be “good girls.”

Men who do not follow these stereotypes are insulted, ridiculed, or threatened by being called “fags,” “wimps,” or “virgins.”

But women cannot win because if they do follow the rules they are called “teases” or “frigid” (or they are not called at all...)

Labels often lead to sexual violence:

Men labeled as “studs” may feel obligated to be sexually aggressive so they can live up to their reputations.

Women who are stuck with the label “slut” are often seen as likely targets for sexual assault.

Men who are labelled “virgins” may feel pressured to prove their masculinity by being aggressive and demanding sex.

Women who are labeled “frigid” are seen as challenges, and a woman who is seen as a “tease” may be seen as “having it coming to her” because she has been unfair to men. In the end, all women are blamed for sexual assault.

But the bottom line is:

- Even if you heard that a woman has a “bad reputation”...
- Even if you heard that she is a “tease”...
- Even if a man is trying to prove that he isn’t a virgin...
- Even if a woman is wearing a bikini top and a mini skirt...

Sexual violence is never justified!

So, What's a Man?

Gender stereotypes occur when you apply generic attributes, opinions or roles toward either gender.

Gender Stereotypes about being a man

“No Sissy Stuff”

Through messages such as “boys don’t cry”, “you throw like a girl” and “who’s wearing the pants?”, boys learn that the worst thing in the world they can be is a girl.

“The Big Wheel”

Boys are expected to compete for status and power: to be the first and the best in everything from sports to work to having sex.

“Sturdy Oak”

Boys learn to “tough it out”: to pretend to be confident when they may feel afraid, to be sturdy when they may feel shaky, to not show weakness, and to act as though everything is under control, even if it isn’t.

“Give ‘em Hell”

Messages like “boys will be boys” promotes the belief that males are naturally hardwired to be high-energy, aggressive and even violent.

(Robert Brannon, 1985)

Gender Stereotypes that need to be challenged

- The idea that men must be aggressive to prove their superiority
- The idea that men should not show emotion or express feelings
- The idea that men are not as caring as women
- The idea that males should dominate females
- The idea that men should be tough and athletic
- The idea that men must succeed at all costs
- The idea that men must keep their problems to themselves, since communication is a sign of weakness

Gender Stereotypes that Set Up Men and Women for Sexual Violence

The Virgin	The Whore
Needs protection	Flirt
Never complains	“Asking for it”
Passive	Always available to satisfy men
Obedient	“Bad reputation”
Nurturer	Fast
Perfect housewife	Seen only in sexual terms
Needs decisions made for her	Sleeps her way to the top
Selflessly devoted to family	Easy
Always happy	Seducer

Tough guy	The Playboy
Always in control	Sexually aggressive
Does not let others push him around	Gives up his freedom when he gets married
Self-sufficient	Can't be tied down
Keeps feelings in	Always interested in sex
Risk taker	Praised for sexual conquests
Protector	“Stud reputation”
Does not back down from conflict	Sex is seen as “scoring”
Adventurous	Sex is a physical act without intimacy

Typical Male?

Adapted from *Male Roles Norms Inventory*
in Masculinity Reconstructed, Dr. Ronald F. Levant (1996)

Read each statement and indicate the degree to which you agree with it.

1. Boys prefer to play with trucks instead of with dolls. Agree Disagree
2. Nobody likes a man who cries in public. Agree Disagree
3. It's important for a boy to control his emotions. Agree Disagree
4. Men should take the initiative when it comes to sex. Agree Disagree
5. Hugging and kissing should always lead to intercourse. Agree Disagree
6. All housework is women's work. Agree Disagree
7. It's ok for a man to put career advancement before personal relationships. Agree Disagree
8. It's ok for a man to ask for help. Agree Disagree
9. A boy should be allowed to quit a game if he is losing. Agree Disagree
10. It's important for men to take risks. Agree Disagree
11. It's disappointing to learn that a famous athlete is gay. Agree Disagree
12. A man can openly show affection. Agree Disagree
13. There are some subjects which men do not talk about with other men. Agree Disagree
14. Men are always ready for sex. Agree Disagree

Manly Man

Who teaches us how to “act like a man”? What are we taught? Think back to your childhood and a time you...

- Discovered that playing with dolls isn't for boys.
- Worried you were not tough enough.
- Learned to put on a brave face or “just walk it off” when you were hurt.
- Gave a friend a mock punch rather than a hug.
- Realized that girls are different.
- Fought to prove that you are not a “wimp” or a “faggot.”
- Were teased for being a virgin.
- Heard the phrase “boys will be boys”.
- Measured yourself against other boys.
- Stopped yourself from showing affection or touching another man because of how it might look.
- Were criticized for “swinging like a girl!”
- Realized boys were expected to talk about or look at girls a certain way.

Greater Expectations

What kind of man do you want to be? Complete the following sentences.

☆ What I like best about being a man is

☆ I show this by

☆ What I would like to change about being a man is

☆ I will work on this by

☆ I show respect by

☆ I am strong when

☆ With friends who are men, I will

☆ With friends who are women, I will

☆ I hope I will be remembered by

What is Homophobia?

Have you ever...

- Looked at a gay man and automatically thought of his sexuality, rather than seeing him as a whole, complex person?
- Thought you could “spot one”?
- Wondered which one is the “woman” in a gay couple?
- Worried about the effect a gay coach could have on (your) children?
- Used the terms “lesbian” or “gay” as accusatory?
- Thought that if a gay man hugs you he is making sexual advances?
- Not asked about a man’s male lover, although you regularly ask “how’s your wife/girlfriend” to heterosexual friends?
- Felt disgusted by public displays of affection between two gay men, but saw the same displays between two heterosexuals as nice?
- Changed your seat in a meeting because a gay man sat in the chair next to yours?
- Felt that gay people are too outspoken about gay rights?
- Thought that a gay man must have “turned” that way after having been sexually abused as a child?

Homophobia – the irrational fear and hatred of people who are not heterosexual: lesbians, gay men, and bisexuals.

Herstory

Even now, history books still tell us far more about male achievements and experiences than they do about female achievements and experiences. Today the vast majority of the world's leaders are male, most books are written by males, most heroes in movies and in history are male, and even God himself is portrayed as being male. In striving for gender equality, it is worthwhile for us to take a moment to explore how hard women have struggled to achieve equality.

- 1875 Grace Annie Lockhart becomes the first woman in the British Empire to graduate with a university degree. She earns her degree at Mount Allison University, New Brunswick.
- Early 1900s The suffragettes fight for women's right to vote.
- 1916 After years of struggle, Manitoba women become the first Canadian women permitted to vote. Quebec was the last province to follow suit in 1940.
- 1920 First year of the Miss America pageant.
- 1921 Agnes MacPhail becomes the first woman to be elected to the House of Commons.
- 1929 Under the British North America Act, women are declared persons.
- 1940s Many women who go to work during WWII are forced to give up their jobs after the war ends.
- 1960 Aboriginal people living on reserves are allowed to vote in federal elections.
- 1966 The Declaration of Elimination of Discrimination Against Women is adopted by the United Nations.
- 1967 Women's income is 43% of the average men's income.
- 1969 Birth control is legally available.
- 1970s Grassroots women's organizations open transition houses and rape crisis centres.
- 1972 Rosemary Brown becomes the first black female politician elected in Canada.
- 1974 Women are accepted into the Royal Canadian Mounted Police Academy.

- 1975 Women's income is 60% of the average men's income.
- 1977 March 8th is declared International Woman's Day by the United Nations.
- 1983 Bill C-127 becomes a law stating that it is illegal for a man to sexually assault his wife.
- Canadian Human Rights Act prohibits sexual harassment.
- Rape law is changed in Canada to define three levels of sexual assault.
- 1985 The Canadian Charter of Rights and Freedoms legally gives women equal rights.
- Bill C-31 amends the Indian Act so that Aboriginal women who marry a non-Aboriginal no longer lose their status. Nor do their children. And an Aboriginal man no longer gives status to a non-Aboriginal wife.
- 1988 Ethel Blondin-Andrew becomes the first Aboriginal woman elected to the House of Commons.
- The Supreme Court strikes down the provisions of the Criminal Code pertaining to abortion, thereby making abortion legal.
- 1989 On December 6, a man who hated women murders fourteen female engineering students at L'Ecole Polytechnique in what has become known as the Montreal massacre.
- 1992 The concept of consent is legally defined for the first time in the Criminal Code Provisions on sexual assault.
- 1993 The English Anglican Church votes to ordain women as priests.
- Kim Campbell becomes Canada's first female prime minister.
- 1995 56% of students enrolled in universities are female; the average woman's salary is 72% that of the average man.
- 1999 Bill C-46 is upheld which restricts access to medical and psychiatric files of victims of sexual abuse.

2000 A group of men douse women with water and groped them in New York's Central Park; some of the assaults are captured on home video.

World March of Women held as a protest against poverty and violence against women.

2002 Canadian Women's Hockey Team wins Olympic gold.

Robert Pickton is arrested and charged in the case of 50 missing women in Vancouver's downtown eastside.

2003 Amina Lawal, a Nigerian woman, is found guilty of adultery and sentenced to death by stoning.

2004 Supreme Court appoints 4 women to be judges.

2006 The Harper government abolishes the pan-Canadian childcare programme, opting to instead offer a taxable allowance of \$100 a month per child under the age of six, despite the fact that 65% of women with young children are employed in the paid workforce, and the cost of child care in Canada averages \$551/month.

The government stops funding to the Court Challenges Programme, which has funded important legal challenges to laws affecting women's equality.
\$5 million dollars are cut from the \$13 million dollar budget of Status of Women Canada.

New funding criteria announced for the financing of women's groups. As a result, the Women's Programme (WP) of Status of Women will no longer finance research or advocacy that promotes women's rights at the federal, provincial or municipal levels. In addition, a commitment to promoting women's equality was struck from the mandate of the Women's Programme. When questioned by opposition MPs of the Parliamentary Standing Committee on the Status of Women, the Minister for the Status of Women, Bev Oda, stated that women's equality had been achieved in Canada and that feminists who believed otherwise were "victimizing" women

2007 Canadian women earn 84% of what men earn.

2008 There are still no doctors who will perform abortions on Prince Edward Island.

Jason Cunningham, 29, is sentenced to a mere 17-month jail term for *uploading* the rape of a young girl onto the Internet.

A 69 year old man receives a 4 month sentence for molesting a 12 year old disabled girl.

Module 3: Media & Pornography

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Objectives for this section:

1. To identify gender stereotypes that appear and are reinforced in media;
2. To understand what is pornography;
3. To examine and discuss the ways media and pornography shape our conceptions of the gender, sexuality, intimacy, and violence.
4. To encourage a critical understanding of media images and content.

3.1 Media & Pornography **Facilitator's Information**

Media Basics

What is meant by mass media?

Mass media refers to a multi-billion dollar industry that includes:

- Newspapers
- Television
- Radio
- Music
- Magazines
- Advertising
- The Internet
- Billboards
- Pornography
- Video Games

“Media are the primary narrative and pedagogical forces of our time.”

– Media Education Foundation

Why is media awareness important?

- As a society we share similar ideas and attitudes about who is valuable, how men and women should behave, and when we can have sex (and with whom).
- One way to understand the meaning and value of something in society is to look at how it is represented in the media. Stories and images in the media shape people's opinions, feelings and behaviours.
- The problem is that despite a complex social reality, messages and images in the media remain strongly stereotypical. In reflecting these stereotypes, media also reinforces them, presenting them as “natural.”
- As a result, media can be seen as being both teachers and transmitters of knowledge – they both reflect and re-produce these meanings and values.
- Therefore, media awareness is important because it encourages people to be thoughtful and critical of their own use and understanding of the media.
- The following sections examine in more detail the underlying attitudes and messages conveyed by media.

The Journal of the American Medical Association, the world's most prestigious medical journal, reported that violence depicted on television “caused” (caused is a powerful scientific word) a subsequent doubling of the homicide rate in America 15 years later. The AMA is so convinced of the impact of violent media, that they said if television technology had never been developed in the United States (or if we had kept our kids away from it) there would today be 10,000 fewer homicides each year, 70,000 fewer rapes and 700,000 fewer injurious assaults. (Christensen & Grossman, 2004)

Looking Critically at Media

To a great extent, we depend on media for information, entertainment, and pleasure. Even when we make a conscious effort to limit our exposure to media, we are still affected by a barrage of mass media messages from the time we wake up in the morning to the time we go to bed at night.



Media messages help to define what is normal, acceptable, and ideal. What we see and hear through media exposure shapes the way we think and interact with others. Understanding this, it is important to begin to look critically and unmask the underlying attitudes and messages in what the media tells us.

1. Who is valuable

Everywhere we turn media messages tell us about who is valuable and important. White, wealthy, heterosexual, able-bodied men are consistently shown in more important positions than women.

- The majority of “experts” seen on TV or in the newspapers are white, upper or middle class, well-educated men.
- When men are portrayed in the media, they are seen as leading, problem-solving, funny, successful, confident, athletic.
- When women are portrayed in the media, they often look perfect, and spend their time thinking about their relationships with men.
- To be valuable, women must reach for an unattainable beauty standard based on airbrushed, perfected models: tall, thin, blonde, young, large breasts, no hips, big eyes, perfectly-tanned skin, long legs, sensuous lips.

2. Who is not valuable

People who do not fit within the boundaries of “normal” are shown in the media as deviants.

- Men in the media are shown displaying only a very limited range of emotions (i.e. anger). They rarely cry or show true vulnerability or sensitivity.
- Women who do not fit the image of the stereotypically beautiful, innocent-but-sexy woman are shown as the bitch, the whore, or the butch.
- Overweight women are rarely shown in a positive light.

3. Who is powerful

Media tends to show the same types of people in powerful roles. Generally, the people who are valued (white, wealthy, heterosexual, able-bodied, male) tend to have the most important and influential positions.

- White, professional men tend to be “the experts” in the media. Consequently, they have a lot of power to change other people’s minds: they help make laws, hire and fire people, and socialize with other influential people.
- Research shows that the bombardment of anti-female messages may have a cumulative effect. In elementary school, 60% of girls agree with the statement: “I’m happy the way I am.” By the time they reach high school, only 29% of girls feel that way (Children Now, 2003).

4. How to behave

Media creates and reinforces strict guidelines that show women and men how they should behave – from which toys to use to how to act in sexual situations. These messages are everywhere. Eventually they sink in and likely influence how we act.

For men and boys (“act like a man.”)

- The media consistently portray the “ideal” man as cool, confident, athletic, independent, rebellious, successful, funny, powerful, virile, muscular, dominating, and violent.
- Men are most often associated with the workplace, rarely with the home.
- Rarely does the male image include typically “female” characteristics like sensitivity, vulnerability, or compassion.
- A man or boy who does not have the cool “male” characteristics is often ridiculed or even punished. He may be called a *nerd* or *wuss* or be shown getting beaten up.
- Most TV commercials directed to male viewers tend to air during sports programming. Women rarely appear in these commercials, and when they do they are generally portrayed in stereotypical ways, and often as “rewards” for men who choose the right product.
- Advertisers offer to sell men products that will solve their “lack of masculinity” problem. These products promise men they will be more powerful and cool.

When young people were asked to name male role models, actors like Bruce Willis and Arnold Schwarzenegger were common choices. Why? In addition to physical strength, a muscular body, and the ability to protect, what kids saw as “manly” was the common context in which these actors appeared -- a context of violence.

- Children Now, 2003

For women and girls (“act like a lady.”)

- The media consistently depict women in limited roles: in the home, as sex objects, or as victims. Girls and women are shown as being preoccupied with their appearance or about their relationship with men. Rarely are women and girls shown in work settings, or in positions of authority.
- Women in the media are often beautiful, but this beauty ideal is very narrow and nearly impossible to attain. As a result, when a real girl or a woman compares her real self with the media’s image of perfection, she often feels unattractive, unwanted, and valueless.
- Generally, a woman is expected to appear beautiful, innocent, and sexy – all at the same time! The media also encourages women to be silent, passive, and submissive. If a woman does not fit these nearly-impossible norms, then the media tends to portray her in a negative light: as the bitch, the whore, or the butch.
- In order to be attractive, wanted, and valuable, women are told to purchase countless products. The message is that if a woman buys a certain product, then she will become more attractive and more popular. (The problem is that there is always another product to buy!)

Relationships

- The media models how men and women should relate to one another in life, in love, and during sex.

In a content analysis of the television programs, movies, and music videos most watched by boys, a majority of children said that men and boys on television are portrayed as being focused on sexual conquest. As one boy said, “His main goal is to get the girl.”

– Media Watch, 2003

- Generally, the man is portrayed as the one in control, the pursuer, and the sexual aggressor.
- Women are generally shown as innocent, sexy, and passive.
- Stereotypes like these are dangerous because they are overgeneralizations about gender roles, and are generally false.
 - Because the media shows that a man should always be in control of his life, problems will occur when he is faced with a world that he cannot completely control.
 - When a man is faced with a workplace or community that he cannot control, he may feel the need to control something else in order to save face – that “something else” is often a woman.
 - Because media reinforces the idea that men should solve problems with physical aggression, boys and men may attempt to take control of – and overpower – a woman through sexual violence (rape, sexual harassment, sexual assault)
 - Because the media shows that women and girls are supposed to be passive, to please others, and to avoid confrontation, women may not feel that they can resist an aggressive man.

5. That women are sex objects

You may have heard the saying “sex sells.” Sex or sexuality is consistently used in the mass media to sell products. In particular, it is women and girls who are portrayed as the sex objects.

- Women become sexual objects when their bodies and their sexuality are linked to products that are bought and sold. This is dangerous because it dehumanizes women. Turning a woman into an object is the first step toward justifying violence.
- When a woman is portrayed as a sex object, the underlying message in the media is that her sex appeal is the only characteristic that is valuable about her. Her role is simply to please men.

Sex sells: When sexuality is used in advertising, certain values and attitudes towards sex are being “sold” to consumers along with the products. The overriding question that must be asked when deconstructing any advertisement is: “What underlying message is being sold by this ad?”

6. That violence is acceptable

Did you know?

The average person is bombarded with over 3000 ads a day... there’s no way not to be influenced by advertising!

- Jean Kilbourne, 2000

By the time most children leave elementary school they will have seen approximately 8000 murders and more than 100 000 other acts of violence on television.

- American Psychological Association

Arguably, violence has always played a role in entertainment. But there is growing concern that violence in media has not just increased in quantity, it has also become much more graphic, more sexual, and more sadistic. Violence through the media can be verbal, physical, emotional, and/or sexual. In particular, it is men and boys who are shown as powerful and physically violent. The media continually shows men as dominant and women as weak:

- Men are more likely to use physical aggression or violence to solve personal problems.
- In sexual relationships, men are shown as aggressive and knowledgeable while women are portrayed as passive and innocent.
- Violence is made to seem appealing by linking it with power and pleasure.
- Violence is trivialized and even glamorized in the media. Advertisements and music videos often justify beating or raping women. In fact, many media sources show women enjoying violent sex and rape.
- The underlying message is that women are asking for it – they don’t mean it when they say “no.” Men and boys learn that it is okay to act violently towards women and girls.

It is telling that in an era when women have been challenging male power in business, education and other areas of social and economic life, the images of women's bodies that have flooded the culture depict women as less threatening. They are literally taking up less symbolic space. At the same time, images of men have gotten bigger, stronger, more muscular and more violent. It stands to reason that one of the ways that men have responded to women's challenges is by overcompensating and placing greater value on size, strength and muscularity (Katz, 1999).

How we respond to a film, a song, a video game, the news, or a TV series is coloured by our own personal package of attitudes, values and experiences – including past exposure to media violence. We live in a media-saturated culture that has a desensitizing effect. We must develop tools to respond thoughtfully and critically to media content.

A broader view of media violence suggests that significantly reducing violence involves much more than simply stopping young boys from playing violent video games, or watching violent movies. The reality is that messages that link being a man with being violent, controlling, and intimidating are everywhere in the culture – from magazines, sports and wrestling, to romantic comedies and talk radio – as well as in the more obvious places like video games and television.

If we want to deal seriously with reducing violence, we have to turn away from thinking about violence as “kids imitating violence,” and focus instead on the incredible diversity of ways that **we as a society are actively constructing violent masculinity as a cultural norm**; not as something unusual or unexpected, but as one of the ways that boys become men.

-Jackson Katz – Tough Guise, 1999

All together, these media messages strongly reinforce existing inequalities and help perpetuate a climate of sexism in which discrimination and violence against women and girls, in all its forms, remains a significant social problem.

Video Games: More than Just Entertainment

Why highlight video games?

The danger of video games is the increasingly interactive nature of violent video games, which offers newer and more sophisticated ways to simulate and experience violence in a personal and realistic sense.

Video games contain increasing levels of realism.

- The thrill of interacting with a machine in a game situation has evolved from early video games such as Pac-Man (a little yellow dot-eater) to highly animated characters and very lifelike images.
- The appeal of video games is that players feel a sense of challenge, control, and, in time, mastery.
- When young people play lots of action-packed video games, they increasingly need more powerful images to hold their interest and to respond emotionally to the game.
- This habit is referred to as “stimulus addiction.” All video games can become addictive, getting the players ‘hooked’.

One of the top-selling video games in the world, *Grand Theft Auto*, is programmed so players can beat prostitutes to death with baseball bats (and other objects) after having sex with them. (Christensen & Grossman, 2004)

Gaming habits among young people are very high.

- MNet’s 2001 study *Young Canadians in a Wired World* found that 32% of people ages 9 to 17 play video games every day or almost everyday.
- Of these players, over 25% play between seven and thirty hours a week.

Video game content is overwhelmingly stereotypical.

- 56% of characters are white. Nearly all heroes are white; African-Americans and Latinos are typically athletes or villains, and Asians are typically wrestlers or fighters.
- Only 16% of characters are female. When they do appear, women in video games are portrayed in stereotypical ways, such as wearing revealing clothing. Female characters are also likely to be portrayed as sex objects, or as damsels in distress.

Violence and sexual violence are key components of video games.

A study by Children Now shows that 89% of top-selling video games (action / adventure genre) have violent content.

- 79% of video games rated ‘E’ for everyone contain violence. In half of these, violence was significant to the plot.

What is meant by violent video games?

Violent video games are those that depict intentional attempts by individuals to inflict harm on others. An “individual” can be a cartoon character, a human character, or anything in between.

Most of the major video games and computer software manufacturers have adopted the Entertainment Software Rating Board (ESRB) system. This rating system was implemented in September 1994, and most games released since then have the ESRB rating on the product package. Games are classified into six age-based categories that are based on the levels of sex, nudity, violence and offensive language. The levels are:

EC	EARLY CHILDHOOD	Content that may be suitable for ages 3 and older. Contains no material that parents would find inappropriate.
E	EVERYONE	Content that may be suitable for ages 6 and older. Titles in this category may contain minimal cartoon, fantasy, or mild violence and/or infrequent use of mild language.
E10+	EVERYONE 10+	Content that may be suitable for ages 10 and older. Titles in this category may contain more cartoon, fantasy, or mild violence, mild language and/or minimal suggestive themes.
T	TEEN	Content that may be suitable for ages 13 and older. Titles in this category may contain violence, suggestive themes, crude humour, minimal blood, simulated gambling, and/or infrequent use of strong language.
M	MATURE	Content that may be suitable for persons ages 17 and older. Titles in this category may contain intense violence, blood and gore, sexual content and/or strong language.
A	Adult Only	Content should only be played by persons 18 years and older. Titles in this category may include prolonged scenes of intense violence and/or graphic sexual content and nudity.

www.esrb.org

Violence in games has evolved from blowing up “space crafts” (little blobs) to blowing up realistic human figures, complete with slow-motion bullets, blood, flying body parts, and gruesome sound effects. Both heroes and villains resort to violence, although the current trend is for players to be the bad guys – to act out crimes and earn points for doing so. While it is true that most video games do not contain violence, the most heavily marketed and most commercially successful ones do. Games of the action/adventure genre rank among the favourites for children under 17. Here are examples of recent games:

- The Sims, a popular game that simulates the daily activities of one or more virtual persons is rated T for containing 'Crude Humor, Sexual Themes and Violence'
- In *Duke Nukem*, (rated 'T') players use pornographic posters of women for target practice, and earn bonus points for shooting naked and bound prostitutes and strippers who beg "kill me."
- In *Postal*, (rated 'M') players act out the part of the Postal Dude who earns points by randomly shooting everyone who appears – from people walking out of a church to members of a high school band. The Postal Dude is programmed to say "only my gun understands me."
- In *Night Trap*, (rated 'M') players act out the part of ninja-like vampires who stalk scantily clad coeds and use a power tool to drill a hole through their necks.

What do violent video games teach?

Research on exposure to violent media suggests that each time people play violent video games, they rehearse aggressive scripts that teach and reinforce vigilance for enemies (i.e., hostile perception bias), aggressive action against others, expectations that others will behave aggressively, positive attitudes toward use of violence, and beliefs that violent solutions are effective and appropriate.

Violent video games send the following messages:

- That conflict is natural, and must be anticipated.
- That a problem is one-dimensional, right or wrong, or black or white.
- That a problem can be resolved quickly and with little personal investment.
- That it is acceptable to use instinctual, rather than thoughtful, responsible behaviours to react to problems.
- That aggression and violence are effective and acceptable means of problem-solving.

In his book *Stop Teaching Our Kids to Kill*, Lt. Col. Dave Grossman compares children playing video games to soldiers in training. He suggests that video games provide "an easily accessible 'practice range' where children can perfect their aim and sharpen their 'killing instinct'." The stimulus addiction in violent video games is magnified because players are required to focus on the constant need to destroy or kill in order to stay in the game. As a result, long-term exposure to video games desensitizes the viewer to aggression, cruelty and violence (Grossman & DeGaetano 1999).

Pornography Basics

Of all media, pornography is likely to be the most difficult to discuss.

- It is important for facilitators to keep in mind that pornography provokes feelings in every person.
- Emphasise that the concern about pornography is not its graphic nature (a picture). Rather, the main concerns about pornography are the values and messages about men and women that it promotes, as well as its role in shaping our conceptions of the body, gender, sexuality, and intimacy.

Many people find it useful to distinguish between “erotica” and “pornography.”

Pornography	Erotica
<ul style="list-style-type: none"> • The word pornography comes from the Greek words “Porne” meaning prostitute or female captive, and “Graphine” meaning the writing of or writing about. The definition of pornography is therefore “the writing of or about prostitutes.” • Pornography eroticizes and exploits any power differential; it often depicts relationships of domination and subordination – primarily of gender, but also race and ability. • Pornographic material includes a wide spectrum – from the mainstream pornography of <i>Penthouse</i>, <i>Maxim</i>, and <i>Playboy</i> in which women are presented as objects for consumption (alongside cars and whiskey) to “snuff,” a genre of films in which the torture and murder of women is turned into a sexual spectacle. 	<ul style="list-style-type: none"> • The word erotica comes from the Greek word “Eros” meaning passionate love. In erotica, there is no violence, humiliation or degradation. Erotica is about sexuality and sensuality. • Erotica is sexual imagery that presents mutually pleasurable forms of sexual expression between people who are there by free will or choice. • Unlike pornography, erotica eroticizes equality, mutual respect and passion, not power and submission. • In erotica, there is no violence, humiliation or degradation. Erotica is about sexuality and sensuality.

To suggest, as pornography does, that the primary purpose of women is to provide sexual pleasure to men is to deny that women are independently human or have status equal to that of men.
 - Helen Longino (quoted by Adrienne Rich)

What does pornography have to do with sexual violence?

Pornography stereotypes women as sexual objects.

- In pornography, women are portrayed as one-dimensional commodities or objects who are only suitable for men's sexual use.
- Pornography tells us that women are always willing to have sex anytime, anywhere and with anyone – including multiple partners.
- Pornography tells us that women enjoy all the sexual acts that men perform or demand.
- In pornography women are dehumanized: they are compliant, passive, and submissive and have no autonomy or identity apart from men.

Pornography consistently associates sex with violence.

- Pornography is disturbing because it focuses on coercion, force and violence as natural and acceptable parts of human sexuality.
- A study of pornography videos by Canadians Addressing Sexual Exploitation (formerly *Canadians for Decency*) found that:
 - ↳ 13% of scenes involved sexual violence, including rape
 - ↳ 35% involved sexual harassment
 - ↳ 17.5% involved sadomasochism
 - ↳ 6% showed sexual mutilation
- A more recent study of "adult" videos by T.S Palys in Vancouver found that:
 - ↳ 22% involved sexual violence, including rape
 - ↳ 18% involved sexual harassment
 - ↳ 46% of scenes involved bondage or confinement
 - ↳ 23% slapping, hitting, spanking, or pulling hair
 - ↳ 4% involved sadomasochism
 - ↳ 3% showed sexual mutilation.
- Pornography consistently shows women as victims of violence and humiliation. Through pornography, women's inferior status in society is sexualized and reinforced (Canadians Addressing Sexual Exploitation, n.d.).

Men often view their sexually aggressive or violent behaviour not as aggression or violence but as "just sex." In other words, men who rape often condemn rape, which they see as something other men do (Koss, 1988).

Pornography eroticises and trivialises sexual violence.

- Pornography tells us that some women want to be raped; that "women like it a little rough."
- Viewed over a prolonged period, pornography desensitizes the viewer's degree of upset and their ability to perceive what is violence.
- The women in pornography are exploited and abused to make it; the women around pornography consumers are expected to comply with a standard of female sexuality that is degrading and false.

Pornography can:

1. be an important factor in shaping a male-dominant view of sexuality;
2. be used to initiate victims and break down their resistance to unwanted sexual activity;
3. contribute to a user's difficulty in separating sexual fantasy and reality; and
4. provide a training manual for abusers (Dines & Jensen, 2004).

<p>From a woman involved in street prostitution, who reported that when one john exploded at her he said: "I know all about you bitches, you're no different; you're like all of them. I seen it in all the movies. You love being beaten. [He then began punching the victim violently.] I just seen it again in that flick. He beat the shit out of her while he raped her and she told him she loved it; you know you love it; tell me you love it!"</p>	<p>From a 34-year-old man who had raped women and sexually abused girls: "There was a lot of oral sex that I wanted her to perform on me. There were, like, ways that would entice it in the movies, and I tried to use that on her, and it wouldn't work. Sometimes I'd get frustrated, and that's when I started hitting her. ... I used a lot of force, a lot of direct demands that in the movies women would just cooperate. And I would demand stuff from her. And if she didn't, I'd start slapping her around."</p>	<p>From a 24-year-old man who had sexually abused young girls while working as a school bus driver: "When I was masturbating to these pornography things, I would think about certain girls I had seen on the bus or ones I had sold drugs to, and I would think as I was looking at these pictures in these books, what would it be like to have this girl or whoever doing this, what I'm thinking about. ... Just masturbating to the thought wasn't getting it for me anymore. I actually had to be a part of it, or actually had to do something about it. ... Like sometimes after I'd see like a certain load of kids would get off the bus, I'd pick out a couple and I'd watch them or stop and look at the mirror and stare at them and stuff like that. I would think, later on in the day, I'd masturbate to some pornography, I'd just use that picture kind of as a mental, it's kind of a scenery or whatever, and I'd put in my mind I'd put myself and whoever at the time I was thinking about, in that picture"</p>
<p>From a 41-year-old man who had sexually abused his stepdaughter: "In fact, when I'd be abusing my daughter, I'd be thinking about some women I saw in a video. Because if I was to open my eyes and see my stepdaughter laying there while I was abusing her, you know, that wouldn't have been very exciting for me. You know, that would bring me back to the painful reality that I'm a child molester, where I'm in this reality of I'm making love or having intercourse with this beautiful woman from the video. The video didn't even come into my mind."</p>	<p>From a woman, interviewed in a study of sexual assault: "My husband enjoys pornographic movies. He tries to get me to do things he finds exciting in movies. They include twosomes and threesomes. I always refuse. Also, I was always upset with his ideas about putting objects in my vagina, until I learned this is not as deviant as I used to think. He used to force me or put whatever he enjoyed into me."</p>	

Adapted from: *Pornography and Sexual Violence* (Jensen, 2004)

What does pornography tell us?

Pornography is important not only for the specific effects it has on an individual man's behavior, but also for its role in (mis)shaping our conceptions of the body, gender, sexuality, and intimacy, through **false** messages like:

1. Women are sexual objects.
2. Women are always willing to have sex anytime, anywhere, with anyone including multiple partners.
3. Normal, even desirable sexual encounters include aggression, coercion and violence, "women like it a little rough."
4. Women want to be raped.
5. Sexualizing young children is okay.

As pornography – and its depiction of sexual violence against women – becomes more socially acceptable, more profitable, and more mainstream, there is a growing fear that the very real problem of sexual violence against women may become invisible in the real world.

The Hays code was the set of industry censorship guidelines governing the production of United States motion pictures from 1930 through 1968 stated. It stated:

"The MORAL IMPORTANCE of entertainment is something which has been universally recognized. It enters intimately into the lives of men and women and affects them closely; it occupies their minds and affections during leisure hours; and ultimately touches the whole of their lives. A man may be judged by his standard of entertainment as easily as by the standard of his work."

Some facts to consider about pornography:

- There are more hardcore pornography outlets than McDonalds restaurants.
- The primary consumers of pornography in Canada are boys ages 12 to 17
- The pornography industry grosses about 10 **billion** dollars a year
- Clinical studies show that a significant rise in aggression occurred in men after viewing sexually violent materials, and that the aggression was more likely to be directed against women.
- 37% of residents in a shelter for abused women said that pornography was used by their partner
- Nearly a third of kids ages 10-17 from households with computers (24% of all kids ages 10-17) say they have seen a pornographic website

This code no longer governs media, making a critical awareness of what we call 'entertainment' all that much more important.

3.2 Media & Pornography Activities

Media Exposé

Objectives

- To examine and discuss how media shapes our conceptions of gender, sexuality and violence.
- To identify gender stereotypes in the media.

Materials

- Magazine pictures of men and women mounted on construction paper (cross-cultural and with a wide age range)
- More magazines
- Flipchart and markers
- Pens, pencils and paper (enough for each group).

Time

- 30 minutes

This activity works best when paired up with “Expected to Act” from the Gender Stereotypes section to show how media are often based on stereotypical roles of males and females in our society.

Before the activity

- Select between 10 – 15 images from magazines and mount these on separate pieces of construction paper.
- Space the mounted images across the room.
- On a flipchart, write the following questions:

- According to these pictures, how are men and women supposed to act?
- In general, what are the men doing in comparison to the women?
- Who is in control of the situation? How can you tell?
- According to these ads, what type of man is valued? What type of woman is valued?
- What happened just before the picture was taken? Just after?
- Complete the following sentence separately for the man, and then the woman, in this picture. “I am sexy because...”

Launching the activity

1. Divide participants into groups of 3-4 persons per group.
2. Draw their attention to the different images on the wall across the room.
3. Invite them to walk around the room, in groups, and explore the media gallery you have created. Give them a few minutes to do this.
4. Next, reveal the flipchart. Explain that their task, in their own groups, is to expose any gender stereotypes they feel the images might portray. Tell them to select one of the images from the wall, and with it, to answer each question on the flipchart. Remind them that gender stereotypes do not only relate to attitudes but also to physical expectations about the gender roles men and women are expected to play.
5. Handout pens, pencils and paper to each group. Ask them to choose someone from each group to record their answers. Tell them that you will give them about 10 minutes to complete this part of the exercise.
6. Once each group has finished, divide the flipchart vertically with your marker in two columns. Label one “Men” and the other “Women”.
7. Ask each group to select a presenter and to expose their image by going through each question one by one. Write their responses on the flipchart under the appropriate column. Compile a list of values – or attitudes – that participants feel are underscored by the images.
8. Open the activity for discussion, using the questions provided below.
9. If time permits, distribute more magazines to each small group. Invite participants to find and share with the rest of the group an image that does not use or that challenges gender stereotypes.

Discussion Questions:

- What roles do men play? Women? How realistic are these?
- Can you switch the messages under the columns? Why not?
- What common themes are present in all of these images?
- What do these images tell us about what gender roles men and women are expected to play in society?
- Which messages can lead to sexual violence? How?
- Explain what the people who made the image are trying to do. What “problem” do these ads claim they can solve? How are the advertisers attempting to use gender (or sex or violence) to sell their product? What assumptions do the advertisers seem to be making about those who will be influenced by the ad?
- How does this contribute to stereotypical notions? How do you think these ads can affect our attitudes and our expectations for gender roles?
- How is sexuality relevant in these images? Is it used to sell a product? How?
- How are women’s bodies displayed? What is the message when adult women are portrayed as girls or with child-like characteristics?
- Why are women sexualized more often than men?

- In what cases are power and violence – or the threat of violence – associated with being a man? How are women portrayed in these situations?
- Who has the power in these ads? How do you know? What kind of power are they shown to have?

What Media Messages?

Objective

- To recognize that the mass media portrays gender stereotypes

Materials

- Magazine pictures of men and women mounted on construction paper (cross-cultural and with a wide age range)
- More magazines
- “What media messages?” handout (enough copies for each group)
- Flipchart and markers

Time

- 20 – 30 minutes

Adapted from *The Empowerment Project*
(FSACC, 2002)

This activity works well when paired up with “Acting Up” and with groups of 15-30 participants. If literacy skills are of concern, you can facilitate the discussion questions on a flipchart rather than have participants write them out individually.

1. Decide how many groups you are going to have (3-4 people per group works well)
2. Write the same three of the following questions, (or others made up by you) on each index card. You will need the same number of index cards as small groups
 - According to these pictures, how are men and women supposed to act?
 - In general, what are the men doing in comparison to the women?
 - Who is in control of the situation? How can you tell?
 - According to these ads, what type of man is valued? What type of woman is valued?
 - What happened just before the picture was taken? Just after?
 - Complete the following sentence separately for the man, and then the woman, in this picture. “I am sexy because...”
3. Divide the participants into groups of 3-4 persons per group. Once in groups, pass out the following:
 - a. Several magazine pictures mounted on cardboard
 - b. Index card with questions
 - c. The handout

4. Ask the participants to look thoughtfully at all of their magazine pictures using the index card questions. Explain to them that they are expected to figure out which stereotypes are being used in each ad. Remind them that gender stereotypes do not only relate to attitudes but also to physical expectations about acting like a man or acting like a lady
5. Instruct participants to complete their worksheet as they work through their questions. On their worksheet, they are to place stereotypical characteristics for both men and women inside their respective boxes.
6. Tell them to choose someone from their group to record their answers. Also, tell participants you will give them about 10 minutes to complete this part of the exercise
7. Ask the group to select a presenter and go through the questions one by one. If you have completed the “Acting Up” activity, have the flipchart page out so the participants can see the gender roles they came up with earlier and compare them to what they found. To further make the connections, the facilitator may chose to tick off or highlight the stereotypes on the “Acting Up” paper as they come up during the groups’ presentations
8. Open the activity up for discussion
9. If time permits, distribute more magazines to each of the small groups. Invite the participants to find and share with the group an ad that does not use any gender stereotypes

Tuning into Tunes

Objective

- To show the media's role in reflecting and producing the gender roles men and women are expected to play.

Materials

- Several lyrics of popular songs
- Flipchart paper and markers
- Questions on index cards

Time

- 20-25 minutes

Many people don't realize the impact of music on attitudes. But, when listened to closely, song lyrics have strong messages about gender roles. This activity works well when paired with "Acting Up" from the gender stereotypes chapter.

Before the activity

- Copy or print several lyrics of popular songs (this can be done on the Internet at www.lyrics.com). Try to choose lyrics that represent a variety of music styles, from country to pop to rap.
- Photocopy the lyrics.
- Write three of the discussion questions presented below (or others made up by you) on separate index card. You will need the same number of index cards as small groups.

Launching the activity

1. Divide the participants into smaller groups of 3-4 people per group
2. Once in groups pass out three things:
 - i. one sheet of lyrics to each group
 - ii. an index card to each group
 - iii. a piece of flipchart paper
3. Ask participants to read their lyrics and answer their index card question. Tell participants that you will give them about five minutes
4. Ask the group to select a presenter and answer their questions one by one. If you completed the "Acting Up" activity, have the flipchart page out so the participants can see the gender roles they came up with earlier and compare them to what they found.
5. Open the activity up to discussion. The objective is not to put down the music that participants listen to, even if it *is* sexist or violent. Rather, the objective is to encourage participants to develop a critical ear that will help them to understand the context and meaning of the music. Invite participants to identify artists who are giving counter messages to the sexist messages we often see.
6. If time permits, ask participants to write their own song or rap, using lyrics that do not use or that challenge stereotypes. Or, if you are holding a multi-day workshop,

consider asking participants to find examples or lyrics that present alternatives to gender stereotypes and to share them with the rest of the group.

Discussion questions:

- What is this song about?
- How would different people (e.g. different races, ages, sexes, cultures, etc.) interpret the message?
- How do women behave? How do men behave? Are these stereotypical?
- According to these lyrics, what type of woman is valued? What type of man is valued?
- Is the relationship that the song is describing healthy? Why or why not?
- How is violence portrayed? Who is receiving it?
- How is sexuality described? Does it refer to intimacy? Respect? Violence?

Tell - A - Vision

Objectives

- To show participants how the media shapes our notions about gender, sexuality and violence.
- To encourage participants to challenge sexism in the media.

Materials

- None

Time

- 20 – 30 minutes

1. Ask participants to discuss a television show that is familiar to everyone. Here are some examples (*note: replace any that are no longer relevant with more recent and/or relevant examples*):

- Big Love
- Law and Order
- CSI
- Grey's Anatomy
- Survivor
- The Simpsons
- Lost
- Family Guy
- The Bachelor
- American Idol
- Brothers and Sisters

2. Begin by doing a quick round, asking participants to list what they like best about this program.
3. Ask participants to **describe the relationships on the show**, in particular the roles that men and women play. What are women doing? What are men doing? Are some roles better than others? Who is dominant? Who has the power? How do you know?
4. Next, ask participants: **what does this show say about roles for men and women?** Do these images reinforce or challenge gender stereotypes? Which ones? Explain to participants that because most television programs are quite short, the identities of characters must be established as quickly as possible. To do this, television writers often use stereotypes to present viewers with a character they can easily recognize and even relate to. How do you think these characters affect our attitudes and our expectations for gender roles? How are gender roles different when race is an issue? Consider perceptions of the white middle class male in comparison to an urban Black, Asian, Latino, or Aboriginal/First Nations male.

5. Next, ask participants: **does anything happen on the show that could ever happen in everyday life?** For example, how is conflict resolved? How do people in the conflict feel? What are the responsibilities of the people who are involved in the conflict? Is violence used? If so, how is violence portrayed? Also, how is sexuality shown? What values and attitudes about sexuality are sent out? Are women or men sexualized more?
6. Next, ask participants: **what is missing in the portrayal of men and women in this show?** Point out that sometimes alternatives to stereotypes are used in shows, for example, presenting women as heroic, or men as sensitive.
7. End the activity by asking participants to re-write the show without using stereotypes. How could they tell the same story in a different, improved, and more balanced way?

Variation

If you have a large group (for example, more than 12 participants), consider dividing participants into small groups of 3-4 participants per group. Ask each group to pick a show and record on a sheet: the name of the show; type of show (for example, comedy, drama, science fiction); the names of the main characters; and, for each character, the activities they engage in as well as three words to describe that character. Give them about 10 minutes to do this. Once everyone has finished, ask each group to present their findings. Then, discuss as a group: what similarities are shared by the female characters? How many are described as sexy? What similarities are shared by the male characters? How many are described as tough? Do these images reinforce or challenge stereotypes? How? What is missing in the portrayal of men and women in these TV shows?

Killer Games

Objectives

- To identify gender stereotypes in video games.
- To identify violence in video games.
- To examine and discuss how video games reflect and reinforce sexism and violence against women.

Materials

- Ads and description of various popular video games (found at www.genderads.com/videogames and www.gamespot.com)
- Flipchart and markers
- Blank sheets, pens and pencils

Time

- 35 minutes

Video games increasingly offer ways to simulate and experience violence in general (and sexual violence in particular) in ever more personal and realistic ways. This activity helps participants explore how men, women and violence are portrayed in the games they play, and whether or not these portrayals perpetuate sexism and violence against women.

Before the activity

- Select a variety of promotional images for popular video games (for example: Grand Theft Auto). Whenever possible, print or copy the description of the video game that is used to advertise it.
- Read the information on “Video Games: More than Just Entertainment” found in the facilitator’s section.
- Write the following questions on a flipchart:

- What is this video game about? What is the basic story line or the objective for the game?
- Who are your main characters, what do they do, how do they dress, and what do they look like?
- How are male characters portrayed?
- How are female characters portrayed?
- What images are used to describe and advertise this video game?
- What language is used to describe and advertise this video game? How are sex and violence connected?

Launching the activity

1. Begin by doing a quick poll. Ask participants: do you play video games? If so, which ones? If not, are they familiar with any video games? Write the responses on the flipchart.
2. Divide participants into small groups of 3 – 4 persons per group. Give each group:
 - a. a blank sheet of paper
 - b. pens or pencils
 - c. a video game image and description
3. Reveal the flipchart. Explain to participants that their task is to answer each of these questions for the video game material you have distributed. Let them know that if participants have played or know of the game, they can use this information to better answer the questions. Ask groups to select a recorder to write the answers. Tell them they will have about 10 minutes to do this.
4. Ask the groups to select a presenter and to share their answers with the rest of the participants.
5. Facilitate a discussion using the questions provided below.
6. End this activity by asking groups to propose and design a new idea for a video game that does not use gender stereotypes or violence. Ask the groups to present their ideas and answer the same questions from the flipchart.

Discussion Questions:

- What are the similarities of main characters? What do they do, how do they dress, and what do they look like? What is their gender?
- How realistic are the images used to advertise this video game?
- What are the similarities about how male characters are portrayed?
- What are the similarities about how female characters are portrayed?
- What messages do these games tell us about how men and women are expected to act? About how problems are resolved?
- Do these messages reinforce gender stereotypes? Which ones?
- Research suggests that most computer and video games players are men and boys. Why do you think this is so?
- Who is the intended audience of this video game? How can you tell?
- What is the purpose of using sexual language to sell a product?
- Which of these games do you consider violent? Why? What makes them violent? What types of violence are used in these games?
- Can you think of any successfully commercial video games that are not violent or based on conflict? Which ones? What makes these games fun?
- Do you agree that playing violent video games can make an individual more aggressive in real life? How?

Strike a Pose

Objectives

- To understand what is pornography.
- To examine and discuss how pornography shapes our notions about gender and sexuality.

Materials

- “Men’s interest” magazines (for example, “GQ”, “Sports Illustrated”, “Maxim”, “Stuff”, a guns or car magazine, fitness or sports magazine)
- Variety of magazines
- Flipchart and markers

Time

- 50 minutes

This activity challenges participants to consider how the media in general, and pornography in particular, shape our notions about the body, sexuality and gender. Be aware that some participants may react emotionally to the material. Acknowledge that tension may happen, and create a safe atmosphere where participants feel comfortable to discuss controversial topics and experience their feelings.

Before the activity

- Select 6 – 10 ads or images from the “men’s interest” magazines that show a variety of poses. Typically, models in these magazines are posed in positions that are implicitly or explicitly sexualized. It is preferable that each ad you select have only one person in the frame.
- Try to imitate the poses you select before you ask anyone else to. Some of these poses are dangerous, especially if someone has back, neck, or shoulder injuries.
- Write the following questions on a flipchart:

- How do you distinguish whether an image is sexy or sexist?
- When is an image sexualized? Degrading?
- How do you decide whether or not an image is pornographic?
- What is pornography?

Launching the activity

1. Divide participants into small groups of 3 – 4 participants per group.
2. Ask for a volunteer from each small group. Make sure that no one has any back or neck injuries.
3. Give each person one of the images. Explain to them that their task will be to recreate the pose in the image themselves (fully clothed). Have them find a place around the room to do this. Encourage them to use props, chairs, the wall, etc. to help them do this. Tell them they will have a few minutes to practice doing this.
4. In the meantime, reveal the flipchart. Ask the rest of the participants to discuss in groups, the answers to the questions on the flipchart.
5. Once the posers feel ready, ask for a volunteer to go first. Show his image to the rest of the group. Explain to them that their task will be to give the participant who is posing instructions to help him do the pose as accurately as possible. Emphasize that while giving instructions, participants should be as respectful and specific as possible. If they say something like “look sexy,” ask them to specify what the poser’s face and body should do in order to “look sexy.”
6. Have the participant hold the pose for 1-2 minutes. Then, thank the participant and ask for the next volunteer. Repeat the process in the same way, and until all the posers have held their pose.
7. Once each participant has posed, ask them to return to the group and tell them that you would like to discuss how they felt posing and watching.
8. Emphasize to participants that for now, you would like to focus on the experience of doing and watching the pose, rather than the actual circumstances or context that might create such a pose. Ask participants:
 - How did it feel to pose?
 - How did it feel to have directions called out at you?
 - How did it feel to call out the directions or comments?
 - How did it feel to look back and forth between the picture and the participant doing the posing?
 - How did it feel when you were watching someone else pose and you knew you’d be next?

9. Next, go around the group ask participants to use one word to describe each pose. Emphasize that this is not a debate, but rather a dialogue. It is possible that someone might use the words “pornography” or “pornographic” to describe the poses; this is okay but it is important that the participants and not the facilitators introduce these words.
10. Discuss with the group how their expectations of sex and intimacy are affected by poses like these. Refer to the questions on the flipchart to facilitate a discussion. More discussion questions are provided on the next page.
11. If time permits, hand out a variety of magazines to participants and instruct them to look for an advertisement that promotes a more positive or realistic image of sexuality.

More Discussion Questions

- How realistic are these poses? How pervasive are they? What, if anything, is missing?
- What messages about sexual behaviour do these images and poses promote?
- What do these images say about what female sexuality is in our culture? (For example, women are sexual objects, all women want and enjoy all sexual acts that men perform or demand at all times).
- What do these images say about what male sexuality is in our culture?
- What do these images say about what roles men and women are expected to play?
- Do these images challenge or reinforce gender stereotypes? Which ones?
- Do any of these images or poses suggest pain, coercion or violence? Which ones? How often are women portrayed as enjoying it?
- How would you feel if it were your mother, daughter or sister in these poses?
- Some people argue that some of these poses are designed to arouse or excite its viewers. Do you agree or disagree?
- Some people argue that some of the images or poses are objectifying – that is, they portray a human being in a depersonalized way, as an object, a thing, or just parts. Do you agree or disagree?
- Some people argue that pornography contributes to a culture in which sexual violence against women is normalized. Do you agree or disagree?
- What would sexy, respectful (but *not* degrading images) look like?

Sexy or Sexist?

Objectives

- To understand what pornography is.
- To examine and discuss how pornography shapes our notions about women, men, sexuality and violence.

Materials

- “Maxim”, “Hustler”, “FHM”, “Stuff” or other similar magazines
- Flipchart

Time

- 40 minutes

☞ This activity requires a great deal of openness and trust from the participants. Therefore, it may be most effective to do this exercise after previous discussions of other media, and specifically after participants have had a chance to get to know one another.

☞ Be aware that some participants may react emotionally to the material. Remind everyone at the beginning that participation is optional and that they may leave at anytime.

Adapted from *The Pornography Workshop*,
(Smith & Waisberg, 1984)

Pornography is an important part of understanding the media, particularly because it has become so mainstream or commonplace. To best facilitate this activity, it is a good idea to have the facilitator’s information on pornography nearby or, better yet, for the facilitator to have as much of the information memorized as possible.

1. Using the facilitator’s information from Pornography Basics, explain to participants that pornography is widely used, and contains clear messages about women, men, sexuality and violence. Therefore, when talking about how the media shapes perceptions, pornography is an important part of this discussion.
2. Before going any further, ask each participant to share with the group how they are feeling right now. This helps reduce some of the tension that they may be feeling.
3. Ask participants if anyone feels like sharing times when they have seen pornography. Alternatively, the facilitator may show a few men’s magazines like the ones suggested above, which are considered soft porn and depict women in passive, sexual and often degrading roles.
4. The following are some questions to help guide the discussion. The facilitator may want to write the answers on a flipchart.

Pornography Discussion Questions

- Describe the images of women (poses, facial expressions, clothing, age, size, race).
- Describe the images of men (same as above).
- How are these images stereotypical?
- What makes an image pornographic to you?
- What messages does pornography send?
- Describe the relationship between men and women. Do you see any connections between the way men and women are portrayed in pornography and the way real men and women are treated in society?
- What are the basic messages that pornography gives about men, women, sexuality and violence?
- Who has power and control? How is this shown? Describe what “power” is.
- What kind of violence do you see?
- If you were an alien from outer space and were learning about human sexuality from pornography alone, what would you learn?
- How did you feel when you saw the material?

Keys to the activity

- ↳ Pornography defines women as sexual objects, to be used for men’s enjoyment.
- ↳ Pornography justifies violence against women by suggesting that normal sexual encounters include violence of some sort.
- ↳ Negative values about women in pornography are an extreme expression of negative values about women that exist in our society.
- ↳ Men are taught that it is normal to watch women – Berger (1973) explained that “men act and women appear. Men look at women. Women watch themselves being looked at. This determines not only most relations between men and women but also the relation of women to themselves”
- ↳ According to pornography women are always willing to have sex anytime, anywhere, with anyone and including multiple partners.
- ↳ Through its use of “barely legal” teenagers (often dressed as schoolgirls), pornography suggests that the sexualization of young children is okay.

Reel World

Objectives

- To show participants how the media creates and reinforces gender stereotypes.
- To encourage participants to challenge sexism in the media.

Materials

- Flipchart paper and markers
- Pen and paper for the participants

Time

- Each activity takes about 25-30 minutes

Here are 7 possible activities to explore and discuss with participants how the media encourage gender stereotypes. Any of these work well when paired with “Acting Up” from the gender stereotypes chapter. Read the facilitator’s information on “Gender Stereotypes – what’s the harm?” and “Media Basics” before facilitating these activities.

1. Comic Books

Extra materials

- Assortment of comic books
- Flipchart paper and markers for each participant

1. Ask participants to partner with each other and to read a comic book, paying attention to how men, women and relationships are portrayed. Tell them they will have about 10 minutes to do this.
2. Ask the group to discuss common observations and ideas. Use the following questions to facilitate a discussion:
 - How are male characters portrayed in these comic books? Brainstorm words that typically describe the superhero. What role(s) does he have? What are his responsibilities?
 - How are female characters portrayed in these comic books? Brainstorm words that typically describe the female characters. What role(s) do female characters have in the story? Are there any female superheroes? What words describe them? What role(s) do they have?
 - What is missing from how men and women are portrayed?
 - How do comic books affect a child’s perception of reality? What do boys and girls learn about how to behave from these comic books?
 - Do you think comic books reflect society’s beliefs and preferences? Which ones?
 - Did comic books have an impact in your life when you were young? How did they make you feel?

3. If time permits, ask participants to work in pairs to create a non-stereotypical comic book character. Consider asking some groups to create a female character, and other groups to create a male character. Ask participants to draw or sketch a picture of their character, to identify what the character does, and to list a few words to describe this character. Let participants know that artistic abilities will not be judged.

2. Music Videos

Extra materials

- Television
- DVD player and DVD with music videos (if cable television is not available)

This is another great activity for young people, but it also works well with older participants.

1. Either record music videos on a DVD and play it back to the participants, or take a chance and simply turn on MUCH MUSIC or MUCHVIBE and watch the channel for about 5 – 10 minutes. We suggest watching videos with the music turned off so that they images can be focused on.
2. Explain to participants that music videos are a powerful medium because they combine the energy of music with the power of visual images. Ask the participants what story the images are telling. Is the image of women positive? Is the image of men ‘hyper-masculine’ – that is based on control, power, and the threat of violence?
3. Talk to participants about the marketing of male and female musical artists: how does it differ? What role does attractiveness play in the promotion of female artists? Is it the same for male artists? Are gender stereotypes common? Which ones?
4. Talk to participants about the sexism and violence directed at women in some music lyrics and videos. Is violence common? How is it portrayed? Who typically receives violence? How do women seem to be reacting to violence or the threat of violence?
5. Ask participants for examples of videos that do not use violence and/or challenge gender stereotypes. Discuss with participants what is alternative about these videos.
6. If you have taped the videos you could pass out the lyrics (see www.lyrics.com) and discuss the song lyrics messages. Do they match the images?

Variation

If you are holding a multi-day workshop, an alternative exercise could be: ask participants to select a type of music that interests them (ex. country, alternative, jazz, hip-hop, heavy metal, rock) and record and analyze five music videos that they feel are reflective of that style. Ask participants to study these videos, and do a presentation the following time you meet, keeping in mind the following questions:

- What are the similarities between these videos? What are the differences?
- What is the dominant message in each video?
- How are women shown in these videos? Men? Visible minorities?
- What trends in popular culture have been inspired by these videos? (ex. style of dress)

- What is it about this style of music that they really like? What stereotypes are associated with this specific music style?
- How do these videos influence their liking of it?
- Do the groups or artists in these videos have an image? List some items that make up these artists' images.
- Is there more pressure for female, or for male artists, to look a certain way for videos? Which groups or artists have become popular because they look good in videos? Which groups or artists have faded because they do not look good in videos?

3. Magazines

Extra materials

- Sample articles, ads and/or pictures from men's interest magazines, for example "GQ", "Sports Illustrated", a comic book, a guns magazine, fitness or a sports magazine
- Sample articles, ads, and/or pictures from women's interest magazines, for example "Cosmopolitan", "Vogue", "Seventeen", a fashion magazine, or a home décor magazine

1. Tell participants that effective ads present a problem and offer a product as the solution.
2. Have participants work in groups to discuss and analyze a particular example, with the focus on gender stereotypes. Ask participants:
 - What "problem" do these ads claim they can solve? How does this contribute to stereotypical notions?
 - What do these ads teach boys about what is expected of being an ideal man? About what is expected of being an ideal woman?
 - What roles do men play? Women? How realistic are these?
 - How are women's bodies represented? What is the connection between ads like these and eating disorders?
 - How are men's bodies represented? How are they different from the messages that we get from the images of women that we have seen?
 - If applicable: is sexuality in the ads relevant to the products? How?
 - Who is in control? How is that shown?
 - In what cases or environments are power and violence – or the threat of violence – associated with being a man? How are women portrayed in these situations? How do women seem to be reacting to violence or the threat of violence?
 - Do you think these messages affect us? In what ways? What are some consequences of being taken in by these images?

3. Next, ask participants to compare the content in men's and women's magazines. Divide participants into two groups. Ask one group to record what the common topics or themes are in the men's interest magazines (for example, exercise, sex tips, fashion). Ask the other group to do the same for women's interest magazines (for example, fashion, beauty tips, gossip). Are gender stereotypes common? What messages are given about how men and women are expected to act? How many pages are devoted to each theme?
4. If time permits, ask each group to construct a more realistic and balanced magazine cover. What content would they include?

4. Advertising

This is a great activity if you have a multi-day workshop.

1. Give each participant a blank sheet. Ask participants to count and log all the advertisements they see for twenty-four hours (or from the moment they leave until the next time you see meet) – Logos, billboards, newspaper ads, television ads, films, internet pop-ups, etc.
2. Instruct them to notice what kind of messages the ads are sending. And, ask them to count how many ads use sex, violence, or the threat of violence to sell their message. Many people will probably lose count, but this activity will show participants just how many ads we are bombarded with everyday.
3. At the next meeting debrief the participants' experience. How do they feel about all of the ads? What messages were given? How many used sex, violence, or the threat of violence? Do the participants think the ads influence us as a society?

5. Movies

1. Write "boys will be boys" on a flipchart. Ask participants to brainstorm what this common saying says to them. Write their answers on the flipchart.
2. Explain to participants that traditionally society has encouraged boys to be aggressive, strong and powerful. Point out that one place where this message seems to be constantly reinforced is the media.
3. Ask participants to discuss a movie that is familiar to everyone. Here are some examples (*note: replace any that are no longer relevant with more recent examples*): Rambo, Terminator, The Fast and the Furious, Braveheart, Lord of the Rings.
4. Alternatively, gather 3 – 4 promotional posters or material from 'blockbuster' movies and use these to facilitate a discussion with participants.
5. Discuss with participants what this movie tells us about how men are expected to act. Ask participants:
 - What words best describe the main male character in this movie?
 - Who is the hero in this movie? How do you know? What characteristics does the hero display or possess?
 - What does size and being tough have to do with being the hero?
 - What does violence have to do with being the hero?
 - What's missing from this movie?

- Is violence used? How is it portrayed? Who receives the violence?
- What are the consequences of using violence? In what ways is the use of violence rewarded?
- What gender stereotypes about men are used in this movie?
- In what ways are women portrayed? How many of them are “victims” waiting to be rescued? How many are portrayed as “sexy”? Are any female characters tough or heroic? In what ways?

6. End the activity by brainstorming with participants examples of movies that promote a more positive or realistic image of what it means to be a man. (Some examples include: Saint Ralph, The Full Monty, Hitch). How do these movies challenge gender stereotypes?

6. Television

Because most television programs are quite short, the identities of characters must be established as quickly as possible. To do this, television writers often use stereotypes to present viewers with a character they can easily recognize and even relate to. Ask participants to discuss a television show that is familiar to everyone. What do they like best about this program? Does anything happen on the show that could ever happen in everyday life? Ask them to describe the relationships on the show, in particular the roles that men and women play. Are some better than others? How is conflict resolved? How are gender roles different when race is an issue? Consider perceptions of white middle class male in comparison to urban black, Asian, Latino, or Aboriginal/First Nations male. Here are some ideas (*note: replace any that are no longer relevant with more recent and/or relevant examples*):

- | | |
|---------------------------|----------------------------|
| • Everybody Loves Raymond | • Charmed |
| • Friends | • Buffy the Vampire Slayer |
| • My Wife and Kids | • Sex in the City |
| • Law and Order | • Scrubs |
| • CSI | • Seinfeld |
| • The Simpsons | • The Sopranos |
| • Lost | • Tool Time |

If time permits, ask participants to compare them with what is portrayed as “reality TV.” Some examples are:

- | | |
|------------------|----------------------------|
| • The Apprentice | • The Bachelor |
| • Survivor | • Big Brother |
| • The Swan | • America’s Next Top Model |
| • Wife Swap | • The Biggest Loser |

An alternative to this activity when working with younger participants is to ask participants to discuss a cartoon or comic that is familiar to everyone.

7. Video Games

Extra materials

- Several video games summary and plots (see www.mavia.org)
- Questions on index cards

Identify whether certain video games appeal to men and boys or to women and girls. What messages does the video game tell you about each gender? How realistic are these messages? What is the plot of the video game? Who are the bad guys? How do you know? How are male characters shown? What about female characters? What catch phrase or slogan is used?

What type of video game is it? (war, action, sports, fantasy, funny, etc)

List the main activities the character engages in? Male vs. female

What happens in this video game? Do you get to use weapons? Or do you have special powers? How realistic is the violence?

How do you win? How is the scenario in the video game different from real life? What would happen in real life?

Design your own video game –

You are a video game designer and you need to propose a new idea for a game.

1. What does this game look like?
2. Who are your main characters, what do they do, how do they dress, and what do they look like?
3. Where does it take place?
4. What is the basic story line or objective of your game?
5. Who do you want to buy this game?
6. How is your game similar to and different from the video games you saw in the video or that you have played?
7. Are these differences deliberate or significant?

Look at the images of men and women in games designed for boys. Who are the aggressors and who are the victims? What about games where the women are the "shooters"? Is this a step forward for women? Why do so many girl-specific games promote stereotypical interests such as make-up and fashion?

What Media Messages?



Understanding the Hype

Get media savvy

Tune into your own media use. The media is broad and we live in a media-saturated culture. Understand what is meant by mass media and be alert to how much and what kind of media you use.

Feed your mind. Look outside the media for knowing what is going on in your physical, social, economic, and political environments. Develop “consciousness” and strive to be information-rich. What you don’t know *can* hurt you.

Be aware of gender stereotypes and bias. Look carefully at the images and messages the media presents you with. Then ask questions: What’s there and what’s not? What are the underlying messages? Who are these messages intended for? What evidence do I have to show the messages are true? How realistic are the conclusions the media puts forward?

Encourage those who are doing a good job. Support media that strives to be more balanced and responsible to its viewers.

“If everyone agrees that media has unrivalled efficiency at selling goods, services, politics, culture, music and fashion, why does the industry continue to claim that the one thing it cannot sell is violence?”

– Paul Johnson in *The Spectator*

Resources:

About Face
www.about-face.org

Action For Media Education
www.action4mediaed.org

Adbusters
www.adbusters.org/home

Center for Media Literacy
www.medialit.org

Children Now
www.childrennow.org

Just Think Foundation
www.justthink.org

Media Activism
www.fair.org

Media Awareness Network
www.media-awareness.ca

Media Education Foundation
www.mediaed.org

Media Watch
www.mediawatch.ca

How to be a Media Critic

Adapted from *Youth Talk Back : Sex, Sexuality and Media Literacy*
(Planned Parenthood, 2000)

1. Be aware of the power of images
2. Watch for “homogenized” sourcing
3. Keep an eye out for unnecessary personal descriptions
4. Be on the alert for stereotypes and gender bias
5. Recognize those who are doing a good job

Module 4: Sexuality, Consent and Coercion

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Objectives for this section

1. To examine attitudes that support, deny or minimize sexual aggression, sexual assault and other forms of violence against women;
2. To understand consent – what it is, specific issues around alcohol, its importance in a healthy relationship, and men’s responsibility to get consent before sexual intimacy;
3. To identify / increase awareness about the range of coercive behaviours men and boys are socialized to employ;
4. To distinguish between issues of miscommunication and abuse of power or coercion;
5. To help men learn and practice ways to move from coercive and/or aggressive behaviour to more respectful and consensual attitudes and behaviour.

4.1 Sexuality, Consent and Coercion

Facilitator's Information

Facilitating Consent Activities

Understanding consent is crucial to preventing sexual aggression in males.

- Sexual assault ranges from forced sexual intercourse to any unwanted touching, and it can also include verbal abuse.
- Many actions learned as normal, such as a "friendly" pat on the behind, are in fact sexual assault if they don't involve the willing and explicit consent of all parties.

Discussions about consent can spark controversy or debate.

- For many participants, attending this workshop may be the first opportunity to reflect and discuss attitudes that support, deny, or minimize sexual aggression.
- As participants learn about sexual assault and what is consent, it is likely that some participants will realize they have themselves used coercion, or engaged in non-consensual sex and thus committed a sexual assault.

This should be expected because many people grow up with unrealistic beliefs about sex.

- These unrealistic beliefs include: men should know more about sex than women do, drinking is a part of getting to know someone, talking about sex is "just not done," and forced sex is sometimes justifiable.
- Gender stereotypes also encourage men to push for as much sex as possible, teaching that it is a routine part of seduction to assume that when a woman says "No", she means "maybe" or "convince me," or to mistake submission for consent.

Participants will likely feel upset and experience a range of emotions.

- Acknowledge the feelings participants may be experiencing. These may include: confusion, disbelief, indignation, embarrassment, distress, and even anger.
- Reaffirm that they are dealing with a difficult topic. Support and empower them to think through their initial reactions, and to work towards further understanding.
- Use what participants are feeling as an opportunity to analyze the issue under discussion. Emphasize they have a unique opportunity, which men don't often have, to step back, talk about, and reflect on their experiences and behaviours.
- Doing so will truly engage men, and make the workshop a more meaningful – and ultimately more positive – experience.

Attitudes and Beliefs that Support Sexual Violence

Adapted from *Making Waves: A Student Manual on Dating Violence*
(Making Waves, 1999)

Sexual violence does not occur in a vacuum. Rather, many attitudes or beliefs at the individual, societal, and institutional levels contribute to the acceptance and perpetuation of sexual violence.

The information below lists a few of the attitudes or beliefs that support sexual violence. More information on the root causes of sexual violence can be found in the “Sexual Violence” chapter of the workshop manual.

In Society

1. Widely held gender STEREOTYPES encourage:
 - Men to be aggressive, women to be passive
 - Men to be strong, women to be weak
 - Men to be controlling, women to be submissive
2. The MEDIA promote the following messages:
 - Men need to be tough to be valued
 - Men must be in charge (“wear the pants”) in a relationship
 - Women must be in a relationship, even if it’s abusive, to be valued
 - Women’s sex appeal (how they look) is the only characteristic that is valuable about them. Women’s role is simply to please men
 - Violence is acceptable, normal, and even sexy
3. Commonly held sexual assault MYTHS tell us:
 - The myth that the victim is to blame because she dressed, acted, or behaved a certain way
 - The myth that the majority of attackers are strangers
 - The myth that physical force is always used during a sexual assault
4. Society VALUES men and boys more than women and girls.
5. Violence is often incorrectly accepted as inevitable.

In the Community

1. Sufficient support and services for victims or abusers are not available.
2. Victims are not believed, or the victim is blamed.
3. There are few, if any, consequences for sexual violence.
4. The community does not want to intervene in “private family matters.”

In the Family

1. Violence is shown to be an acceptable way to solve problems.
2. Violence is modeled in the home and contributes to the cycle of violence.

3. Boys are taught to be aggressive, girls are taught to be accommodating and passive.

Some Individuals

1. Have low self-esteem, so they act tough and aggressive to mask their fears.
2. Feel out of control, so they control others to feel more in control of themselves.
3. Enjoy the feeling of power they get when they control and hurt others.
4. Believe that men should be in charge and “own” their partners.

In isolation, beliefs about gender stereotypes or negative attitudes towards women may not be very harmful. Taken all together, however, these attitudes or beliefs make up what some researchers and advocates call a “rape culture” – a social environment that supports and normalizes male sexual aggression.

Allegiance to these attitudes and beliefs support sexual violence by:

- **Encouraging** the belief system that men have a higher status as human beings when compared to women. When women and men are seen to be unequal in worth, violence – or the threat of violence – is often used and justified as a means to assert power and control.
- **Increasing** the likelihood that some men and boys will normalize dominance and differences in power and control within dating relationships. They are socialized not to negotiate about sex, and to ignore any sexual communication from women.
- **Informing** some men to think they have an entitlement to sex – to expect, demand, or even force sex from women and girls. Because of this, many men do not view it as sexual assault when they coerce a woman to have sex – they view it simply as part of the normal process of seduction.
- **Putting** some men **at risk** for being sexually aggressive by suggesting that aggression and violence are acceptable forms of self-expression.

The majority of men and boys may already hold **positive** attitudes or beliefs that can be strengthened to prevent and reduce sexual violence. The activities in this section are designed to help participants examine their attitudes and the potential implications of holding these beliefs. For many participants, it will likely be the first opportunity they have had to consider and discuss these attitudes. Be prepared to hear some participants verbalize these attitudes, and facilitate an opportunity for respectful dialogue and reflection. Explain the link between these attitudes, myths and stereotypes and how they encourage a person’s response to certain situations.

Understanding Consent

Understanding consent is an important aspect of sexual assault prevention. When discussing consent, it is important for facilitators to cover both the practical and the legal aspects of consent.

Consent - both people agreeing to sex – is the bottom line of good sex and a healthy sexual relationship.

Consensual sex is great sex. Both persons are into it, both want it, and both feel safe and in control of their choices. Consensual sex may build sexual closeness and intimacy. Both persons feel understood when they can express what they are feeling, what they want, and what they need.

Learning how to explicitly negotiate consensual sex is often seen as un-sexy.

- The media encourages sex to be spontaneous: “if sex is planned, it’s not fun” they suggest.
- Consequently, topics such as sexual boundaries, birth control, and sexually transmitted diseases are not discussed beforehand; such topics are left until the situation presents itself.
- By that point, it is difficult to have an honest and straightforward discussion about sexual preferences and boundaries.

Gender stereotypes also raise problems when it comes to consent.

- On the one hand, women and girls are taught opposing and confusing messages about their sexual roles (if she says “no” to sex, she risks being punished – called “frigid,” dumped, or she may not be believed and therefore forced into sex. If she says “yes” and expresses strong desire, then she is labelled “easy” or a “slut”).
- On the other hand, men and boys are taught to be in control (the initiator, the pursuer, the sexual aggressor), to prove their manhood by pushing for sex as much as possible, and that they should always want and be ready to have sex.
- This double standard is unfair and destructive to both men and women.

It is important to get past these barriers so that both men and women can develop responsible and healthy attitudes, as well as make and communicate their choices about sex.

For any sexual act to be considered legal, **both** persons must agree to have sex.

For some men seduction can mean to coerce, manipulate or sweet-talk a woman into agreeing to have sex. A key word is "agreeing" and a key concept is whether the agreement was freely and positively given, or obtained under one form of pressure or another. ***Consensual sex and “agreeing under pressure” are not (and should not be mistaken for) the same thing!***

Consent is best understood as having two components:

- 1) Full understanding of all possible repercussions, which rules out either person being intoxicated, drugged or unconscious;
- 2) True freedom to say “yes” or “no”, which rules out power differentials (ex. a teacher and a student).

In addition, the law states that consent CANNOT exist if:

- One person submitted because the other threatened or used force.
- One person submitted because the other person threatened or used force against a third person (e.g. children).
- Lies were used to obtain consent.
- A third party said yes to sex for someone else.
- The person is a blood relative.
- The person changed her/his mind.
- A child under the age of 12 is one of the partners. Children under 12 are never considered to be able to consent to sexual activity.
- One person is under 14 years of age and the other person is more than two years older. Children aged 12 but not yet 14 are not considered old enough to consent to sexual activity, unless there is less than a two year age difference between them. However, if both people are under 14 with less than 2 years between them, but the older person is in a position of trust or authority (e.g. a baby-sitter), then the consent is considered illegal.
- One person is 14, 15, 16, or 17 and the older person is in a position of trust or authority.
- One person is over 14 years of age but less than 16 years of age and the older person is over 5 years older.

It is the responsibility of the person who initiates sexual activity to make sure he/she has done everything possible to create a respectful context and then receive consent.

Tips for Discussing Consent

Ask participants: How can you make sure that you are never pressuring the person you are with into sex?

- Explore their answers, but let participants know that relying on body language, reputation, previous sexual activity, or willingness to perform some sexual activities, is not good enough.
- The only way to make sure that both partners are happy with what they are doing is to take the extra step and ask, using explicit and direct language.
- Encourage participants to practice asking and become comfortable at it (refer to the handout “Talk About Sex.”)

Stress that consent requires talking together and actively agreeing on the level of sexual intimacy both persons are ready for.

- Some men and boys complain or worry about getting “mixed messages.”
- When we focus on mixed messages as the problem, the responsibility for the consequences of sexual behaviour falls on women and girls as the “gatekeepers.”
- A better question is: *Why would a man want to have sex with someone who is unsure, afraid, or even unconscious?* Talk to participants about the importance of stopping and asking for clarification when they feel they are getting “mixed messages.”
- Some men and boys say they don’t want to ask because they might hear “no”. As the facilitator, you can respond by asking them: *Would you rather sexually assault that person than risk hearing “no”?*
- When people discuss what makes them comfortable and uncomfortable and try new ways to express themselves, they take responsibility for the consequences of their sexual behaviour and also greatly reduce the risk of sexual assault.

Contrast consensual sexual activity and non-consensual sexual activity.

- Consensual sexual activity is fulfilling and empowering: the people involved are mutually active and aware; it involves clear and open communication; and tends to be playful.
- On the other hand, non-consensual sexual activity is frightening and degrading: one person overcomes another person’s resistance; it involves verbal coercion, manipulation, and sexual assault; it tends to be exploitative and cold.

Expose attitudes regarding consent that support sexual violence.

- Consenting to some sexual activity (touching, oral sex) is not consenting to all sexual activity. As sexual activity progresses, consent must be explicitly given at each stage.
- Talk to participants about gender stereotypes and the double standard with respect to sexual behaviour. Stereotypes (a man can’t take “no” for an answer, a woman can’t be sexually assertive, when a woman says “no” she really means “maybe” or “convince me”) prevent men and women from acting as they really want.
- Make clear that “setting the scene” in the hope of having an intimate, possibly sexual encounter, in a way that respects a woman’s equal participation in the decision making is very different to approaching a situation believing that the success of the encounter depends only on whether sex takes place or not.
- The latter attitude places the man at risk for being sexually aggressive because he may view his role as being to overcome her resistance. He may ignore or minimise objections, be coercive, or use pressure to force sexual activity.

Consent is more than “No Means No.”

- Most sexual assault prevention programs teach “No Means No.” However, the absence of “no”, silence, or a lack of physical resistance does not automatically mean that consent has occurred. Discomfort and fear might be displayed through body language (stiffening, crying, and lack of participation) or statements like “I’m not ready...” or “This is moving too fast...”
- In addition to saying “no”, a person must be able to say “yes!” In order to have consensual sex, each partner needs to be able to freely choose whether to engage in sexual activity or not, be able to freely communicate their sexual boundaries and desires respectfully, and to listen to and respect the desires of the other partner.

Consent and Alcohol

- Questions of intoxication and level of incapacitation must be accurately addressed.
- Questions that will likely arise are whether a person who is drunk and agrees to have sex by verbal consent can later say she was raped; and whether it is “fair” to blame the man if the woman has been drinking too.
- Clearly outline the legal definition of consent. Consent must be given willingly, without threat, pressure or manipulation by a person who is unimpaired by drugs or alcohol.
- Legally, a person who is intoxicated or drugged to the point of being passed out, asleep, or unable to recall the incident is seen as *incapable of giving consent* to sexual activity.
- Point out that when two people engage in drunken sex and there is no discussion about consent, one person may be vulnerable to criminal charges: the person who initiates the sexual activity and who, if the encounter is non-consensual, commits an offence.
- Add that engaging in sex while under the influence is risky not only because of the risk for sexual assault, but also from the standpoint of what healthy sexuality is all about.

No coercion, no manipulation, no pressure. It isn’t always easy – but it is respectful.

Understanding Coercion

In many cases, sexual assault is not an isolated event. Rather, sexual assault follows a series of attempts to coerce a person to engage in sexual activity against her will.

Verbal Coercion

Verbal coercion is the use of words to pressure someone into an unwanted activity.

Most often verbal coercion occurs between people who know each other, most likely romantic partners, friends or acquaintances. Unlike physical force, verbal pressure is not obvious and might even be difficult to recognize. Sometimes, verbal coercion can sound threatening. But more often, words spoken during verbal coercion can sound caring and even loving.

Sexual Coercion

When a person uses words, alcohol/drugs, and/or pressure to convince or force sexual activity, a sexual assault occurs.

Sexual coercion exists along a continuum of behaviour, from overt physical force to more subtle forms of pressure. Different types of coercion that are often found in abusive relationships and are used to coerce someone into sex are described below.

Emotional Blackmail	➤ Manipulation is used to gain control, often by playing on a woman's feelings.	<i>"If you loved me you would..."</i>
Unrealistic Expectations	➤ A woman may give in to constant demands for sex because it is easier to 'get it over with' than to say 'no'.	<i>"Why did you come back to my place if you didn't expect to have sex?"</i>
Attacks on Reputation	➤ Because of a threat to her reputation, a woman may feel like she has no choice but to do what the aggressor says.	<i>"Even if we don't do it, I'll tell everyone we did, and they'll think you're a slut anyway..."</i>

Verbal coercion that induces fear or guilt:

- "I'll tell everyone we did have sex anyway..."
- "Fine, I'll go find someone who really does appreciate and love me..."
- "Maybe you don't want a relationship. Maybe we should just break up..."

Verbal coercion that sounds caring:

- "If you really love me, you'll want to share this with me..."
- "I just want to show you how much I care..."
- "You are so beautiful I can't help wanting you..."

Emotional Abuse	➤ Name calling, threats and humiliation can make a woman doubt her self-worth and give into sexual pressure because she does not value herself.	<i>"You're so fat (or ugly) you should be grateful anyone wants you at all..."</i>
Financial Abuse	➤ If the aggressor is the main money-maker, a woman may feel that she owes sex so that she can receive an 'allowance' or money for clothing and food.	<i>"After everything I did for you (e.g. dinner, foreplay) this is the least you can do for me..."</i>

How does someone who is sexually coerced feel?

Responding to verbal and sexual coercion is difficult because in many cases women have feelings for the person who is doing the pressuring. Women want the pressure to stop, but they do not want to hurt or push the person away. So, they may respond by smiling when they say "no" or making excuses.

The touchstone of coercion is that the person being coerced lacks free choice.

In many cases, women feel a strong desire to please and even impress the person pressuring. They may not want to end the relationship, but rather to slow down the relationship. A woman may fear that if she says "no," she will end the relationship. Because of this, some women can be forced to do something they really do not feel ready for.

Sexual coercion in long-term relationships

Women who are coerced in long-term relationships may also feel:

- That it is their "duty" to have sex whenever their partner wants it.
- That it is "easier to give in than to argue."
 - Women in long-term relationships may use sex to "keep the peace" out of fear that their partner may sulk, become angry or even violent if he feels that sex is being withheld.
- Fear the consequences of saying "no."
 - Consequences might be loss of finances, threats, bullying, or violence. Consequences such as these may indicate an abusive relationship. Women have the right to say "no" without fear of negative consequences.

Sexual Communication

When sexual boundaries and desires are not discussed in a relationship, problems and miscommunication can occur. The problem is that discussions about sex are challenging because there are two standards of sexual behaviour: one for men (men are supposed to be sexually aggressive) and another for women (women who enjoy sex are traditionally thought to be “bad” or “easy”).

Why is it difficult for women to talk about their sexual needs and boundaries?

Opposing and confusing messages are given about a woman’s sexual role. Because of this, some women are unsure of how to act in a sexual relationship.

- If a woman says “no” to sex, she risks being punished (called “frigid” or dumped) or she may not be believed, and then forced into sex.
- If she says “yes” and expresses strong desire, then she may be labelled as easy.
- If she says “yes” but doesn’t express strong desire then she is a “bad lay” and may be considered to be inattentive to her partner’s needs.

Women are encouraged to put the needs of others before their own.

- Consequently, it is very difficult for some women to express their sexual needs. They may also prefer to meet their partners’ needs rather than their own.

Some women grow up ashamed of their sexuality.

- Sex may not have been discussed in the home, and may be considered unmentionable and “dirty” by the family.
- As a result, a woman may not be able to talk about sex with her partner; she may simply not know how.

Why is it difficult for men to talk about their sexual needs and boundaries?

Gender stereotypes promote the expectation that men are always totally sure of themselves, and thus sexually aggressive by nature. These inaccurate stereotypes suggest that:

- Men don’t talk about sex, they just “do it.”
- A man always wants and is ready to have sex.
- All physical contact between a man and a woman must lead to intercourse.

Men are bombarded with sexual images.

- Although men are bombarded with sexual images every day, these images are generally simplistic, raw, and degrading.
- While men are portrayed as being in control (the pursuer, the sexual aggressor), women are portrayed as passive, receptive, sexually available and always wanting sex with a “real man”.

Double sexual standards limit women’s power, assertiveness and sexual autonomy, and also feed into the stereotype of male sexual aggression. If needs, feelings, and expectations are not discussed, a person may do what is expected of him or her rather than what he or she chooses. It is important to get past these barriers so that men and women can develop responsible and healthy attitudes, as well as make and declare their choices about sex.

Both men and women need to examine their attitudes, and know their boundaries and desires, preferably before starting an intimate relationship. In addition:

Women need to know that:

- It is okay to express desires!
- It is okay to want sex!

Men need to know that:

- It is okay to have sexual boundaries for yourself!
- There is more to sexual intimacy than sex.
- Saying “yes” tonight doesn’t mean a woman has to say “yes” tomorrow.

**Remember:
Consensual Sex is
Hot Sex!**

4.2 Sexuality, Consent and Coercion Activities

Agree, Disagree, Unsure

Objectives

- To discuss attitudes that support, deny or minimize coercion, sexual aggression, and sexual assault.
- To examine how some of these attitudes lead to sexual violence.

Materials

- 8 – 10 statements from list of “Agree, Disagree, Unsure” statements (see below)

Time

- 30 – 40 minutes

Adapted from *Mentors in Violence Prevention*
(Katz, 1994)

This activity should get a good discussion going. To help guide the discussion, it is a good idea that the facilitators read and are familiar with the information provided in the Facilitator’s section.

1. Divide the room or space into three separate areas. Assign one space to be “Agree”, the second “Unsure” and the third “Disagree.”
2. Tell participants that you will read a statement. Explain that they will be asked whether they agree, disagree or are unsure about the statement and to move to the space that corresponds with their choice. Let them know that they will be asked to explain why they made their particular choices.
3. Ask participants to begin by standing in the “Unsure” space. Read the first statement.
4. Ask participants to move to one of the three spaces based upon whether they agree, disagree or are unsure about the statement.
5. Once everyone has moved, ask participants in each space to explain their choice. Facilitate the discussion, making sure to call on participants from each group.
6. After discussion, give participants an opportunity to move to a different area if they have changed their minds. If participants do move, ask them to explain why they did.
7. Repeat this process for each statement.
8. End the activity by introducing the idea of sexual and/or relationship boundaries, and the importance of knowing one’s boundaries before an intimate relationship begins.

Questions for discussion:

- *How common are these attitudes?*
- *Have they heard these statements before?*
- *Where do we learn these attitudes?*

Statements for Agree, Disagree, Unsure

- Alcohol and drugs cause men to assault women.
- All boys are born to be naturally aggressive.
- Jealousy is an expression of love.
- Sexual assault is about sex.
- Sex is most fun when it's spontaneous. Communicating and asking for consent are a turn-off.
- It is men's responsibility to ask for consent.
- Men and boys are sexually assaulted as often as women and girls are.
- Women and girls care more about respect and communication in a relationship than men and boys do.
- It's okay for a man to force a woman to have sex with him if she is stoned or drunk.
- It's okay for a man to assume consent if they have been going out for a long time.
- It's okay for a man to call a woman a bitch or a slut in a joking manner.
- It's okay for men and boys to spend a lot of money on a date.
- A man can rape his wife.
- It's okay for a man to hit a woman if she hits him first.
- It's okay for a woman to say "yes" to sex and then five minutes later to say "no – I've changed my mind."
- It's acceptable for a man to be with more than one person when in a relationship.
- It's acceptable for a woman to be with more than one person when in a relationship.
- Sometimes, when a woman says "no" to sex she really means "yes" or "convince me."
- Women want sex but have to say "no" to maintain their reputation.
- Both men and women need to address issues around violence against women.
- It's just flirting if someone grabs your butt when you're dancing at a bar.
- It's not a big deal when a man shows a Playboy magazine to his male friends in front of a young woman and teases her about her body.
- Men who have many sexual partners are studs or players; women who have many sexual partners are sluts.
- It's okay for a man to be a virgin.
- Yelling at your partner every now and then is not necessarily abusive.
- Men and boys always want to have sexual intercourse.
- Men and boys don't talk about sex; they just do it.
- All physical contact between men and women must lead to sex.
- A woman who invites a man to her home wants sex.
- If a woman wears sexy, revealing clothing she's asking to be raped.
- Sex-trade workers cannot be raped.
- Men must be dominant in a relationship or women will have their way all the time.
- Women often lie about being raped out of guilt over having sex or to get revenge.
- A woman who did not yell or resist could not have been raped.
- All women are potential victims of sexual violence.
- All men are potential aggressors of sexual assault.
- Blue for boys and pink for girls.
- Women and their friends are closer than men and their friends.
- A man and a woman can never be "just friends."
- Women are treated equally to men.
- Women are the equal of men.
- More is expected of men and boys than of women and girls.
- Women owe men sex after an expensive date.
- When a woman consents to go to a man's home after a date she expects sex.
- Women with tattoos or body piercings enjoy kinky sex.

Perceptions

Objective

- To discuss attitudes that support sexual aggression and sexual violence.

Materials

- “Perceptions: A Quiz” (enough copies for each participant)
- Pencils or pens

Time

- 15 minutes

This activity works well with young participants (ages 14 to 25).

1. Handout “Perceptions: A Quiz” to each person found in the “handouts” section of this module.
2. Ask the participants to answer on their own. Tell them they will not have to reveal their answers.
3. When everyone has finished, begin with the first question and start a discussion. Use the points provided under “The Answers” below to help the discussion along.

Perceptions: The Answers

Question 1

False: This is simply not true. Men do not think about sex or want to have sex all the time. This is an unfair stereotype that puts pressure on men to perform sexually and to be sexually aggressive.

Question 2

True: Men do like kissing, cuddling and touching without intercourse. It is important to understand that physical intimacy does not only involve sexual intercourse.

Question 3

False: This is a common misconception about “being romanced”. If a woman says “no” – she means it and no matter what it should be respected and honoured. She is asserting her right to not have sex. She is not trying to be a tease, nor is she necessarily rejecting the person.

Question 4

False: Sexual assault is a crime of power and dominance, not sexual gratification. Most rapists are men who have access to regular sexual relations.

Question 5

True: Saying yes to sex once does not mean you are saying yes to sex forever. Both men and women have the right to say no at any time, regardless of what they agreed to before.

Question 6

False: Men – like women – do not need to have sex once they are aroused. That's a myth. Men can control themselves once they've been sexually aroused, and men are not put into critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension.

Question 7

False: Although a man may pay for a date, the woman is under no obligation to pay him anything in return, especially not with their bodies.

Question 8

False: In a healthy relationship, no one needs to take control. Healthy relationships are based on equal partnerships and shared decision making.

Question 9

False: The victim is never responsible for the crime – regardless of what she is wearing. This misconception reinforces victim blaming and protects the offender from taking responsibility. The rapist is solely responsible for the attack – only he has the choice not to commit the crime.

Question 10

False: A woman is free to carry on any behaviour she wishes and still not consent to sexual relations. She may invite him to her home, go to his home, be naked with him, receive oral sex, and still, she has the right to refuse any other sexual contact.

Question 11

False: Most sexual assaults are committed by men who are known to the women they attack (spouses, dates, neighbours, co-workers, boyfriends), not by strangers in a dark alley. The misconception about the stranger reinforces the myth that only sick, deviant men commit sexual assault.

Question 12

False: Sexual assault is an act of power and control – not sexual desire. Rape is not isolated to a certain age, class, race, ethnicity, religion, lifestyle or level of attractiveness.

Let's Talk About Sex

Objectives

- To explore common beliefs about sex and the impacts of these beliefs.
- To illustrate the connection between de-humanizing language and sexual violence.
- To promote the idea of talking openly and realistically about sex.

Materials

- Flipchart and markers

Time

- 25 minutes

This activity will initiate a good discussion. As a facilitator, be prepared that talking openly about sex with young participants may evoke mixed reactions such as embarrassment, anxiety, anticipation and confusion.

Part 1

1. Write "Sex" as a heading on a sheet of flipchart paper.
2. Ask participants to name the different words and/or expressions people use to describe sex. Let participants know that it is okay to use taboo or slang language. Write their answers on the flipchart. If participants are shy or embarrassed, encourage them by suggesting a few words (e.g. fooling around, pleasure, "the nasty".)
3. Once you have generated a significant list (at least 10 words and/or expressions), tell participants to examine all the responses on the flipchart. One by one, ask the group to identify whether the words and/or expressions listed on the flipchart belong to any of the following categories:

- Words about doing something to another person
- Harsh, aggressive words
- Mechanical / technical terms
- Degrading or dehumanizing words
- Words that sound caring

The language used to describe sex is revealing. One rarely hears questions asking about the quality of one's emotional and intimate experiences. Instead, the questions are: "Did you get any last night?" "Did you score?" Men's discussions about sex often use the language of power: control, domination, entitlement and the taking of pleasure.

4. Next, ask the group to identify the common themes among their responses. Ask the group: how do these themes encourage us to treat women sexually? To treat men sexually? How does asking for consent challenge these themes? Refer to the box on the following page for some examples.

5. Circle the words and/or expressions that participants identify as sounding caring. It is likely that only a few words and/or expressions listed on the flipchart suggest caring or intimacy. Point this out to the group and continue with part 2 of the activity.

Words / expressions that are used to describe sex:

- **“Split it”, “nail it”, etc** – what does “it” refer to? Using “it” suggests that sex is just something you “do”, an act that lacks intimacy, respect or love.
- **“Pussy action” etc** – Referring to women by their body parts suggests that they are less than fully human and reduces them to objects. Turning a woman into an object is the first step toward justifying violence against her.
- **“Screw”, “bang”, “ram”, etc** – These words fuse violence with sexual intimacy and love. Violence is made to look normal and even desirable because it is associated with sex.

Part 2

1. Facilitate a discussion. Ask the group: **What are the attitudes and feelings attached to the word “sex”?** Bring up the different ways we learn about sex (media, family, peers, religious beliefs...) Ask everyone how these groups affect attitudes and feelings about sex. This discussion should help everyone recognize the intense impact and power of the word.
2. Next, ask the group: **Why do we have sex?** Divide the responses into biological and emotional reasons and write them on the flipchart.
3. Next, ask the group: **Do we consider all of these reasons when we choose to have sex?** Discuss how we may use sex to validate security needs (needing to feel loved, wanted, accepted, good looking). Also, discuss how the quality of our sex lives may be determined by why we choose to have sex (our inner reasons).
4. Finally, ask the group: **What role does sex play in a healthy relationship?** Discuss with participants how sex in a healthy relationship involves consent (both partners willingness and agreement to have sex), safety, and is based on mutual respect.
5. End the discussion by talking about healthy sexuality in relationships. Ask participants to envision what they want, sexually, in a relationship. Explain the importance of knowing what you want before a relationship begins.

Other questions for discussion:

- How do you know you have consent to have sex?
- What are the consequences of thinking that asking for consent is a turn-off? What are the consequences of thinking of sex as scoring women?
- Is it easy to talk about sex? Why or why not? How can challenges be overcome?
- What is the connection between words and attitudes? Can one lead to another? How?
- Do you think that language helps shape people's everyday attitudes and behaviours? Does language normalize certain attitudes and behaviours?
- Where do we learn to talk like this?
- Why do we talk like this?
- Do men and women want different things from sex? How do you know?

Sex Rules

Objectives

- To help participants identify their personal sex standards.
- To discuss double sexual standards for men and women.
- To promote that all individuals have the right of choice and safety in sexual relationships that need to be respected.

Materials

- “Sex Rules” worksheet (enough copies for each participant)
- Pens or pencils

Time

- 20 minutes

This activity works well with young adults (approximately aged 17 to 25).

1. Handout the “Sex Rules” worksheet to each participant.
2. Ask participants to fill in the boxes on their own, and tell them they will not have to reveal their answers.
3. When everyone has finished, explain to the group that you would like to discuss some of the points brought up in the worksheet, reminding them that they may disclose only what they feel comfortable sharing . Ask the group to consider the following questions:
 - Did they know their sexual boundaries quickly, or did they take some time to think about them?
 - Was it easier to fill in sexual boundaries for women, for men or for themselves? Why?
 - Do they agree that there are different sexual standards for men than for women? What are the consequences of double standards for men and women?
 - How do these standards encourage us to treat women and girls?
 - How do these standards encourage us to treat men and boys?
 - How do double standards potentially lead to sexual violence?
 - How are boundaries determined? Are they the same all the time?
 - Why might it be helpful to know one’s boundaries before a relationship begins?
 - Would your family, friends or romantic partner answer these questions differently? If so, how might that impact you?

Consent: A Quiz

Objectives

- To expose attitudes regarding consent.
- To clarify and discuss practical and legal realities of what is consent.

Materials

- “Consent: A Quiz” worksheet (enough copies for each participant)
- Pens or pencils
- Flipchart and markers

Time

- 20 minutes

Understanding consent is an important aspect of sexual assault prevention.

1. Give “Consent: A Quiz” to each participant.
2. Ask participants to answer the questions, but to keep their answers to themselves.
3. Once everyone has finished, tell participants that you would like to discuss some of the topics from the quiz, but remind them that sharing is optional. Ask participants to share only what is comfortable for them.
4. Use the following questions to facilitate a discussion:
 - How do you make sure that both partners are happy with what they’re doing?
 - How many people here feel confident that they understand when consent is given?
 - Which question do you think most people have trouble with?
 - In what ways do people assume that consent is given? What are the consequences of assuming consent?
 - How can you talk to your partner about sex? What are the barriers to talking about sex? How can these be overcome?
 - What role does alcohol play in sexual assaults?
 - Is it enough to go on body language or previous sexual activity to determine consent?
 - Define consent. Be as specific as possible.
5. Explore participants’ answers but remind them that going on body language, reputation, previous sexual activity, or willingness to perform some sexual activities is not good enough. Consent requires talking together and actively agreeing on the level of intimacy both persons are ready for. This rules out either person being intoxicated or power differentials. It isn’t always easy – but it is respect.

Being Sure About Consent

Objectives

- To help participants examine the practical and legal realities of consent.
- To encourage men's responsibility to get consent before sexual intimacy.

Materials

- List of questions printed on separate index cards (see below)
- Paper to write on
- Pens and pencils
- Flipchart and markers

Time

- 40 minutes

Understanding consent is an important part to sexual assault prevention. This activity will help participants understand that consent is active and is based on choice.

Before the activity

- Write the following question on a flipchart sheet. (If you have a large group of participants, we suggest that you arrange participants into smaller groups of 3 – 4 persons per group. This will encourage greater reflection and discussion. If you do this, print or write out the questions on index cards. You will need to make as many index cards as there are small groups).

Is there consent for sexual activity when...

- 1) One person says "If you really loved me you would...?"
- 2) One person has spent a lot of money paying for a date or gifts?
- 3) One person has had a lot to drink and is passed out?
- 4) Both people have been drinking?
- 5) One person says "yes" then changes her / his mind five minutes later?
- 6) One person is smiling while she / he is saying "no"?
- 7) One person says nothing but squirms away?
- 8) One person says nothing at all?
- 9) One person is afraid to say "no"?
- 10) One person is unwilling to take "no"?

- On a separate flipchart sheet, write the following principle about consent:
 - **Consent must be given willingly, without threat, pressure or manipulation by a person unimpaired by alcohol or drugs.**
- Read the information on “Understanding Consent” and “Tips for Discussing Consent” found in the Facilitator’s section. It will give you the necessary background to facilitate a discussion.

Launching the activity

1. Begin the activity by doing a quick round. Ask the group: how can they be sure that they are never pressuring the person they’re with into sexual activity? Write their answers on the flipchart.
2. Next, reveal the questions on the flipchart. Explain that you would like participants to go through each question slowly and carefully, answering “yes” or “no” for each question. Tell them that when they get to the last question, they must create a definition of consent that everyone in the group can agree on.
3. Give participants paper to write notes down if they wish.
4. Ask for a volunteer to read the first question out loud.
5. Go through each question.
6. Once the group has worked their way through each question, ask them to create a definition of consent that everyone in the group can agree on. Tell participants to be as specific as possible. Write down their definition on the flipchart.
7. Reveal the flipchart with the principle of consent given above. Ask the group to compare the two. How similar are they? What are the differences? How would a judge know that consent was given according to the group’s definition?
8. End this activity by going back to the first flipchart with the group’s responses to the question: how can they be sure that they are never pressuring the person they’re with into sexual activity? Which responses show consent?

Keys to the activity

- ✦ **Consent is based on choice.** To give one’s agreement to sexual activity, a person must be able to say “yes” or “no” freely and without pressure.
- ✦ **Consent is active.** It requires talking together and actively agreeing on the level of sexual intimacy both persons are ready for. It isn’t always easy—but it is respect.
- ✦ **Both partners need to be fully conscious and aware.** The use of alcohol or other substances can interfere with someone’s ability to make clear decisions about the level of intimacy he or she is comfortable with. The more intoxicated a person is, the less she is able to give conscious and confident consent. And, the more intoxicated a person is, the less he is able to hear “no” and respect it.
- ✦ **“No” can be said in many ways.** “No” never means “maybe” or “yes.” Silence is not consent.
- ✦ **Ask all the way.** The only way to make sure that both persons are happy with what they are doing is to ask. Obtaining consent is an on-going process in any sexual interaction. Encourage participants to practice asking, using explicit and direct language, and to become comfortable at it.

Two Sides

Objectives

- To explore how men may intentionally or unintentionally use coercive sexual behaviour.
- To distinguish between issues of miscommunication and abuse of power or coercion.
- To understand consent and how to be sure that both parties are fully consenting.

Materials

- Scenarios written on index cards
- Flipchart and markers

Time

- 30 – 40 minutes (depending on how many scenarios are chosen)

Research indicates that sexual coercion often occurs in situations where the coercer has a poor understanding of consent - for example, when boys think (or have been told) that girls have to say "no" so they don't feel like "sluts" even if what they really mean is "yes." Because of this, being sure that both parties are fully consenting is an important part of sexual assault prevention.

Before the activity

- On a flipchart, write the following:

- **Consent** must be given willingly, without threat, pressure or manipulation by a person unimpaired by alcohol or drugs.
- **Sexual coercion** occurs when a person uses words, pressure, alcohol or other substances to force sexual activity.

On a separate flipchart, write the following questions:

- Was consent given?
- How do you know?
- Was coercion or forced used?
- How do you know?
- Did a sexual assault occur?
- Who is responsible for what happened?

- Choose 2 – 3 scenarios (see the next page).
- On separate index cards, write each of the scenarios found on the following page (or photocopy and cut them into strips).
- Read the information on “Understanding Consent”, “Understanding Coercion” and “What Supports Sexual Violence?” found in the facilitator’s section. These will provide you with the necessary information to facilitate a discussion.

Launching the activity

1. Divide participants into two smaller groups.
2. Reveal the flipchart that defines consent and sexual coercion. Explain to participants that they will be given scenarios to help them understand these ideas.
3. Give each group an index card with a scenario written on it so that one group has the male point of view and the other group has the female point of view.
4. One at a time, ask each group to read out loud what is written on their index card. Begin with the male point of view.
5. Once each group has read their side of the story, reveal the second flipchart. Ask the group to answer each question, **from the point of view of their side of the story**.
6. Use the following questions to assist the discussion:
 - What choices were made by each person?
 - Did each person have a free choice to make a decision?
 - What might the woman in the scenario feel as a result of this experience?
 - What hinders our ability to understand whether or not consent is given?
 - What hinders our ability to give consent freely?
 - How can one be sure that both persons are fully consenting?
 - What might prevent men and boys from asking for consent to have sex? How can this be overcome?
7. Once you sense that participants have answered questions to the best of their abilities, debrief the activity by asking for common thoughts and feelings.

Scenarios for Two Sides

#1 Noah and Reah

Noah:

“Rhea and I had been dating for about six weeks and we haven’t slept together yet. I had certainly made it clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party. She showed up in this sexy low-cut dress, and I thought “Wow Mama!” – maybe this was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and have me come snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. Granted, she did grumble a little when I started to undress her but I just figured she wanted to be persuaded. Lots of women feel a little funny about being forward and want men to take responsibility for sex. We had sex and it was fine. I took her home from the party and I thought everything was okay. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?”

Rhea:

“I’ll never forget that night as long as I live. Noah and I had been going out for a while and he had always acted like a perfect gentleman. We had done our share of kissing but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a little flashier than I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. May be I shouldn’t have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Noah all alone. The next thing I know he was all over me, forcing me to have sex with him. It was horrible. I didn’t want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was just too strong. I never want to see Noah again. He seemed like such a nice guy. What happened?”

2 Khalid and Monique

Khalid:

“Monique and I have been going steady for a year. I’d been waiting for ages to have sex and I didn’t think I could stand it for much longer. She enjoyed kissing and touching me but never wanted to go further. Last night we rented a bunch of movies to watch at my place. We were snuggled up on my bed and she told me that tonight was the night to go all the way. I was really excited that at long last I’d have real sex with her. I told her that I had a condom ready.

We undressed and cuddled up under the blankets together. I started to touch her and felt really close to her. When we were just about to do it she said she was scared about going on. I told her everything was fine and that I loved her lots. She still said she wasn’t sure that tonight really was the best time to do it. I began to get impatient. She wasn’t being fair to change her mind. I was always waiting for her to say “yes” and now it was her turn to please me and have sex with me. She said she still wasn’t sure if it was right to do it yet. I told her I couldn’t stay in a relationship forever if she kept stalling to have sex with me. Finally we had sex and it was great. But now Monique seems to be avoiding me now. How can I convince her to do it again? What happened?”

Monique:

“I really love Khalid and I don’t want to lose him. We went to his place to watch movies and I thought I wanted to have sex with him. I’ve always wanted my first time to be at a time that was just right even though I knew that Khalid wanted to have sex with me ages ago. We snuggled in his bed together and then instead of enjoying it I got scared. I knew he would be disappointed when I told him I’d changed my mind. Then when he said he might leave me. I thought this could be the end of our relationship if I didn’t go ahead. All my friends say that I would be an idiot to lose him. So we had sex and I felt miserable about it. What happened? What will I do now?”

3 Michael and Rhonda

Michael:

“Rhonda and I were in the same math class. She usually sat near me and was always very friendly. I liked her and thought she might like me too. I decided to find out. I asked her to hang out after school to study for the upcoming exam. She agreed immediately, and suggested we go to her place, which I thought was a good sign. Everything seemed to be going great – we studied for awhile, then ordered pizza and took a break. I could tell that she liked me – she kept touching my arm, and brushing her leg against mine. I was attracted to her. I was getting excited. I started kissing her. We started touching each other and it felt really good. All of a sudden she pulled away and said “Stop.” I figured she didn’t want me to think that she was “easy” or “loose.” A lot of girls think they have to say “no” at first. I knew once I showed her a good time, and would respect her tomorrow, that it would be okay. I just kept kissing her, holding her tight against me. She stiffened a little but eventually she stopped struggling. Afterwards she acted all bummed out and cold. What happened?”

Rhonda:

“Michael and I were in the same math class. He’s cute and we are both good students, so when a tough exam was scheduled, I was glad that he suggested to study together. It never occurred to me that it was anything more than a study date. That night everything went fine at first. We reviewed a lot of material in a short amount of time, so when he suggested we take a study break I thought we deserved it. Plus, pizza is always good brain food. All of a sudden, he started acting really romantic and started kissing me. I liked the kissing but when he started to touch me I didn’t like it so I tried to pull away. I told him to “Stop” but he didn’t listen. After a while I just stopped struggling. He was holding me so tight I was scared. I couldn’t believe this was happening to me. I guess I should have done something other than try to reason with him but it was so unexpected. I still can’t believe what happened.”

4 Jodi and Szung-Yi

Jodi:

“Last night was ladies night at “The Box”; it is the place to meet girls. I noticed Szung-Yi right away: she was hot! The guys kept saying she was checking me out, so I walked up to her. I introduced myself, sat down, and bought her a drink. She obviously liked the attention, because she kept smiling at me and when I bought 3 more she drank them all! We danced for awhile. During the slow song she kissed me on the cheek. I just asked her flat out if she wanted to go to my place. She kind of got this coy look on her face and said that she would prefer to go her home. Score! I had to help her down the steps as we left. She almost fell down. When we got to her place, I helped her get inside and started to kiss her. She didn’t resist so I guided her over to the couch. After we were done she got up and went to the bathroom and I could hear her being sick. What a way to kill the mood! I yelled that I would maybe see her around sometime at “The Box” again and got out of there – I figured she probably wanted to sleep it off.”

Szung-Yi:

“Amy and I decided to go to “The Box” for a fun night of dancing because she had just broken up with her boyfriend. When we got there, Amy’s mom called on the cell asking her to pick up her little brother and his friend. I decided to just wait until Amy got back. While I was there, I met Jodi. He kept smiling at me and came over to introduce himself. I wanted some company while I waited for Amy, and he seemed nice. He even bought me a few drinks – it tasted like Kool-Aid! I don’t drink much, so I asked him to dance to help clear my head. He was being really nice, so I gave him a peck on the cheek. But then he asked me to go to his place. I didn’t feel right so I said I should just go home. I could barely walk and I thought it was nice of him to make sure I got home safe. But then things went very wrong. As soon as I unlocked the door he kissed me and dragged me to the couch. I could barely even move or speak...before I knew it my clothes were off and he had raped me. I felt sick! It took every bit of strength in me just to get off the couch and to the bathroom. When I came out he was gone. I still can’t believe what he did to me! He seemed so nice!”

5 Keeran and Vanessa

Keeran:

"I have known Vanessa since grade 8 and I finally got the courage to ask her out. Last night was our third date; we drove to a spot that overlooks the city. It's a popular hangout spot but last night no one was there. I had brought my guitar along and was playing some of my own songs. Things seemed to be going really well so I asked her if I could kiss her. She said "yes" so we kissed for awhile. She moved right next to me, almost into my lap, so I started touching her leg, running my fingers just under her skirt. She stiffened a little but didn't pull away. I was really into her but I was getting mixed signals so I stopped. I asked Vanessa: 'What's going on? Don't you want to do this?' She said she really liked me but wanted to take things slow. I told her I really liked her too and was okay with taking things slow. We kissed for awhile again, and then drove home. I asked if she wanted to do something this weekend; we agreed to see each other on Friday night."

Vanessa:

"I was very excited when Keeran asked me out... I had liked him for awhile but didn't know how to ask him out. Our date last night was the best yet, I felt so special that he would play his songs for me. He asked if he could kiss me. I definitely wanted to, so I said 'yes.' It felt right so I moved to get a little closer to him. He started to touch me, which felt nice too, but I panicked when he began to run his fingers just under my skirt. I wasn't ready to go any further, but I was afraid he'd feel I had led him on. I was so relieved when he asked me straight up if I was okay. I told him how I really felt: that I really liked him but that I wanted to take things slow. He said he was okay with that and didn't try anything when we kissed again. I felt that he really respected me. I am looking forward to seeing him on Friday."

Is This Sexual Aggression?

Objectives

- To examine attitudes that support, deny or minimize sexual aggression.
- To identify the range of coercive and aggressive behaviours men and boys are socialized to employ.

Materials

- Flipchart and markers
- Photocopies of “Is this Sexual Aggression?” worksheet
- Index cards
- List of sexual aggressive attitudes and behaviours printed on index cards (see below)

Time

- 30 minutes

Before the activity

- Select 8 – 10 of the sexual aggression attitudes and/or behaviours provided below.
- Write them out or print them on index cards. You will need the same number of index cards as there are small groups.
- On a flipchart, draw three columns with the following headings: “Sexual Aggression”, “Unacceptable but not Sexual Aggression”, and “Acceptable”.

Launching the Activity

5. Divide participants into small group of 3 – 4 persons per group.
6. Handout a copy of the “Is this Sexual Aggression?” worksheet to each group.
7. Explain to participants that you will be giving them a list of attitudes and behaviours. Tell participants that their task is to decide whether the scenario is an attitude or behaviour that is: sexual aggression, unacceptable but not sexual aggression, or acceptable.
8. Distribute the index cards with the scenarios to the groups.
9. Give them about 15 minutes to do this.
10. Once participants have finished, ask them to share the range of small group responses in the large group.

11. Write the groups' answers (the most common ones) on the flipchart under the appropriate heading. If groups put them in different places, encourage them to explain why. Then ask for the other participants' comments. Don't tell anyone they are wrong. Simply say, "Where going to put this one under the "unacceptable but not sexual aggression" column because most people have chosen to put it there."
12. If any of the groups say that behaviour such as forcing sexual activity is acceptable when it obviously isn't, let them know in a respectful manner. Say: "I recognize that we all have different ideas but I strongly believe that each person has a right to safety and choice in sexual relationships that need to be respected. So, force of any kind is sexual aggression to me."
13. Talk to participants about the importance of identifying the attitudes that support sexual aggression. Explain to participants that in isolation, each of these attitudes may not be extremely harmful to women, but, taken altogether, they make up our "rape culture" – they create a social environment in which men and boys are more likely to be sexually aggressive.
14. Talk to participants about the importance of recognizing what behaviours are coercive and/or aggressive.

List of sexual aggression attitudes and behaviours

1. Believing that a woman is sexier when she is drunk.
2. Believing that once a man is sexually turned on, he can't control himself.
3. Believing that it is okay to pressure for sex if a person says she will have sex, then changes her mind.
4. Asking one's partner if she wants to have sex.
5. Speaking up if a person feels he is getting mixed messages.
6. Thinking about sex as something you "do"; something you score.
7. You and your partner make sexual suggestions to one another.
8. Believing that alcohol will lead a person who has said "no" to sex already, to eventually say "yes".
9. Believing that some women fantasize about being sexually assaulted.
10. Believing that sexual activity is less fun if discussed or planned.
11. Believing that when a woman / girl says "no", you just have to push a little harder.
12. Believing that a woman / girl who is drunk is more sexually available.
13. Believing that a man is owed sex if he pays for a person to go out or gives her gifts.
14. Believing that you can usually tell when a person wants to have sex, so you don't need to ask.
15. Respecting your partner's choices, boundaries and desires, even if they are different than your own.
16. Telling a woman / girl that if she doesn't have sex with you, you'll tell their friends a nasty rumour about her.
17. Continually asking a woman / girl to have sex with you, and she always says "no".
18. Saying to your partner: "If you really loved me, you would have sex with me."
19. Pressuring for sexual activity.
20. Teasing a woman / girl about the size of her breasts.

Pressure Lines

Objectives

- To distinguish between issues of miscommunication and abuse of power or coercion.
- To practice ways to move from coercive and/or aggressive behaviour to more respectful and consensual attitudes and behaviour.

Materials

- Index cards, with role play scenarios written or printed on them (found below)
- Flipchart and markers

Time

- 50 minutes

Before the activity

- On separate index cards, write out or print the role-play scenarios (found on the next page).
- Create three flipcharts as shown below. Leave enough room to write examples that participants come up with for each category.

Passive is...

When emotions and thoughts are kept inside or denied to exist.

The main message communicated is: "I am not worthy. My feelings don't count."

Assertive is...

When emotions and thoughts are expressed directly, honestly and in a non-threatening way.

The main message communicated is: "This is how I feel, and what I think about the situation."

Aggressive is...

When emotions and thoughts are expressed outwardly in a threatening, degrading or hurtful way.

The main message communicated is: "This is how I feel, and what I think about the situation... you're stupid for believing differently."

- On separate index cards, write out or print the following sexual responses:
 - a. Oh come on, you know you want to! What's the problem? Don't you find me sexy?
 - b. I'm really restless. Why don't we go for a walk?
 - c. Is this okay with you?
 - d. You're being a tease! What did you come here for if you didn't expect to have sex?
 - e. I appreciate that you are introducing me around, but don't touch me okay?

Launching the activity

Part 1

1. Show participants the flipcharts you have drawn. Explain that you will be reading a scenario that portrays a sexual situation to them, along with a response. Tell participants that their task is to decide, as a group, whether the response is passive, assertive or aggressive.
2. Ask for 5 volunteers. Give each one an index card with a sexual response.
3. Read each of the scenarios below, one at a time. After you have read the scenario, ask for the participant with the corresponding response to read their index card out loud (e.g. response a. for scenario A.)
4. Ask the group, to decide whether the response given is passive, assertive or aggressive.

Scenarios that portray a sexual situation.

- A. You are out with someone you like a lot and have been going out with for awhile. You are kissing and ask her if she would like to have sex. After saying that she is uncomfortable with that, you say...
- B. You are with a woman / girl you like a lot and are kissing. She tries to touch your genitals and you say...
- C. You are with someone you just met at a party and are walking her home. When you arrive, you tell her you had a really good time and would like to see her again. You would also like to kiss her goodnight, so you say...
- D. Your parents are out of town for the weekend. You and your partner have been sexually involved but have not had full intercourse. You are making out pretty heavily, and you are very aroused. You begin to unbutton her shirt but she pushes your hands away and says "Stop." You really want to have sex, so you say...
- E. You have gone to a party with someone you met in one of your classes. You are new in town so when he offers to introduce you around, you gratefully accept. He puts his arm around your upper back and steers you across the room. You are uncomfortable but don't want to make a scene. You say...

Part 2

1. Return to the flipcharts. Ask participants to give examples of “pressure lines” they have heard others use to pressure someone into a sexual activity. Write their responses on the “Aggressive is...” flipchart.
2. Next, ask participants to give examples of responses they have heard women or girls give when they are pressured for sexual activity. Ask participants to tell you whether their example is passive or assertive. Write their answers under the appropriate flipchart.
3. Explain to participants that they will now have the opportunity to role play the skills to negotiate consensual and respectful sexual relations.
4. Divide participants into two groups.
5. Explain that you will be giving each group an index card with certain attitudes and behaviours that a member from their group will have to role-play. Tell them that you will be “setting the scene” for both groups.
6. Add that while each participant is assigned certain attitudes and behaviours, they can change it during the role play if the other person convinces them to.
7. Tell participants that at any time, if they are having difficulty with the role-play or feel stuck, they may yell out “freeze” and get advice from the other members of their group on what to do next.
8. Use the following questions to facilitate a discussion after each role play:
 - How can you make sure you are never pressuring the woman / girl you are with into sexual activity?
 - How are men and boys expected to act in a sexual situation? Which of these expectations might put them at risk for becoming sexually aggressive?
 - Which rape supportive attitudes and behaviours did you observe in the role play?
 - Which types of coercion were used? Which ones seemed difficult to refuse? Which ones were threatening or hurtful?
 - It is said that if you are unwilling to accept “no” for an answer, then “yes” has no meaning. Do you agree with this statement? Were participants willing to hear “no” during the role plays? If so, did a sexual assault occur?
 - What can men and boys do to prevent sexual violence in their relationships?
 - Which responses are the most effective way to respond to sexual pressure? Why?
 - What was difficult about this activity?
 - What did they learn from this activity?
 - On your own, consider which of these “pressure lines” you are more likely to use. What are the consequences of using these lines? How can you communicate your needs and expectations in a more assertive and respectful way?

Role Plays for “Pressure Lines.”

1. SCENE: A and B are at a party. They have mutual friends and are in the same drama class. The ride A has been depending on has already left. B has had a few drinks and offers A a ride home.

Role A: Knows that the buses are not running and doesn't have money for a cab.
Role B: Really likes A. Thinks this is a great opportunity to get to know A better.

2. SCENE: A and B are at a big beach party. There is a lot of beer going around and they are both doing some heavy drinking. A and B hook up and decide to go down to the beach to be alone and fool around.

Role A: Feels very tired and possibly sick. Wants to pass out.
Role B: Feels very drunk. Wants to have sex.

3. SCENE: A is at a school dance with friends. B, who A doesn't know very well, asks A to dance. A accepts. Suddenly the music changes to a slow song. B moves in very close and holds A too tight.

Role A: Feels very uncomfortable but does not want to make a scene.
Role B: Is working his way to fondling A's buttocks.

4. SCENE: A is home alone and B (a friend of A's brother) comes to the door.

Role A: Feels creeped out by B.
Role B: Is supposed to meet A's brother and insists on coming in to wait.

5. SCENE: A and B are in a committed, long-term relationship. B comes over, and starts kissing A on the neck.

Role A: Has a lot of work to do before class / job tomorrow.
Role B: Feels that they don't have sex often enough.

Sex Rules

	FOR MEN	FOR WOMEN	FOR ME
Discussing sexual boundaries and desires is okay.			
Making the first move for a sexual activity is okay.			
Making out / putting out on the first date is okay.			
Changing their mind about having sex is okay.			
Having sex while being drunk or stoned is okay.			
Giving alcohol to someone who you wouldn't get "as far" if that person were sober is okay.			
Giving oral sex is okay.			
Receiving oral sex is okay.			
Being a virgin is okay.			
Intercourse with someone you really care about is okay.			
Having sex without STD protection is okay.			
Saying "no" to sexual activity is okay.			
Sex with someone you don't know very well is okay.			
Sex with someone of the same sex is okay.			
Sex with more than one partner is okay.			

Consent: A Quiz

A key concept in most definitions of sexual violence is consent, as contrasted with force or coercion. Take this quiz to check how well you understand what is meant by consent.

1. Consent means both persons must freely agree to have sex.
True False
2. When a woman says “no”, she really means “maybe” or “convince me.”
True False
3. It is okay to assume consent if she is smiling while she is saying “no”.
True False
4. Saying “if you really loved me you would...” is pressuring someone into having sex.
True False
5. One should stop the first time a person says “no” to sexual activity.
True False
6. If the man pays for the date, he is owed at least a kiss.
True False
7. It is important to get consent before any sexual activity.
True False
8. If a woman is wearing sexy clothing, she must want to have sex.
True False
9. There is consent if both people have been drinking a lot.
True False
10. It is okay to assume consent by observing a person’s body language.
True False
11. It is okay for a person to say “yes” and then change his/her mind five minutes later?
True False
12. Silence can sometimes mean consent.
True False
13. Asking someone if it’s okay to have sex spoils the mood.
True False
14. Children under the age of 12 are not legally able to consent.
True False
15. The only way to know if your partner wants to have sex is to ask.
True False
16. I would stop sexual activity when asked even if I were already aroused.
True False

Is This Sexual Aggression?

Sexual Aggression	Unacceptable but not Sexual Aggression	Acceptable Behaviour

Sex and Its Consequences

Our discomfort with talking honestly and openly about sex raises the risk of sexual violence. Talking about sex requires more than just a “nuts ‘n’ bolts” approach however. To get an honest and respectful dialogue going, keep the following points in mind:

RECEIVING PLEASURE

Great sex is fun and exciting. If you feel guilty, sad or angry after sex, something’s going on – look at why you are having sex and who your partner is.

GIVING PLEASURE

Fabulous sex means giving as well as receiving. It is important to talk about giving and receiving.

PHYSICAL INTIMACY

Sharing your body, and being physically intimate, is part of the sexual experience. If the idea of revealing your body or being intimate with another person’s body makes you uncomfortable, then consider setting your sexual boundaries at an earlier point (you may not want to take clothes off).

EMOTIONAL INTIMACY

Sex often creates emotional intimacy and vulnerability. Think about whether you’re ready to let down your emotional guard and show someone who you are – intimately! And, consider whether you’re ready to know someone else so intimately – intimacy creates responsibility.

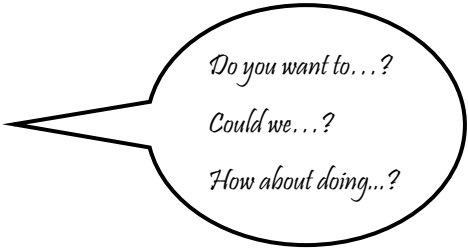
SEXUALLY TRANSMITTED INFECTIONS

Sexual intimacy may also mean sharing more than just pleasure! Sexual intimacy may lead to the sharing of infection. Consider how you would broach the subject of sexually transmitted infections.

PREGNANCY

Are you ready to talk about birth control? Have you discussed what you will do if sex with your partner leads to pregnancy? The answers to these questions are musts before sex.

Talk About Sex



Sex without discussion does not allow consent, or even minimal expectations, to be communicated. Without mutual agreement, sex becomes sexual assault. When we discuss what makes us comfortable and uncomfortable, and try new ways to express ourselves, we confirm mutual agreement, we take responsibility for our sexual behaviour, and we also greatly reduce the risk of sexual assault.

BE AWARE.

Know that most sexual assaults occur between people who know each other. Be aware of stereotypes that prevent you from acting as you want to (ex. believing that a man can't take "no" for an answer, believing that men always want sex).

KNOW YOUR BOUNDARIES.

Know your sexual limits and expectations before you enter a relationship. It's important to take your time and make sure that you are making the right decision for you. Then discuss your boundaries with your partner early on so there is no miscommunication when you become intimate.

COMMUNICATE.

True and effective communication is a two-way street. Once you have communicated what you want and do not want, find out about your partner's needs too. Talking honestly and exploring together builds safety and trust in a relationship.

BE SPECIFIC.

Tell the person exactly what you want and do not want to do. For example: "I like kissing you, but I don't want to have sex." Suggest other options.

USE "I" STATEMENTS.

Avoid "You" statements that attack or put down the other person ("You make me feel..." or "The trouble with you is..."). Owning your feelings is a much more effective strategy ("I don't want to..." or "I feel...").

DON'T ASSUME, ASK!

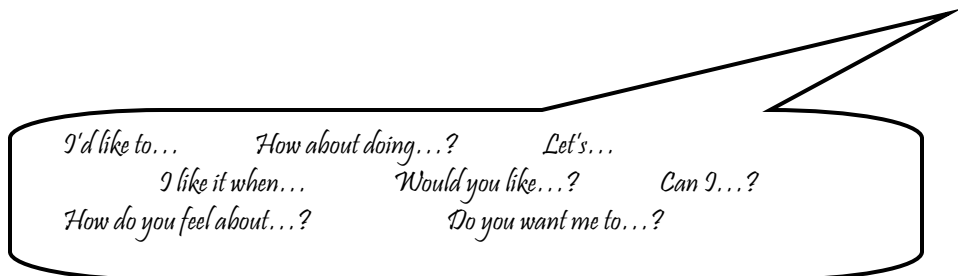
The only way to know if your partner wants to have sex is to ask. It is never okay to pressure someone to doing something they don't want to. Ask yourself: do you really want to have intercourse with someone who does not want to have intercourse with you?

AVOID INSULTS.

Although you may be deeply upset with the person, it is more effective to reject the person's behaviour, not the person.

DON'T ACCEPT DISRESPECT.

If you repeat your boundaries and the other person does not listen or respect your choices, get out of the situation. Healthy relationships are free from harassment, shame, fear or guilt.



Consent Is...

Consent — both person's agreement to sex — is the bottom line of good sex and a healthy relationship. **Consenting sex is great sex.** You're both into it, you both want it, and you both feel safe and in control of your choices.

Consent is:

- Based on choice
- Active, not passive
- Possible only when there is equal power

Consent requires talking together and actively agreeing on the level of sexual intimacy both persons are ready for. No coercion, no manipulation, no pressure. It isn't always easy, but it is respect!

In a respectful relationship:

- Both people feel safe;
- Both people feel appreciated;
- Both people are considerate;
- Both people are understanding.

Consent isn't...

Physical Force

Saying "yes" because of the threat or use of use of physical force.

Verbal Coercion

Using words to convince, pressure or force sexual activity. Statements like "You would if you loved me," "you're uptight" or "you're being a tease" are examples of being *coercive* not assertive.

Manipulation

Threatening some sort of consequence or punishment if the other person does not do what you want.

Alcohol

Be aware that under the law, consent cannot be given a person is under the influence of drugs or alcohol. Being under the influence limits your ability to be fully aware of your actions, as well as the other person's feelings and wishes.

It is never okay to pressure someone to doing something they don't want to do. Sex without consent is a crime.

Being Sure About Consent

Learning how to explicitly negotiate consent builds sexual closeness and intimacy, and is an important part of every healthy relationship.

Ask!

Avoid assuming that because you haven't heard "no" your partner consents. The simplest way to check out consent is just to ask. Use general check-in questions ("How do you feel about kissing?" or "Can I touch you here?"). Practise and become comfortable at asking.

Speak up!

Ask for more information when unsure. If you are feel you are getting 'mixed signals', stop and say something like: "I'm picking up mixed messages. What's going on for you? I only want to have sex with someone who is sure they want to have sex with me."

Respect your partner's choice.

Remember that your partner can change "yes" to "no" at any time. And, keep in mind that obtaining consent is an ongoing process. Having done something sexual previously is not a blanket "yes" for the future.

Be a good listener.

Let your partner know that you hear, understand, and care about what she or he is saying and feeling.

Be ask-able.

Let your partner know you are open to questions and that you will not jump on her or him, or be offended by questions.

Accept "no" for an answer.

If you are unwilling to take "no" for an answer, then "yes" has no meaning. Be aware of stereotypes that prevent you from acting as you want to (e.g. believing that a man can't take "no" for an answer, believing that all physical contact must lead to intercourse). When you hear "no", STOP.

Tell it straight.

Communicate with your partner about what you want as early as possible. Be clear, honest and open about your desires, your expectations, your limits, your likes and dislikes.

Stay straight.

You are responsible for your behaviour whether you are sober or not. Being "high" or intoxicated is not a legal defence for committing sexual assault.

Keep yourself safe.

Know which behaviours constitute sexual assault. Understand that most sexual assaults occur between people who know each other. And, remember that the decision to be sexually intimate must be made without coercion.

Success does not equal score.

Understand that success in talking does not mean one person getting the other person to do something. Rather, it means that you both have said what you think and feel respectfully and honestly and that you have both listened respectfully to the other.

“Yes” and “No”

“No” Means No!

- "No" never means "maybe", "yes", or “convince me.”
- Silence is not consent—if your partner is not responding, stop and ask whether what you are doing is okay.
- Lack of physical resistance does not automatically result in consent. Discomfort and fear might be displayed through body language or statements like “I’m not ready...” or “This is moving too fast...”
- To give consent, a person must be physically and mentally capable of making the decision—if a person is unconscious, intoxicated, or under the influence of drugs, she/he cannot give consent.
- “No” can be said in many ways. It may be difficult for women to talk about their sexual limits and desires because our society teaches opposing and confusing messages about how to act in a sexual relationship (women who enjoy sex are sometimes called “sluts”; girls who wait are sometimes called “nice”). Watch for non-verbal cues. Pushing away, stiffening, crying or lack of participation are signs that your partner’s boundaries are not being respected.
- **If you are unwilling to accept “no”, then “yes” has no meaning!!!**

Consent is about “yes.”

- Consent is more than just the absence of “no.” In order to have consensual sex, each partner must be able to say “yes” without pressure.
- Consensual sexual activity is a **choice**. Each partner must be able to freely choose whether to engage in sexual activity or not.
- Consensual sexual activity is active. Each partner must be able to freely communicate their sexual boundaries and desires in an honest and respectful way.
- ***Consent is about “Yes!” A fully affirmative YES. Not an ambiguous yes, or a “well-not-really-but ok- I-guess yes.” Not an “ouch” or “gross-but-I’m-afraid-to-hurt-your-feelings yes.” This is about YES, UM HUM, ABSOLUTELY, YES!!! Being with someone who you are sure really wants to be with you; and being with someone who you are sure you really want to be with – that is exciting, is deep, is great... is YES! And... that is consent.***

What is Coercion?

"If you really loved me, you would have sex with me..."

"You're such a tease!"

"Why did you ask me in if you didn't expect to have sex?"

Coercion is the use of words, alcohol / drugs and or pressure to convince or force someone into sexual activity.

What can be done?

- **Communicate.** State your expectations, boundaries and desires as soon as you can.
- **Listen.** Let your partner know that you hear, understand and care about what she or he is saying and feeling.
- **Respect.** Remember that your partner has the right to say "yes" or "no" at any point in a sexual encounter. Respect your partner's choices and decisions.
- **Accept "no."** If you are unwilling to accept "no" for an answer, then "yes" has no meaning. When you hear "no", stop. **Forced sex is sexual assault.**

"I'll tell just everyone we had sex anyway..."

"I'm so turned on, I can't stop now..."

Sexual Harassment – What is it?

Sexual Harassment is:

Any unwelcome behaviour, action, or words which:

- Are sexual in nature;
- Are likely to offend or humiliate;
- Relate to a person's sex, sexuality, or body parts;
- The harasser knows or ought to know are inappropriate;
- Are repeated after the person has been told to stop.

Sexual harassment is a violation of the New Brunswick Human Rights Code. This code protects persons against discrimination and harassment based on characteristics such as race, skin-color, sex, religion, marital status, sexual orientation, and disability.

Sexual Harassment includes:

1. Unwelcome verbal suggestions, comments or jokes
 - Whistling
 - Obscene phone calls
 - Demeaning sexual jokes
 - Sexist remarks about clothing or the body
2. Unwelcome and constant leering, ogling, or exposure
 - Flashing
 - Pornography in public places
3. Unwelcome bodily contact
 - Brushing up against someone in a sexual manner
 - Patting, pinching or touching
4. Indecent propositions
 - Persistent sexual invitations
 - Sexual gesturing
5. Pressure for sexual activity or favours
 - Bribery or blackmail for sexual activity
 - Threatening job loss unless sexual favours are given

How Do I Know? – Ask Yourself:

- *Is the behaviour of a sexual nature?*
- *Is the behaviour unwelcome?*
- *Does the behaviour interfere with a person's ability to learn, work or enjoy life?*
- *Does the behaviour involve one person trying to have power over another person?*
- *Would you want this behaviour to be directed towards a family or friend?*

Sexual Harassment –

What’s the Problem?

Some people suggest that sexual harassment is not a problem, that it is blown out of proportion, and that it is simply an appreciation of women.

“What’s wrong with a little admiration?” Women like to be complimented. Compliments are meant to make a person feel good. If a comment hurts, then by definition, it is **not** a compliment.

“Men have a right to express themselves freely... it’s freedom of speech.” An individual’s right to freedom of speech does not include the right to harm another person.

“In some cultures sexual harassment is acceptable.” Cultural differences cannot be used as an excuse for abusive behaviour.

“Women shouldn’t dress like ‘that,’ they should know that it will turn someone on.” Accusing women of inviting sexual harassment because of their appearance or behaviour is a blatant example of blaming the victim instead of the harasser. Women should not have to change to avoid abuse. Moreover, women endure sexual harassment no matter what they wear.

“Women who object have no sense of humour.” Sexual harassment is not humorous because it is harmful. It is degrading, humiliating, and may jeopardize the woman’s employment, finances, emotional and psychological health.

“That’s just the way men are.” Many men are insulted by the assertion that they are naturally abusive. Not all men sexually harass women.

Sexual Harassment and Flirting: What’s the difference?

Sometimes it’s hard to tell when a person has crossed the line from flirting to harassment. To figure out the difference consider why the person is doing it and how it makes you feel. Here are some other clues:

SEXUAL HARASSMENT	FLIRTING
1. Makes the receiver feel demeaned, humiliated, embarrassed and powerless.	1. Makes the receiver feel good, flattered, attractive, and powerful.
2. Effects can be negative self-esteem, physical ailments and financial instability.	2. Effects can be positive self-esteem, excitement, and a new relationship.
3. Is perceived as one-sided and degrading.	3. Is perceived as equal and a compliment.
4. Unwanted and invading.	4. Generally wanted.
5. Motivated by dominance and power.	5. Motivated by interest and equality.
6. Illegal.	6. Legal.

Module 5: Expressing Emotions

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Objectives for this section:

1. To increase awareness of one's own emotions and those of others;
2. To distinguish between being passive, assertive and aggressive;
3. To promote and practise healthy ways of dealing with anger and other strong emotions, including assertive communication and conflict resolutions skills.

5.1 Expressing Emotions **Facilitator Information**

Expressing Emotions: Why It Matters

Emotions are the way we respond to what is happening to us and around us.

- They signal what is going on inside, and alert us when things are going well or when our needs are not being met.
- All emotions are important and valid: they are what make us human and unique!

The problem is that gender stereotypes such as “boys don’t cry” and “take it like a man” teach men and boys to keep their emotions in check.

- Rather than experiencing a full range of emotions, many men learn to cover up or stifle their feelings, particularly fear, vulnerability, grief, and shame.
- When men suppress or numb out their emotions for fear of being judged and labelled as weak, they are unable to experience life fully.

Three Skills to Express Emotions

Self-awareness: Emotions are signals that something extraordinary is happening. In order to react well we need to be able to recognise these signals. Self-awareness is the name for this ability.

Empathy: This is the ability to sense other people’s emotions. A person with a high level of empathy is sensitive and very considerate; he can feel and relate to someone else’s perspective.

Active listening: This is a way of listening and responding to the speaker to show that you understand the speaker’s experience.

It reduces stress:

Masking, denying or minimizing emotions is a great stressor. We fool ourselves into the belief that all is well. But feelings do not simply stop existing. Rather, they remain buried until they are expressed in unhealthy, destructive and even violent ways. And the undue pressure to continuously hold back something that is part of being human can cause a range of health problems, from anxiety to high blood pressure. When we learn to recognize, accept and express our emotions in a healthy way, we cope better, form a better sense of self, and exist in a better frame of mind.

Helps create healthy relationships:

Emotions, and the ability to express them in a healthy way, affect not just how we feel about ourselves, but also how we build and sustain relationships with others. Having the words to describe and discuss what one is feeling with one’s partner helps build intimacy. When we share our feelings in a respectful and responsible way, we are better able to relate and connect with others.

Fuels empathy and respect:

When we are sensitive to the feelings of others, we are more likely to show care and respect, even in the case of a disagreement or conflict. The ability to feel for others depends on how well a person understands and expresses his own feelings.

Gender and Emotions

Ideas about expressing emotions correspond closely to gender stereotypes.

- According to the psychologist Ronald Levant, men and boys continually worry about the experience of being judged “man enough” against the set of standards that society teaches is part of what it means to be a man.
- One of the strongest messages boys and men receive as part of this set of gender ideals is that expressing essential human needs and emotions, such as the need to feel connected, equals weakness.
- The failure to meet rigid, traditional gender stereotypes – which is inevitable because stereotypes are generalized, outdated statements – is associated with intense feelings of shame, of “not being good enough.”
- According to Dr. Levant, it is this aversion to shame that encourages men and boys to keep trying to live up to these ideals rather than to question them.
- He suggests that men and boys need to first recognize the unreasonable standards set by gender stereotypes. Men and boys will then be more likely to find healthier and more connected ways of experiencing life.

When boys and men repress feelings like love because of gender stereotypes, they've lost contact with the genuine nature of who they are and what they feel.

- William Pollack

Gender stereotypes influence how we interpret, understand and cope with anger.

- Because of gender stereotypes, feelings mistakenly viewed as ‘feminine’ (such as fear, disappointment and even empathy) are often expressed through the more acceptable “masculine” emotion of anger. In this context, anger is a secondary emotion – but a socially-acceptable one.
- Gender stereotypes also teach that men are naturally more aggressive than women.
- As a result, men's anger is sometimes equated with strength or being fearless, and aggressiveness is sometimes recognized as an acceptable means of resolving conflicts. When men act out their anger (for example, by engaging in fistfights), it is often seen as ‘manly’ or ‘boys just being boys’.
- Women’s anger, on the other hand, is more likely viewed as irrational or frenzied, and their aggressiveness as nagging. While women are stereotypically seen as being more emotional than men, anger in women is considered unfeminine and is discouraged.

More Than Anger Management

Anger is an emotion just like any other.

- Anger can warn us that something is wrong and needs to be addressed.
- Anger can arise from a sense of injustice and motivate us to take constructive action.

Feeling anger is not the problem – acting out anger in aggressive or even violent behaviour is.

- All feelings, including anger, are valid. When it comes to behaviour however, some alternatives for what we do with our feelings are more positive and healthy than others.
- For example, talking to a friend in a direct and non-threatening way about what makes us angry is a positive choice. There is nothing bad, ugly, destructive or dangerous about expressing anger in a healthy way.

Preventing violence against women is *not* about anger management.

- An anger management approach sees men's violence as coming from an uncontrolled volcano of feelings that needs to be vented, better managed and controlled.
- This approach overlooks the fact that most men who use violence do so only in private and against their partners. They don't use violence against their employer when they get angry. Indeed, most men manage their anger *very* well.
- While some of the skills taught in anger management can be useful, this approach ignores the intentions behind the violence, as well as the attitudes that underlie the violence.
- Male violence against women is about the abuse of power and control. It is not about anger, stress level, or alcohol and drug use. However, these factors can make it easier to use violence, and they may increase the severity of the violence.

The focus on expressing emotions – including anger – is about developing a full range of emotional resources that help men create and sustain healthier relationships.

Roots of Anger

- Anger is a normal human emotion. It can be caused by anything from a friend's annoying behaviour to worries about personal problems or memories of a troubling life event.
- Anger is often related to other emotions
- We might first feel afraid, attacked, offended, disrespected, forced, trapped, or pressured. If any of these feelings are intense enough, we think of the emotion as anger.
- Too often, feelings that are mistakenly seen as "feminine" such as warmth, empathy, anxiety, and self-doubt are expressed by men and boys through the more acceptable masculine emotion of anger.
- Gender stereotypes such as "tough it up", "take it like a man" and "boys don't cry" communicate the idea that expressing vulnerable and tender emotions equals weakness. The reason why so many men end up being abusive to women, be it sexually, physically or emotionally, is not only because they don't have access to their feelings, it's also because they bought into the idea that being a man means being in control of other people—your wife, your girlfriend or other women.
- When handled in a positive way, anger can help people stand up for themselves and fight injustices. On the other hand, anger can lead to violence and injury when not addressed positively.
- Perhaps the most helpful thing to remember about anger is that it is a secondary emotion. A primary feeling is what is felt immediately before we feel angry. We always feel something else first before we get angry.
- To illustrate this, imagine an iceberg. Above the water there is one small part of the iceberg that shows, which could be seen as anger. Most of the iceberg is actually under the water, and this hidden part represents the other emotions linked to anger, like fear, hurt, embarrassment, sadness etc.

Some questions to help you understand your anger:

- Who or what makes you angry?
- When to you get angry, what do you do about it?
- Where do you feel angry most often?
- Do you stay angry for a long time?
- How does the anger end?
- Does anyone or anything help to stop you being angry?

Next time you are angry stop and ask yourself why you are really angry.

- Is it because you fear something?
- Do you feel you have been treated unfairly?
- Did someone say or do something that embarrassed you?
- Did something hurt your feelings?
- Did you feel a lack of respect for you and your needs?
- Does it remind you of another experience where you were hurt?

Here are some suggestions for responding to your anger. Ask yourself:

- What you are afraid of?
- What feelings preceded the anger?
- What other feelings you are feeling?
- What you can control?

Consider your options:

- Choose the one which will bring you the most long term happiness.
- How effective is your anger in getting what you want?

Assertive Communication

Assertive behaviour respects all people involved and acts to equalize power among them.

- Emotions are expressed directly, in a non-threatening way. The underlying message is: “My feelings are okay. I accept my feelings because they are an important part of who I am.”
- Being assertive is different from being angry or rude. It is simply being confident and knowledgeable in one’s rights and preferences.

An assertive person:

- Shows respect for others.
- Expresses emotions honestly and directly.
- Can disagree without seeming hostile or selfish.
- Is confident without being overbearing.
- Takes responsibility for his actions.
- Wins the respect from others.
- Builds and sustains healthy relationships.

Aggressive behaviour is when emotions are expressed overtly in a threatening or hurtful way. Aggressive behaviour includes intimidating, yelling, putting others down, threats and using physical force. The underlying message is that the aggressor’s feelings are not okay, so he will blame others or take his feelings out on someone else.

Passive behaviour is when a person denies or holds in feelings and instead expresses them in hidden ways. Passive behaviour includes spreading rumours, seeking revenge, not speaking to the person, holding a grudge, and manipulation. The underlying message is my feelings are not okay so I will deny them.

Assertive communication is intended to foster mutual respect. A person who communicates assertively acknowledges that he has the right to be listened to and be taken seriously, to ask for what he wants, and to make mistakes. At the same time, he acknowledges that the other person has identical rights. The result is that one’s relationships become much more genuine, because the person is communicating honestly and openly.

To Communicate Assertively:

- Express feelings and needs in a positive, clear, direct and respectful manner.
- Use “I” rather than “you” statements.
- Listen genuinely and value other viewpoints, even if you disagree. Avoid making judgements.
- Show respect by not violating the rights of others.
- Take responsibility for your feelings, choices and actions. Remember that you can choose your behaviour instead of reacting in a knee-jerk manner.
- Have suggestions for improving the situation that are reasonable and that allow for solutions to the problem.

For more information, refer to the handout by the same title.

5.2 Expressing Emotions **Activities**

Check Your EQ

Objectives

- To help determine participants' level of emotional awareness.
- To create an opportunity to discuss emotions.

Materials

- EQ Handout (enough copies for each participant)
- Pens or pencils

Time

- 20 minutes

Do participants have a healthy attitude about feeling and expressing emotions? Do they recognize their emotional strengths? This activity should get a discussion going.

1. Pass a copy of "Check Your EQ" worksheet to each participant.
2. Ask the participants to answer the questions, but to keep their answers to themselves.
3. Remind everyone that sharing is optional but that you would like to discuss some of the topics from the EQ (emotions quotient) worksheet. Ask participants to share only what is comfortable for them.
4. Here are some questions to get the discussion started:
 - What did you learn about yourself?
 - Do you always know what you are feeling? Or do you find it difficult to notice or name what you are feeling?
 - Are emotions easy or hard to talk about? What is hard about talking about what you are feeling?
 - Why is it important to talk about feelings? What can happen if you don't?
 - How do you usually react when someone criticises you?
 - What do you usually do when you feel upset?
 - How can you cope with feelings such as disappointment or anger?
 - Why do some people think that crying is a sign of weakness?
 - What are some positive / helpful things you can do when someone hurts or embarrasses you?
 - Which emotions are you most comfortable expressing? Why is that?
 - Which ones are you least comfortable expressing? What supports do you need?
 - Which question do you think most people have trouble with?
 - Do you think this quiz is an accurate judge of how well you understand and express emotions?

When I Was a Young Boy

Objectives

- To begin a discussion about emotions.
- To examine how gender stereotypes influence how a person understands and expresses emotions.

Materials

- Flipchart paper and markers

Time

- 20 – 30 minutes

1. Ask participants to list feelings. Encourage them to identify a wide range of feelings. Write the answers on the flipchart.
2. When you have 15 – 20 examples, ask participants: **which feeling(s) on the list are you most comfortable expressing?** Circle their answers. Encourage participants to give an example of a time when they expressed this feeling.
3. Next, ask participants: **which feeling(s) on the list are you least comfortable expressing?** Underline their answers. Encourage participants to share a time when they had difficulty expressing this feeling. What was the situation? What made them uncomfortable? How would they feel if someone expressed this feeling to them?
4. On a new flipchart sheet, write the words: “When I was a young boy, the message I received about expressing feelings or showing emotions was _____”. Do a round and ask each participant to respond to the above sentence.
5. Use the questions provided below to facilitate a discussion.

Questions for Discussion

- Are feelings easy or hard to talk about? What makes it hard to talk about them?
- What do these messages say about when and how to express our feelings?
- What do these messages say about what emotions ‘belong’ in the life of a man?
- Which emotions are missing?
- How have these messages shaped or influenced your life?
- Why is it important to understand what you are feeling? What can happen if you don't?
- Think of two people you can really trust with your feelings. What characteristics do they have that allows you to open up easily to them?

Let's Face It

Objectives

- To identify the range of emotions.
- To build a vocabulary for expressing emotions.

Materials

- Blank sheets of paper
- Index cards
- Crayons, pencils and pens
- “Let's Face It” worksheet (copies for each participant)
- Magazines (optional)

Time

- 30 minutes

This activity can be adapted depending on participants' age and literacy levels.

Part 1

1. Divide participants into small groups of 4 – 5 persons per group. Give each group two blank sheets of paper, as well as pens or pencils.
2. Explain to the groups that you will be calling out a feeling (for example, sadness). Their task is to brainstorm as many other words for this feeling (for example, disappointed, miserable, bummed out, etc) and to record their answers on the sheet of paper. Let them know that they will have two minutes to do this.
3. Begin the activity. Call out “happiness” and ask the groups to brainstorm for two minutes.
4. When two minutes have passed, ask each group to read their lists out loud to the rest of the group. Consider keeping a tally of how many words each group comes up with, and giving the group that comes up with the most words a prize (for example, candies).
5. Ask participants to turn over their sheet. Call out “sadness” and ask the groups to brainstorm for two minutes. When two minutes have passed, ask each group to read their lists out loud to the rest of the group.
6. Repeat this process for “anger” and “fear”.
7. When the groups have finished, explain that these four emotions are often thought of as the basic or primary emotions. But, as the brainstorming shows, these same emotions can be experienced in degrees of intensity and complexity.
8. Talk to participants about the importance of having a wide vocabulary to identify and express emotions. Putting names to feelings and taking the time to think about what they mean helps a person make good decisions and communicate better with others.

9. Ask the groups:

- Do you always know what you are feeling? Or do you find it difficult to notice and name what you are feeling?
- How might having different words for anger (such as annoyed, rage or furious) be helpful?
- Have you ever felt limited by the “basic” emotions?
- How do you know what someone else is feeling? Do you observe their facial expressions? Their tone of voice? Their body language?

Part 2

1. Give each group four index cards, and a marker. Ask them to choose one word for each of the basic emotions and write them on separate index cards.
2. Collect all the index cards.
3. Next, pass out the “Let’s Face It” worksheet to each participant. Explain that you will be calling out an emotion, and their task is to draw a facial expression to match it.
4. Call out the emotion written on the index card one by one, giving participants enough time to draw a facial expression.
5. When participants have finished, ask participants who are comfortable sharing to show their worksheets. How similar or different are they? Were some emotions more difficult to draw than others? Which ones? What does this mean?

Possible adaptations for this activity

Variation 1

Instead of drawing a facial expression to match the emotion, ask participants to browse through a variety of magazines and find pictures or word captions to match the emotion. This is a good alternative when paired with activities from the Media section. Ask participants: which emotions do men and boys show? What is missing?

Variation 2

If you are working with a large group of participants (more than 20), divide participants into small groups of 5 – 6 persons per group and ask each one to create a tableau (a frozen picture with their bodies) that represents the emotion. The rest of the groups have to guess the emotion.

How Would You Feel?

Objectives

- To help participants become more aware of their own emotions.
- To build a vocabulary of terms to express emotions.

Materials

- Index cards
- Markers for each participant
- List of situations (give below)

Time

- 20 – 30 minutes

An important aspect of communicating effectively is to express emotions. To do this well, a person must be able to put feelings into words.

1. Ask participants to sit in a circle. Give each participant a stack of index cards, as well as a marker.
2. Let them know that you will be reading a situation aloud. Explain that for each situation, participants must give the emotion most likely felt based on the situation a name, and quickly write this on an index card. They will then be asked to reveal their answers.
3. Stress that there are no 'right' or 'wrong' answers. Rather, the goal is to increase participants' vocabulary when it comes to putting a name to feelings.
4. When you are ready to begin, read each situation aloud. Give participants about 10 seconds to write their answers, then ask them to reveal.
5. It is likely that most participants will name a different emotion. Affirm their answers, and ask them to place their index cards face up on the floor.
6. When you have finished going through the situations, discuss the following questions with participants:
 - What do you notice about the list on the floor?
 - Was it difficult to put a name to feelings? Why or why not?
 - Why is it important to understand what a person is feeling in a situation? What could happen if you don't?
 - Are feelings easy or hard to talk about? What makes it hard to talk about them?
 - How does naming emotions help you communicate more clearly with others?
 - What are helpful or positive ways to deal with these feelings?
 - What are harmful or negative ways to deal with these feelings?

Situations for "How Would You Feel?"

Winning a million dollars at the lottery.

Receiving a compliment.

Your closest friend forgot your birthday.

Sitting in the dentist's chair.

You work really hard on something and succeed.

Being late for an appointment.

Being misunderstood.

Being blamed for something you didn't do.

A friend you were expecting to see backs out at the last moment.

Someone keeps fouling you on the basketball court.

Doing poorly on an exam because you didn't study.

Finding a hair in your food.

Waking up from a dream where your girlfriend / boyfriend is cheating on you.

Finding out you hurt someone's feelings.

Not getting the promotion you were hoping for.

Having a great evening out with friends.

Clued In

Objectives

- To build participants' awareness of non-verbal behaviour.

Materials

- Flipchart and markers
- Sets of broken squares (one set for every group of participants)

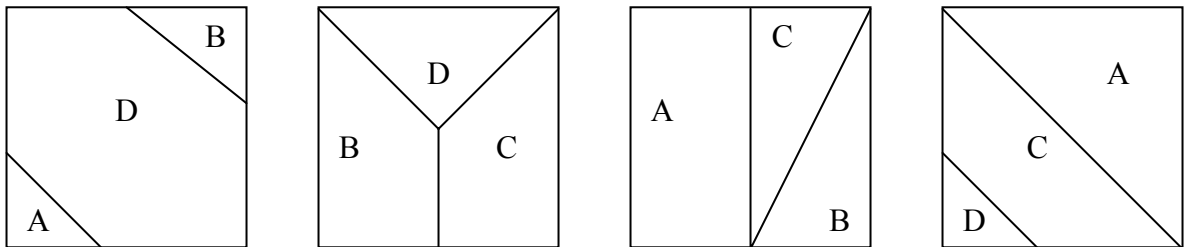
Time

- 45 minutes

When we speak, a great deal of meaning is conveyed by non-verbal means such as gestures, facial expression and body language.

Before the activity

- Cut out four 6" x 6" cardboard squares.
- Mark the squares into the patterns shown below:



- After drawing the patterns, cut each square into the smaller pieces.
- Mark four envelopes with the letters A, B, C, and D.
- Distribute the broken square pieces into the corresponding envelopes.

Launching the activity

Part 1

1. Explain to participants that non-verbal cues such as body language, carefully observed and interpreted, can tell a lot about what others are feeling. Ask participants to give examples of non-verbal cues (nail biting, clenched hands, folded arms, looking down, etc.) Write the answers on the flipchart. Ask participants: what feeling(s) do these gestures communicate? (for example, nail biting might be anxiety, nervousness or boredom).
2. Divide participants into pairs. Ask them to sit or stand facing each other.

3. Ask participants to think of one specific experience in which they remember feeling very strongly (for example, feeling exhilarated when getting a promotion, or feeling disappointed when losing a basketball game). Urge participants to avoid recalling traumatic experiences.
4. Explain that each person in the pair will take turns observing each other. One person will silently recall his experience, keeping his eyes closed and shaping his facial expression and body posture accordingly. The other participant will guess what he is feeling by observing these non-verbal cues.
5. When each person has had a turn at recollection and observation, invite participants to rejoin the group for discussion. Ask participants:
 - What observations did you make? What did you gain from this exercise?
 - Is your non-verbal message saying what you are feeling?
 - What difficulties did you have? What did you find easy?
 - Why is it important to pay attention to non-verbal cues?
 - How can we non-verbally communicate respect?

Part 2

1. Divide participants into small groups of 4 persons per group.
2. Assign each group a working space.
3. Explain to the groups that you will be giving them five envelopes: each contains pieces to forming a perfect square. Their task is to make four squares of equal size, so that each participant will end up having one square, equal in size to all the others. Let them know that there is only one way to make five equal squares.
4. Add that they must observe two rules while performing this task: a) Participants are not allowed to speak; b) Participants can only directly give away pieces to others; they are not allowed to take, grab or signal that a piece be given to them.
5. Give them 10 – 15 minutes to do this.
6. Once the allotted time has passed, ask participants:
 - How did you feel during the exercise?
 - Were you able to communicate with others in your group? How?
 - Did you work together? Or did you work on your own to finish your puzzle?
 - In what ways does this activity relate to what we experience in real life?

We Need to Talk

Objectives

- To promote healthy ways of dealing with anger and other strong emotions.
- To practice assertive communication.

Materials

- Flipchart and markers
- Long necked bottle
- Statements written on separate index cards (see below)

Time

- 30 minutes

A particularly good way to prevent escalation of arguments and avoid putting others on the defensive is to state feelings in the form of “I” rather than “you” messages.

1. Write the following words on a flipchart:

“I feel _____ (say feeling) when you _____ (specific behaviour) because _____ (say how / why the behaviour connects to the feeling).

2. Explain to participants that this is the format for an “I” message.
 - Discuss with participants how “I” rather than “you” messages are an important part of healthy and assertive communication.
 - Explain that assertive communication involves the calm, direct expression of personal feelings, as well as the acknowledgment of the feelings of others.
 - Talk to participants about “you” messages, such as “You forgot my birthday. You are such a jerk!” “You” statements often stop the conversation because they focus on the person, make judgements, and provoke defensiveness and anger.
 - Talk to participants about “I” messages, such as “I feel hurt when you forget my birthday because it makes me feel like I am not important to you.” “I” messages provide a positive avenue for communicating because they focus on the behaviour, not the person, in a way that shows respect and concern for others.
3. When you feel participants understand assertive communication and the format for using “I” messages, ask them to sit in a circle. In the middle of the group, place the bottle and the index cards (face down).

4. Explain that the bottle will be spun. When the bottle stops, whomever the base of the bottle is facing will read the statement on the index card, and whomever the neck of the bottle is facing will practice expressing the message in an assertive way using the “I” message format. Emphasize the skill of expressing personal feelings clearly without hurting the feelings of others.

Statements for “We Need to Talk”

- How many times do I have to tell you not to do that?
- You are so thoughtless.
- You never listen when I am talking to you.
- Don’t use that language. I am sick of it.
- When are you going to change? You are completely irresponsible.
- Stop interrupting me.
- You better start paying attention.
- Hey, you are doing it all wrong.
- Why do you have to be such a jerk?
- Why do you let your friends walk all over you?
- I’ve had it with these stupid mistakes you keep making.
- I can never count on you to do what you tell me you will do.
- Don’t walk away from me!
- You are such a slob.
- You are being rude.
- Here’s what you should do...
- You promised me you would mow the lawn.
- Gee, what a surprise – you’re only an hour late this time.
- How could you change our plans without consulting me first?

Variations

Option 1

Instead of expressing statements using an “I” message format, print or write out the scenarios below (or create your own) and have participants work in pairs to develop an “I” message that could be used in the scenario. Then, ask each pair to role play for the rest of the group.

- Your friend is late for a meeting with you... again.
- Your roommate is very messy and it bothers you.
- You are waiting in line for tickets to a movie. A couple cuts in front of you.
- A friend is constantly bumming cigarettes, but never has any for you.
- You suspect your friend is having problems at home.
- You hear a rumour that your girlfriend / boyfriend was flirting with someone else at a party.
- Your parents are talking to you on the phone and would like you to come home for a visit on a weekend when you have made other plans.

Option 2

Have participants develop a list of "dreaded" confrontational situations, such as: breaking up with a romantic interest, confronting a friend about lying, confronting a teacher about unfair treatment. Role play using "I Messages" and have participants offer suggestions for healthy methods of dealing with each situation.

Option 3

Brainstorm with participants common lines used to influence peers, such as: “Everybody else is doing it. It won't hurt anybody”, “If you love me, you will”, etc. Brainstorm for assertive responses to each line using "I Messages." Emphasize the skill of expressing personal feelings clearly without hurting the feelings of others. Practice responding in this manner in pairs.

Dramatic Differences

Objectives

- To learn the difference between passive, aggressive and assertive.
- To promote and practise assertive responses.

Materials

- Scenarios written on separate index cards
- Flipchart and markers

Time

- 35 minutes (depending on the number of role plays)

Before the activity

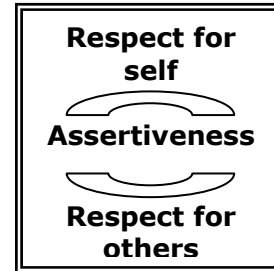
- Write out or print each of the scenarios found on the following page on separate index cards.
- Read the information on “Assertive Communication” found in the Facilitator’s section.

Launching the activity

1. With your marker, divide the flipchart sheet into two columns. Label the column on the left “Passive”. Brainstorm with participants what passiveness means. Ask participants: what is passive behaviour? What are passive ways to express feelings? Write the answers under the column.
2. Explain to the group that passive behaviour is when a person denies or holds back what he is feeling and instead expresses his feelings in hidden ways. A passive person often sees himself as being less important than others, and often feels that he has no rights.
3. Label the column on the right “Aggressive.” Brainstorm with participants what aggressiveness means. Ask participants: what is aggressive behaviour? What are aggressive ways to express feelings?
4. Explain to the group that aggressive behaviour is when a person expresses his feelings in a threatening or hurtful way. An aggressive person often sees himself as being more important than others, and often insists on having his way.
5. In the middle of a new flipchart sheet, write “Assertiveness”. Brainstorm with the group what assertiveness means. Ask participants: what is assertive behaviour? What are assertive ways to express feelings? Write the answers around the word.

6. With a different coloured marker, draw a semi-circle or an arch over the word “Assertiveness”, and another semi-circle or arch at the bottom of the word. Explain to the group that assertive behaviour is when a person expresses feelings in direct, calm and self-assured way. An assertive person sees himself as equal to others.

Assertiveness is a balance between, on the one hand, respecting oneself, and, on the other hand, respecting the rights of others. See figure at right:



7. When you feel that participants understand the differences between passive, assertive, and aggressive behaviour, pass out the index cards with the scenarios on them.
8. Ask each participant to choose a response (passive, assertive, or aggressive) and to act out a role play to the rest of the group.
9. When the role plays are finished, talk about each response. Ask participants:
- What worked well? What could have been done differently?
 - Are women and girls traditionally stereotyped as being passive? What are the consequences?
 - Are men and boys traditionally stereotyped as being aggressive? What are the consequences?

Scenarios for Dramatic Differences

You are on the phone and the sales person is pressuring you to buy something that you don't want.

Your teacher/boss says, "Are you stupid? I've had it with these mistakes you are making."

You are speaking and someone interrupts you.

You are at the movies and the person behind you is talking on his cell phone.

Your best friend is telling a sexist joke at a party.

You are on your third date and you sense the other person is not interested in having sex, but you are.

You would like to ask a question but are worried someone else might think it's silly.

Someone comes to your home to solicit for a donation.

Your partner accuses you of flirting with someone else at a party.

Analyse Anger

Objectives

- To discuss anger.
- To distinguish between anger (feeling) and aggression (behaviour).
- To help participants recognize that there are usually underlying feelings to anger.
- To promote healthy ways of dealing with anger and other strong emotions.

Materials

- Flipchart and markers
- “Analyse Anger” worksheet (copies for each participant)
- Pens, pencils

Time

- 40 minutes

Anger, like any other emotion, is a valid one. The problem is that gender stereotypes promote the belief that anger (feeling) and aggression (behaviour) are appropriate for men. This activity helps participants examine their beliefs about feeling and expressing anger. Before the activity, read the information in the facilitator’s section; it will help you facilitate a more effective discussion.

1. Write “Anger” on a flipchart. Brainstorm with participants about what anger is. Ask participants:
 - How would you describe anger?
 - What does anger look like?
 - How do you know when a person is angry?
 - What makes you angry?
 - What are some of the specific ways a person who feels angry behaves?
 - How is anger expressed in your family?
 - Does it pay to be angry? When?
 - What are some negative consequences of expressing anger?
2. Discuss with participants the difference between feeling anger, and acting out anger. Let participants know that anger, like any other emotion, is valid. Feeling anger is not the problem – acting out anger in an aggressive or violent behaviour is.
3. On a new flipchart, draw the outline of an iceberg (a triangle to represent the iceberg, and a squiggly line to represent water) with your marker. Explain to participants that gender stereotypes influence how we understand and cope with anger. Many men learn to keep their emotions – except anger – hidden. As a result, a range of emotions from fear to disappointment are often funnelled into anger.

4. Write “anger” above the water, at the tip of the iceberg. Ask participants to give an example where someone might feel anger (for example, when one’s idea at a meeting is ignored).
5. Explain to participants that other feelings often underlie anger. Anger is used to cover those feeling. Refer to your example and ask participants: what feelings might underlie the anger in this situation? (For example, feeling hurt because one’s opinion is not valued). Write the answers in the part underneath the water.
6. Explain to participants that the reason for the underlying feelings is often an unmet need. Ask participants: what does the person in this situation need? (For example, needs to be accepted and valued). Write the answers along one side of the triangle.
7. Explain to participants that alongside the needs are fears. Ask participants to think about what the fears might be in this situation (for example, fearing one will not gain the respect of one’s co-workers). Write the answers along the other side of the triangle.
8. Explain to participants that when we peel back or uncover what is underneath anger, we get to what is really going on with the person.
9. Pass the worksheet “On the Brink” to participants, as well as pens or pencils. Ask participants to think back to a time they felt anger. Let them know that they will not have to show their answers to anyone.
10. When everyone has finished, ask the following questions (but remind participants that sharing is voluntary):
 - What have you learned from this activity?
 - Do you agree that it is normal to feel anger?
 - What are the advantages of recognizing what is underneath anger?
 - What keeps you from expressing what is underneath anger?
 - In the past, how have you handled situations when you felt anger? What did you say? What did you do? What was the outcome?
 - What are some healthier or more positive ways to manage anger?
 - How will you deal with the same or a similar situation in the future?

Empathy Excellence

Empathy is when you forego judgment for understanding, when you move beyond reacting and learn to take action, and when you help find answers instead of blaming.

- Anonymous

Objectives

- To define empathy.
- To practice expressing and experiencing empathy.

Materials

- Small index cards (enough for every participants)
- Flipchart and markers
- Pens or pencils

Time

- 30 – 40 minutes

Empathy is a powerful way to connect with another person and is essential for understanding, communicating and sustaining healthy relationships. Ideally, empathy is a way of being and not just a communication skill or a way to handle a conflict.

1. On a flipchart, write the words “Empathy is...”
2. Brainstorm with participants answers to this question. Ask participants: what does empathy mean? Have you ever had a time when you felt the feelings of someone else? What is an empathetic attitude? Write the answers on the flipchart.
 - Explain to participants that empathy is the ability to put oneself in another person’s place and to understand other points of view without judgment.
 - Empathy is also about communicating that awareness so that the other person feels understood.
 - Let them know that the foundation for empathy is the understanding of emotions.
 - Distinguish between empathy and sympathy. Empathetic persons try to understand, validate and support. On the other hand, sympathetic persons assess whether a situation is worthy of sympathy or not.
3. On another flipchart sheet, write the words “How to show empathy...”
4. Brainstorm with participants how a person shows he is being empathetic. Ask participants: how does a person with strong empathy behave? What does an empathetic person do? What does he not do? Write the answers on the flipchart.

- Explain that empathy involves carefully listening for feelings and imagining yourself in the other person’s situation without judgment.
 - Let participants know that there are 3 steps to do this effectively (consider writing these on a flipchart):
 - Listen. Let the person know you are willing to listen by maintaining eye contact, lean slightly forward, etc.
 - Respond to show that you are listening. Do this by paraphrasing (“I hear you are saying _____”), summarizing (“Let me put it together”), validating (“I understand you. You make sense to me”), or clarifying (“Is that how you feel?”).
 - Connect. Let the person know their feelings are valid and important. Focus on what they are hoping for. Ask what you can do.
5. When you have finished brainstorming, divide the participants into small groups (at least 4 persons per group).
 6. Provide each participant with an index card and a pen or a pencil.
 7. Ask participants to write on their card **“A problem I am working on is…”** and to complete the sentence. Let them know that others will hear the problem. Tell participants that what they write is anonymous and to not sign their names on their cards. Give participants about 5 minutes to do this.
 8. Once everyone has finished, instruct participants to pile their card face down in the middle of the group, to shuffle them, and then to redistribute them within the small group. If a person gets his own card back, ask them to reshuffle the cards and choose again.
 9. Explain that once everyone has a new card, each person will read aloud the card they received to the group and talk about it as if it were his own problem. Ask each participant to keep in mind:
 - The situation and the feelings associated with it
 - The difference between being understood and being judged
 - Ways that they would work on this problem
 10. Others in the group can then give their own experience with a similar sort of problem, and offer their own suggestions. Repeat this process until every person in the group has had a turn.
 11. Once the above is completed, ask participants to return to the larger group and facilitate a discussion. Ask the group:
 - What is it like to put yourself in someone else’s place?

- How did you feel when someone else described the problem you are working on?
- How difficult is it to listen without judgment?
- Why is being able to understand another person's feelings important?
- How does empathy help build and sustain healthy relationships?
- How does empathy foster respect?

Mission Possible

Objectives

- To discuss a “win/win” approach.
- To practice conflict resolution skills.

Materials

- Flipchart and markers
- Blank sheets of flipchart paper spaced around the room
- Handout “Conflict Resolution”

Time

- 40 minutes

1. Begin with the following story: *“Two brothers are in the kitchen. They both want an orange but there is only one. What could they do?”*
2. Brainstorm with participants what options are available to the two brothers. Encourage participants to be creative.
3. When someone says “compromise” or “cut the orange in half”, continue the story: *“That is exactly what they did. One brother took his half of the orange to the juicer to squeeze himself a drink. He threw out the rind. The other brother went to the counter and began to grate the rind of his half of the orange to flavour a cake. He threw out the pulp.”*
4. Point out to participants that both brothers could have had the whole orange. Ask participants: did the brothers get what they really wanted? Why not? What could the brothers have done differently?
5. Write the answers on a flipchart. Use the points from the handout “Conflict Resolution” to discuss a “win/win” approach.
6. Explain that a “win-win” approach is always an option when it comes to resolving a conflict. It is about working cooperatively so that both people can obtain what they want or need. Talk to participants about the basic principles of a win-win approach (for example, being willing to fix the problem; considering what both people want; being respectful, etc.)
7. When you feel that participants understand what is involved in a win-win approach, divide participants into small groups of 3 – 4 persons per group and give each group a marker.

8. Ask each group to stand in front of one of the pieces of flipchart paper that are spaced around the room. Ask each group to create a short scenario that involves a conflict, and to write it on the paper. Give them 5 – 10 minutes to do this.
9. When each group has created a scenario, ask the groups to move to the piece of flipchart paper closest to them. Explain that their task is to consider the scenario and suggest some ways to resolve the conflict using a “win-win” approach. Tell them they will have about 2 minutes to do this.
10. Continue in this manner until all groups have worked on each piece of flipchart sheet and have returned to their original scenario.
11. Ask each group to role play the scenario incorporating the solutions that were offered.
12. When the role plays are finished, ask participants:
 - How was a solution generated?
 - Were all needs met?
 - Did some strategies work better than others? Why or why not?
 - Which strategies were more helpful?
 - Why does win-win sometimes seem like an improbable approach?
 - What are the barriers to this approach? How can these be overcome?

Check Your EQ

- | | |
|---|--|
| <p>1. I tend to express feelings (positive and negative) in a calm, direct and honest manner.
YES NO</p> | <p>9. My friends have claimed that I often don't really listen to what they have to say.
YES NO</p> |
| <p>2. My friends can usually tell how I am really feeling.
YES NO</p> | <p>10. I feel embarrassed when I find myself crying.
YES NO</p> |
| <p>3. I feel comfortable hugging others.
YES NO</p> | <p>11. I get angry when I am criticised.
YES NO</p> |
| <p>4. To understand what others are feeling, I try to put myself in their shoes.
YES NO</p> | <p>12. I tend to keep things inside or hide my feelings.
YES NO</p> |
| <p>5. When I feel upset, I spend some time figuring out what is bothering me.
YES NO</p> | <p>13. I sometimes lose control when I feel upset or hurt.
YES NO</p> |
| <p>6. I am satisfied with the way I settle differences with family and friends.
YES NO</p> | <p>14. When someone embarrasses or disappoints me, I want to get even.
YES NO</p> |
| <p>7. I can easily say "I'm hurt" or "I'm sad" when someone has upset me.
YES NO</p> | <p>15. I say or do things when I am angry that I feel bad about later.
YES NO</p> |
| <p>8. I can argue with someone without getting riled up.
YES NO</p> | <p>16. I have difficulty saying "I love you."
YES NO</p> |

Give yourself one point for all "yes" answers in this column.

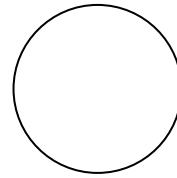
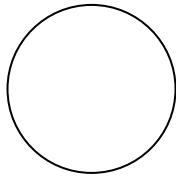
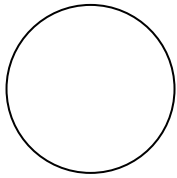
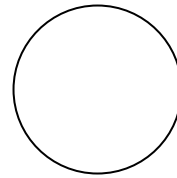
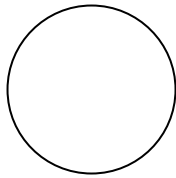
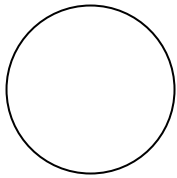
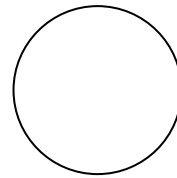
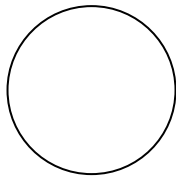
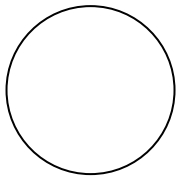
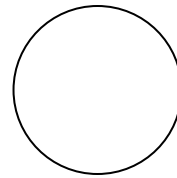
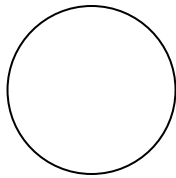
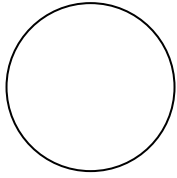
Give yourself one point for all "no" answers in this column.

Total points 11 - 16. You have a balanced and healthy attitude towards emotions. You aren't ashamed to let your emotions show, and you are likely an empathetic person.

Total points 6 - 10. You know how to let your emotions show but find it difficult to do so as often as you should. Recognize that they are an important part of you, and learn ways to express yourself fully.

Total points 0 - 5. You are an emotional rollercoaster. Sometimes you overreact, and other times you 'swallow' your feelings. First consider what your options are, then find positive and healthy ways to express what you are feeling.

Let's Face It



What's Your Style?

Circle the answer that best applies to you.

1. Generally, you believe that:
 - a. Your opinions, needs and feelings are more important than those of others.
 - b. Other people's opinions, needs and feelings are more important than yours.
 - c. The opinions, needs and feelings of both persons are equally important.

2. When you stand up for your rights or express your feelings, you often feel:
 - a. Good about getting your way.
 - b. Guilty or fearful that you will be rejected.
 - c. Positive about respecting others while at the same time valuing what is important to you.

3. When someone says or does something that upsets you, you:
 - a. Attack the person for being stupid.
 - b. Apologize for feeling upset.
 - c. Focus on the behaviour and clearly and directly express why it upset you.

4. In your interactions with others, you often:
 - a. Glare at the other person and make yourself look threatening.
 - b. Avoid eye contact and make yourself look small.
 - c. Maintain good eye contact and an open, confident posture.

5. Your date suggests a particular movie, but you have been looking forward to seeing a different one. You:
 - a. Say "You're so inconsiderate! Don't you know how long I have been waiting to see _____?"
 - b. Say "Whatever you want. The one I wanted to see probably sucks anyway."
 - c. Say "I was really looking forward to seeing _____. I would be willing to see what you suggested next Friday. Is that okay with you?"

6. When you confront someone, your goal is:
 - a. To win at any expense.
 - b. To avoid conflict.
 - c. To improve the relationship.

Analyse Anger Worksheet

Think back to a situation you were really angry. Write a sentence about what happened.

How did you feel?

- | | | |
|-------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Resentful | <input type="checkbox"/> Powerless |
| <input type="checkbox"/> Frightened | <input type="checkbox"/> Unappreciated | <input type="checkbox"/> Disappointed |
| <input type="checkbox"/> Uneasy | <input type="checkbox"/> Hurt | <input type="checkbox"/> Ashamed |
| <input type="checkbox"/> Threatened | <input type="checkbox"/> Confused | <input type="checkbox"/> Frustrated |

Other feelings:

What about your situation made you feel this way?

What did you want to happen? What could have made the situation better?

How Do You Feel Today?

When asked this question, many people describe what they are feeling as one of four emotions: happiness, anger, fear, or sadness. But feelings are more varied; they range in degree of intensity and complexity.

Here are a few words one can use to express emotions more clearly:

Alarmed	Fed up	Jealous	Rejected
Annoyed	Fidgety	Jittery	Relieved
Anxious	Forgiving	Joyful	Remorseful
Arrogant	Friendly	Justified	Restless
Ashamed	Frightened	Keen	Relaxed
Astonished	Frustrated	Kind	Rude
Betrayed	Gallant	Lazy	Scared
Bitter	Gentle	Left out	Self-doubt
Blamed	Glad	Lonely	Shy
Bored	Gloating	Lost	Sincere
Calm	Gloomy	Low	Sorrow
Carefree	Greed	Menaced	Surprise
Cheated	Grief	Misunderstood	Suspicious
Comfortable	Guilty	Moody	Tense
Confident	Hate	Mournful	Thoughtful
Confused	Helpless	Neglected	Threatened
Crushed	Heroic	Nervous	Tired
Delighted	Homesick	Nurturing	Tortured
Defensive	Honest	Offended	Trapped
Depressed	Hostile	Overwhelmed	Unforgiving
Disappointed	Humiliated	Panicky	Uneasy
Disgust	Hurt	Patient	Unsure
Distant	Ignored	Pessimistic	Unvalued
Eager	Impatient	Playful	Upset
Elated	Imposed upon	Pleased	Vengeful
Embarrassed	Insecure	Powerful	Victimized
Empty	Inspired	Pressured	Vulnerable
Enraged	Intimidated	Proud	Weak
Envious	Intolerant	Puzzled	Withdrawn
Exasperated	Irritated	Queasy	Wonder
Excited			Worried

Being able to identify and name our emotions is a valuable skill that helps to better understand ourselves and others.

Emotions Matter

Emotions are signals that something extraordinary is happening. The key is how emotions are dealt with and expressed. To help you reach a full range of emotional expressiveness, complete the sentences below.

I FEEL...

_____ when I have done something well.

_____ when someone gives me a compliment.

_____ when I give someone a hug.

_____ when someone asks me my opinion.

_____ when someone criticises me.

_____ when something annoys me.

_____ when I am physically threatened.

_____ when I am frightened.

I know a feeling is really strong when _____.

Feelings I tend to deny or cover up in myself are _____.

Feelings I tend to withhold expressing to someone are _____.

Two people I can really trust with my feelings are: _____ and _____.

Someone I would like to share my feelings more openly with is _____.

Aggressive or Assertive?

Knowing the difference

Being assertive is sometimes confused with aggressiveness – there are major differences between the two.

Aggressiveness is...

- A way of thinking and behaving that **hurts** another person physically, or emotionally.
- One person attempting to **over-power** the other person in order to have his needs met.
- Expressing emotions, needs and opinions as though any other view is unreasonable or stupid.
- Feeling entitled to ignore or invade personal boundaries.

Aggressive behaviour includes: putting others down, yelling, manipulation, telling others what to do, using physical force, clenching fists, ignoring personal space, talking over others, threatening and name calling.

Assertiveness is...

- A way of thinking and behaving that fosters mutual **respect**.
- One person acting to **equalize power** with the other person to build trust and to improve the relationship.
- Expressing emotions, needs and opinions directly and in a non-threatening way.
- Being able to set and respect boundaries.

Assertive behaviour includes: making “I” rather than “you” statements, facing the person, acknowledging emotions, making eye contact, an open posture, and listening without making judgements.

Choosing better

Here are some tips for turning aggressive behaviour into assertive behaviour:

Give others a chance to speak. It's important to express yourself, but if you're the only one speaking or you constantly control conversations, you may not be giving others the chance to express themselves.

Use “I” rather than “you” statements. A person who begins a sentence with “I feel...” rather than with a command like “you should...” is articulating his wants without being aggressive. Also, think about what you are asking of others – are your requests reasonable, or are they are unrealistic, unfair or selfish?

Avoid threatening or demanding behaviour. Recognize that behaviour such as yelling, throwing things, or invading others' personal space (for example by speaking “in their face,” or grabbing their arm) is physically aggressive. This behaviour both scares and alienates people.

Being Assertive

Assertiveness Is:

- ☆ An attitude of mind that says: "Here I am, a person with unique gifts to give to the world. Who are you? What do you bring?"
- ☆ Knowing your strengths and weaknesses so that you can make more realistic decisions and choices for yourself.
- ☆ A way of relating to others that is positive, optimistic, and is respectful of yourself and of others.
- ☆ A way of communicating that is honest without being rude, hurtful or manipulating.
- ☆ Often associated with positive self-esteem and a better self-image.

Being Assertive means:

- ☆ You value yourself and others around you.
- ☆ You feel good about yourself. You feel confident about who you are, and about expressing what you feel.
- ☆ You think about what you want and think about whether it is fair and respectful.
- ☆ You communicate clearly to others what you are feeling and what you want from them, in a calm and straightforward manner, without hidden messages or meanings.
- ☆ You are open to new ways of thinking about yourself, others and situations.
- ☆ You can give and receive both compliments and criticisms, learning from both.
- ☆ You are able to set and respect boundaries.

Assertiveness takes time, patience and courage. It is not always exactly what you want. Assertiveness is more a way of living that is respectful of yourself and your own rights and respectful of others and their rights. Take positive and constructive steps to be assertive

Assertive Communication

Listen to understand.

- Listening shows support and encouragement. It provides an open environment to share thoughts, feelings and ideas.
- Listening lets the speaker know that you want to understand his or her point of view.

To listen effectively:

- Give your complete attention and concentration.
- Focus on what the speaker is saying (content), and how s/he is saying it (feelings).
- Maintain attentive body language and eye contact. This shows that you are open and receptive to what the speaker is saying.
- Avoid assuming that you know what the speaker means.
- Respond to show that you are listening: acknowledge what you heard, give encouragement, summarize information, and ask open-ended questions clarify meaning.

Speak to be understood.

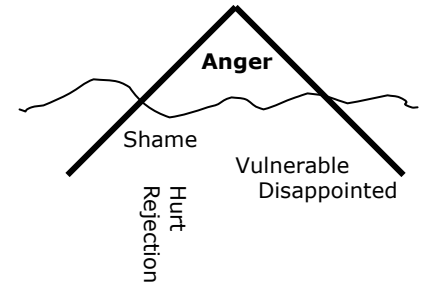
- Think before you speak. Take a few seconds to make sure you are conveying the right message, and in the way you want to convey it.
- Express your feelings and desires in a positive, respectful and self-assured manner.

To speak assertively:

- Use "I" instead of "you" messages to describe the problem you are having. For example, "I'd like to be able to tell my stories without interruption" instead of "You're always interrupting my stories!"
- Maintain a calm tone. Expressing thoughts and feelings in a non-aggressive tone shows that you are reasonable, composed, and in control.
- Watch your body posture. An assertive communicator maintains good eye contact, has an open, self-assured manner and is aware of personal space.
- Avoid judging, accusing, threatening, using sarcasm or blaming the other person.

When we communicate in this manner, we enhance our effectiveness with others and produce the most positive outcomes.

Always Angry?



Because of gender stereotypes, anger is the primary emotion that is thought to be appropriate in men. As a result, a range of emotions from rejection to fear often get funnelled into anger.

To illustrate this, imagine an iceberg. Above the water there is one small part of the iceberg that shows the tip, which can be seen as anger. Most of the iceberg is actually under water. This hidden part represents the other emotions linked to anger, like fear, hurt, disappointment, jealousy, embarrassment, sadness etc.

To uncover the iceberg, think back to a time you were really angry. Ask yourself:

1. What happened? What made you feel this way?

Be as specific as possible in identifying what you feel. Maybe something wasn't fair. Maybe you were not getting your way or you were misunderstood. Maybe someone said or did something that embarrassed you. Maybe something scared you or someone hurt your feelings. What were your underlying feelings?

2. What did you want to happen?

Often, unmet needs and fears are the reasons for the feelings that lie underneath anger. What goals, values or expectations were blocked? Did you need more companionship, support, time? What did you fear would happen? What would have made the situation better?

3. How did you react?

Think about the way you reacted. What you do? What did you say? Did expressing anger help or hurt the situation?

4. What could you do the next time you are in a similar situation?

Think about your goals or intentions and what it will take to make them happen. Determine what you will gain from your actions. How could you take care of your needs? How could you deal with your feelings in a way that doesn't hurt others?

Dealing directly with emotions – even strong ones like anger – is much more worthwhile than covering them up or dumping them on someone else. When you learn how to recognize these underlying emotions, you can take responsibility and control for your thoughts and actions. This enables you to act in ways that don't harm others and it is more likely that you will have a positive result.

Managing Anger

Learning how to deal with strong emotions - without losing your cool - is part of becoming more mature. To learn how to feel angry and express it in a healthy way, try the following suggestions:

Relax. Take deep, slow breaths to help you calm down. Count to ten, sleep on it, exercise or take a time out. Or, give yourself some breathing room. Sometimes in an angry situation it is best to walk away until everyone can cool off.

Think positively. Negative thoughts such as “I can’t stand this” or “How dare he?” will likely flame feelings of anger and worsen the situation. Imagine what a kind, supportive voice would say – for example, “Stay calm” and “I can deal with this.”

Consider the source of the anger. Ask yourself: why am I angry? What else am I feeling? Am I not getting my way? Does someone not understand me? Did someone say or do something that embarrassed me? Do I feel I have been treated unfairly?

Problem-solve. Consider your options: your number one goal should be to get the best results from the situation in a positive, healthy way. Ask yourself: how can I deal with my feelings in a way that doesn’t hurt others? Will expressing my anger help or hurt the situation? What are my goals?

Choose positively. Before you react, determine what you will gain from your actions. Remember you have choices about what to do when you feel angry.

Respond. This might mean shifting gears and spending some time doing something you really like to do – for example, playing sports, walking the dog, or reading a book. It might mean explaining to someone how they upset you. It might mean expressing your feelings in a firm but calm way. To do this, try using the following formula: “I feel _____ when _____ because _____.” For example, “I feel angry when Todd calls me names because it embarrasses me.”

Don't scream at the person you're mad at. Don't whine, sulk, throw things, or make any kind of physical threat. These things are likely to escalate the situation, and maybe even hurt someone.

It takes a little effort, a little practice, and a little patience, but you can get there if you want to. The payoff is a lot of self-respect!

Empathy

Empathy is the ability to sense another person's feelings and attitudes as if we had experienced them ourselves. Empathy is often seen as "putting yourself in someone else's shoes."

What creates empathy?

- Valuing different perspectives
- Taking other people's needs and concerns seriously
- Identifying and responding to feelings
- Active listening
- Using open body language and a warm tone
- Asking relevant questions, clarifying
- Offering suggestions, not advice
- Avoiding judging or blaming

What blocks empathy?

- Denying or refusing to address feelings and needs
- Not displaying interest in what others are communicating
- Talking about oneself (for example, "when the same thing happened to my friend, he...")
- Changing the topic (for example, "I can see why you are worried... Did I tell you I am trying out for the new school play?")
- Interrogating
- Criticising
- Offering untimely advice or orders rather than suggestions

Conflict Resolution

Conflict resolution helps build more rewarding and positive relationships. It is less about who is “right” or “wrong,” and more about taking steps to find creative and positive actions that can be taken.

What works?	What doesn't?
<ul style="list-style-type: none">• Assertiveness, respect• Focusing on the issue at hand• Taking responsibility• Expressing positive and negative feelings• Seeking a win-win solution• An openness to change positions or viewpoints	<ul style="list-style-type: none">• Aggression, physical violence• Focusing on the person• Bringing up old or unrelated issues• Expressing only negative feelings• Seeking to win at the expense of others• Defensiveness, blaming or accusing

Six steps to resolve a conflict:

- 1. Be willing to fix the problem.** Take the initiative or first steps to deal with a problem in a constructive and respectful way.
- 2. Recognize and define the issue.** Working towards a solution means first figuring out what the problem is, and, second, taking responsibility for it. Ask yourself: what do I value? What do I want to change? How does what the other person is doing make me feel? Why am I feeling this?
- 3. Give and listen to feedback.** Take turns talking. Express your feelings and needs in a respectful manner. Use “I” rather than “you” statements to get your meaning across. Listen to understand what the other person is feeling and thinking. Restate what you think you heard, and ask open ended questions to clarify your understanding.
- 4. Brainstorm options and alternatives.** Look for the positive. Be creative. Ask yourself: what are the possibilities? What opportunities does change bring? How can we work it out together? How else can I look at this situation?
- 5. Weigh options.** Work towards solutions where everyone’s needs are respected.
- 6. Decide and evaluate.** Few decisions are irreversible. Ask yourself: is this working? Could I make it better? You have the right to re-evaluate and change your mind if a decision is not working for you.

Module 6: Self-Esteem & Self-Worth

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Objectives for this section:

1. To discuss self-esteem and self-worth;
2. To understand key bases for legitimate and positive self-esteem and self-worth;
3. To recognize the link between healthy self-esteem and preventing aggression;
4. To practice the steps to building a healthy self-esteem.

6.1 Self-Esteem & Self Worth

Facilitator Information

A Guide to Self-Esteem

What is self-esteem?

Self-esteem is a frame of reference about how we *see* ourselves, how we *feel* about ourselves, and how much we *value* ourselves.

Self-esteem is:

- Seeing yourself in a positive way
- Believing that you are worthy of happiness
- Accepting your strengths and your limitations
- Being inspired to achieve
- Feeling that you belong

According to Sean Covey, how we feel about ourselves is like a personal bank account (PBA). Just like a savings account at a bank, we can make deposits into and take withdrawals from our PBAs by the things we think, feel, say and do. Breaking a promise to ourselves for example, results in feeling disappointed and making a withdrawal. Having a sense of self-respect encourages us to try new tasks or challenges. It's a deposit!

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

- Ralph Waldo Emerson

What is healthy self-esteem based on?

First, Negative self-esteem is based on:

- A sense of worth that is based on strength, power, and physical superiority over others is not authentic or positive self-esteem.
- Self-esteem that is inflated by the overt belief that one is superior to others is negative self-esteem or egotistic.
- Contempt for others, combined with feelings of powerlessness and shame can put one at risk for using aggression and/or violence.

Healthy self-esteem is based on inner strength or “power within.”

- Power within has to do with a person’s self-worth. It is the ability to recognize individual differences while respecting others’ worth.
- Healthy or positive self-esteem is based on mutual respect for yourself and for others.
- Positive self-esteem empowers, energizes and motivates.

Self-Esteem and Prevention

When people don’t feel good about themselves, they often lash out or abuse power to gain respect. And people with low self-esteem often form destructive relationships that in turn reflect and increase their lack of self-worth. A person with genuinely positive self-esteem feels respected and cared about without using aggression or power over others.

A person with healthy self-esteem believes that choice = power.

- With a healthy self-esteem, a person recognizes that while he cannot choose or change the past, he can choose what he allows to influence his decisions, thoughts and behaviour, and he can control how he responds to what happens to him.

A person with healthy self-esteem is able to take responsibility for his thoughts, feelings and actions.

- Acknowledging one’s thoughts, feelings and actions – the good, bad, ugly, foolish, devastating, and outstanding – is the key to being in control of one’s life.
- Accepting responsibility means refusing to place unnecessary blame, learning to take and give constructive criticism, and moving away from the unreasonable belief of perfection.

*"Sow a thought and you reap an act; sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny."
- Charles Reade*

With a healthy self-esteem a man:

- Develops positive and rewarding relationships.
- Knows that to get respect, you need to show it.
- Is secure in who he is and has the confidence to express his emotions.
- Accepts responsibility for his thoughts and actions.
- Feels in charge of his own life.
- Can distinguish between personal power and power over others.
- Accepts and appreciates different perspectives.
- Feels good about himself when he does the right thing.

- Owns up to mistakes and apologizes.
- Finds it easier to deal with and learn from mistakes, disappointments or failures.
- Actively opposes or intervenes when inappropriate behaviour is witnessed.

Facilitating Self-Esteem Exercises

Over the last several years, much work has been done to help women and girls become empowered by building their self-worth. It is equally important for men and boys to develop the skills to express their genuine selves and learn respectful and healthy ways of seeing and relating to others.

Before men and boys can learn to do this, they must first get to know and appreciate themselves: What is important to them? How do they feel about themselves? What are their strengths? How can they overcome their weaknesses? What will they take responsibility for?

The activities in this chapter are designed to help men and boys explore these questions. Self-exploration activities add meaning to men's lives. They help men figure out their strengths, and how they talk to themselves.

To best facilitate these activities, try the following:

Create a safe space. During self-esteem exercises it is important to provide a safe place for the expression of feelings – people can feel awkward or vulnerable when talking about themselves and their emotions. Be attentive to discussions and ensure that they stay on a positive note.

Let them know what self-esteem is. Distinguish between positive self-esteem and conceit or superiority. Self-respect, knowing your good points, forgiving yourself, learning from your mistakes, a positive self-image – all of these are crucial aspects of a healthy self-esteem.

Discuss the steps to building self-esteem. Discuss with the group how difficult it is to keep a perfect image. Maintaining an ideal image of a self-confident person can be agonizing to live up to. Self-confidence tends to ebb and flow as we value and devalue parts of ourselves.

Boost Your Self Esteem.

- 1. VALUE YOURSELF AND VALUE OTHERS.**
- 2. GET CONNECTED.**
- 3. USE POSITIVE THINKING.**
- 4. LIVE IN THE MOMENT.**
- 5. BE ACTIVE.**

For more detailed information, refer to the handout with the same title.

6.2 Self-Esteem & Self-Worth Activities

Check Your Self-Esteem

Objectives

- To discuss self-esteem.
- To help participants determine their level of self-esteem.

Materials

- “Self-esteem Quiz” (enough copies for each participant)
- Pens or pencils

Time

- 15 – 20 minutes

Self-acceptance, a positive self-image, the freedom to be oneself, and self-respect are all important aspects of self-esteem. This activity will stimulate great conversation.

1. Pass out “Self-Esteem Quiz” worksheet to each participant.
2. Ask the participants to answer the questions, but to keep their answers to themselves.
3. Once everyone has finished, explain to participants that you would like to discuss some of the topics from the quiz but remind them that sharing is optional.

4. To facilitate a discussion, use the following questions as a guide:
 - What happens when people don't feel good about themselves?
 - What is the difference between being proactive and reactive? In what ways does a healthy self-esteem help you choose whether to be proactive rather than reactive?
 - What are the consequences of not regularly expressing one's true feelings?
 - How important is being able to admit and move on from mistakes?
 - How important is it to spend time alone sometimes?
 - How do you usually react when someone criticizes you?
 - What are some examples of putting other people's needs before your own?
 - Is it normal to feel lonely sometimes? What can be done to overcome the feeling?
 - Which of these questions do you think most people have difficulty with?
 - Do you think this quiz is an accurate judge of self-esteem? Why or why not?

5. End this activity by doing a round to the question: "What is the key to feeling good about oneself?"

Slam Dunk

Objectives

- To help participants recognize and value their strengths (power within).
- To practice the steps to building self-esteem.

Materials

- Flipchart paper and markers
- Sheets of paper (enough for each participant)
- Pens or pencils
- A basket or container

Time

- 20 minutes

A healthy self-esteem grows out of enjoying oneself, and honouring one's accomplishments, skills, and abilities. Some researchers refer to this as having **power within**, rather than power over someone or something. This activity helps participants recognize and value their inner strengths.

Before the activity

- Write the steps to building self-esteem on a flipchart (found in the facilitator's information section).
- Select 5 – 8 "Slam Dunk" questions found below (or make up your own).
- Write them on another flipchart sheet.

Launching the activity

1. Reveal the flipchart with the steps to building self-esteem to participants. Briefly go through each step, using the information provided in the handout section.
2. Tell participants that you would like to practice two important steps to building a healthy sense of self-worth: first, to value one's strengths, and second, to accept and think highly of oneself.
3. Reveal the flipchart with the slam dunk questions to participants.
4. Hand out a sheet of paper and a pen or a pencil to each participant.

5. Ask participants to choose a question and to write their answer on the blank sheet of paper. Tell them that you will give them a few minutes to do this.
6. Once everyone has finished, tell participants to take turns sharing their answers (but remind them that sharing is voluntary). After each participant has read his answer, tell him to crumple up their sheet of paper and to slam dunk it into the container or basket.
7. Once everyone has “slam dunked” their statements, debrief this activity by asking for common thoughts and feelings.

TIP: To ensure that this is a positive experience, hold the basket or container as high as possible.

Slam Dunk Statements

- Something I do better than most people
- A skill or ability I would like to improve or work on
- A time that I handled a conflict in a positive way
- A time I turned a setback into a triumph
- Something that I am proud of
- Three of my best qualities
- An important relationship in my life and why
- For me, the key to feeling good about myself is...
- Something I am really good at is...
- A promise I made to myself and have kept
- A talent I would like to develop this year
- What I would like to have written on my tombstone
- Something that I want to be complimented on
- An important achievement in my life
- Ways that I show respect for myself
- The most difficult thing I have accomplished
- Things I do for self-care
- An important life lesson I have learned and why
- What I would try if I knew I could not fail
- What I would regret not having done if my life were ending
- The best thing I have ever done for myself
- The best thing I have ever done for another person

Positively Unique

Objectives

- To help participants recognize valuable and unique aspects of themselves.
- To practice the steps of building positive self-worth.

Materials

- Handout “What Makes You Unique?”
- Brightly coloured paper (one sheet for each participant)
- Paperclips, pens and pencils
- Crayons, pencil crayons or markers

Time

- 40 minutes

Everyone has something that makes him or her unique. An important part of having a healthy self-esteem is valuing who you are, and being able to express this without feeling like you are bragging. This is a great activity because at the end participants will have a list of positive things about themselves.

1. Distribute the following to each participant:
 - a brightly coloured sheet of paper
 - crayons or markers
 - a paperclip
2. Tell participants to fold their sheet of paper into three sections like a brochure. To do this, give the following instructions:
 - Hold your sheet sideways
 - Take the right edge of your sheet and fold it 2/3 to the left
 - Now take the left edge of your sheet and fold it to your right
3. Explain to participants that their task is to create a positively unique brochure about who they are. To do this, tell participants to first write their name on the front section of the brochure. Encourage them to be creative.
4. When they are finished, hand out “What Makes You Unique?” to each participant. Tell participants to choose 5 questions they wish to answer. Ask them to write the questions and their answers inside the brochure. Let them know that that no one else will be looking at these, so they can feel free to write anything, as long as it is positive.

5. Once everyone has finished, ask participants to fold up their brochure and paperclip it shut.
6. Next, ask participants to pass their brochure to the person to their left.
7. On the back of the brochure, ask participants to write something positive about the person whose brochure they hold in their hands.
8. Continue in this fashion until everyone has received their brochure back. If there are ten participants in the group, each person will end up with nine positive comments on their brochures.
9. Have participants read over their brochures, then end the activity by discussing what it was like to read things others had written about them, if anyone was surprised about what was written, if it was easy or hard to compliment others, and if it was easy or hard to receive compliments.
10. Consider going around the room and asking participants to read out their favourite comments. Encourage participants to bring their brochure home and read it every once in a while or when they are feeling down.

Alternatives to this activity

Option 1

Consider having a variety of magazines available so that participants can pull out images, words or phrases that catch their eye, evoke feelings, or represent themselves in terms of things they do well, items that are important to them, personal characteristics, or activities they enjoy, and add these to their brochures.

Option 2

If you are holding a multi-day workshop, invite participants to write a personal mission statement using their brochures. Explain to participants that a personal mission statement is like a personal motto that states what one's life is about. It is like a blueprint to one's life, a vision of what we would like to accomplish. A personal mission statement states how one plans to live, act, treat others and interact in the world. In turn, having goals helps us to choose what path to take when confronted with a challenge or a key crossroad. Getting to know yourself and defining what your values are the first steps to creating a personal mission statement. The next step is writing it down! The mission statements can be any format: short, long, a poem, a song, a favourite quote, a picture or your own text. At the next meeting, invite participants to share their personal mission statements with the group. Consider posting them to the walls for the duration of the workshop as a reminder of who participants aspire to be.

Who I Am

Objectives

- To help participants consider what is important to them
- To practice the steps of building a sense of self-worth

Materials

- “Who I Am” worksheet (enough for each participant)
- Pens and pencils

Time

- 20 minutes

This activity is a fun and non-threatening way to help participants learn about themselves – what is really important to them, how they see themselves, what inspires them, and in which direction they want to take their lives.

1. Give each participant a copy of the “Who I Am” worksheet. Tell them to answer on their own.
2. Give participants about 15 minutes to do this.
3. Once everyone has finished, debrief the activity by asking for common thoughts and feelings. Did any of your answers surprise you? What was it like to do this activity? What did you find out about yourself? What is really important to you? How can others know what is really important to you?
4. Ask participants to think about how they would answer the question: Who are you really? Talk to participants about the importance of knowing who we really are. It has been suggested that one’s true self is who we are when no one else is looking. Even though every person has many roles at the same time (son / brother / friend / student / athlete) a person with a healthy self-esteem will express who they are at the core, their inner grain, throughout these roles.

Optional

If you are holding a multi-day workshop, invite participants to write a personal mission statement using their “Who I Am” worksheets. Explain to participants that a personal mission statement is like a personal motto that states what one’s life is about. It is like a blueprint to one’s life, a vision of what we would like to accomplish. A personal mission statement states how one plans to live, act, treat others and interact in the world. In turn, having goals helps us to choose what path to take when confronted with a challenge or a key crossroad. Getting to know yourself and defining what your values are the first steps to creating a personal mission statement. The next step is writing it down! Personal mission statements can be any format: short, long, a poem, a song, a favourite quote, a picture, or your own text. At the next meeting, invite participants to share their personal mission statements with the group. Consider posting them to the walls for the duration of the workshop as a reminder of who participants aspire to be.

Be Yourself

Objectives

- To help participants recognize what they value in themselves.
- To introduce the idea of positive choice.
-

Materials

- Flipchart paper cut in half (one for each participant)
- Brightly colored markers, crayons, pencil crayons
- CD player or IPOD with “meditation” or classical music

Time

- 35 minutes

This can be a very powerful activity for participants.

1. Explain to participants that before men and boys can choose how to take responsibility for their actions and not allow other people’s behavior to push them into choices they do not want to make, they must first have a clear picture of who they are and how they feel about themselves.
2. Pass out a piece of flipchart paper to each participant. Place the markers, crayons and pencil crayons in the middle of the group.
3. Ask participants to list on their sheet, in any order, 10 items that are critically important to them, things that are essential to their quality of life. Ask participants to focus on objects, people, qualities, or ideals rather than on physiological functions (for example, drinking water, eating). Let them know that their answers are personal and they will not have to share them with the group.
4. Give them about 5 minutes to do this. Turn on the music if you are using it. Non-verbally communicate comfort and security.
5. When everyone has finished their lists, explain that sometimes we cannot help but lose some of these qualities or items. Ask participants to cross-out three of the items they could most easily live without. Ask participants to draw only a single line so they can still read all words at the end.
6. Pause for a moment. Encourage participants to reflect on how they feel about their loss. Ask participants: “What would your life be like without these items or qualities?”

7. After a brief pause, tell participants they must give up two more items.
8. Ask participants: “How have these items or qualities affected your relationships with your family or other important people in your life? How would losing these affect your relationships with others?”
9. After a brief pause, tell participants to cross out one more item or quality. Expect some participants to resist at this point. Acknowledge that they have reached some of the most important qualities about who they are.
10. After a brief pause, gently tell participants to cross out one final item or quality.
11. Allow participants a minute or two to think. Go around the group and ask participants to share whatever they feel comfortable sharing. You could ask participants:
 - How are you feeling?
 - Was it easy to think of 10 things of very great value to you?
 - How difficult was it to eliminate the first three items or qualities? How did you feel as you selected them?
 - How did you feel when you drew the last line?
 - What do your final three items or qualities have in common?
 - If you only had these three items or qualities in your life, what kind of person would you be?
 - How happy are you with your final three? If you could change any items, would you?
 - How did it feel to be responsible for making those difficult choices?
 - Would it have been easier if someone else had made those choices for you? Why or why not?
 - Are there any qualities or traits that you would like to emphasize in your life? Which ones?
 - What did you learn about yourself?
 - What is the key to feeling good about ourselves?

Family
Friends
Ocean/beach
Equality
Education
Financial stability
Trustworthy
Communication
Reading
Dessert dates

Thoughts on Me

Objectives

- To help participants recognize what they value in themselves
- To encourage participants to develop responsibility for their thoughts and feelings
- To develop self-worth

Materials

- Blank index cards (10 for each participant)
- Brightly coloured markers or crayons
- CD player or IPOD with “meditation” or classical music

Time

- 30 minutes

This can be a very powerful exercise for participants.

Part 1

1. Explain to participants that before men and boys can choose how to take responsibility for their actions and not allow other people’s behavior to push them into choices they do not want to make, they must first have a clear picture of who they are and how they feel about themselves.
2. Distribute 10 index cards and markers or crayons to each participant.
3. Ask participants to write a short word or phrase about who they are on each index card, each time beginning with “I am...” – they should end up with a total of ten different answers. Remind participants that their answers are personal and will not be shared with the group.
4. When everyone has finished, instruct participants to order their index cards face up in a pile, from least important on the bottom to most important on the top. Tell them that they have a few minutes to do this.
5. Once a few minutes have passed, and everyone has finished ordering their index cards, tell participants to flip their stack upside down, so that the most important answer is now on the bottom.
6. Turn on the music if you are using it. Non-verbally communicate comfort and security. Encourage participants to relax and to focus on what they are feeling during the activity.
7. Begin the guided instruction part of the exercise (Part 2)

Part 2

For each index card, you will be asking the participants to:

- 1) Turn over their index card
- 2) Silently read their answer to themselves
- 3) Think about a question you will ask them (listed below)
- 4) Crumple up their index card and gently drop it on the floor at their feet
- 5) Ask them a second question to help them reflect on how they feel as that quality or characteristic leaves them

Below are the specific questions for each one of the ten index cards. A complete example is written out for the first index card.

Explain to participants that you will be asking them some questions, one at a time, leaving time for them to think about each one:

For the first index card:

Tell participants to turn over their first index card. Tell them to read silently to themselves what they have written. Ask them: How does this characteristic or role affect your life? Tell them to slowly crumple up their index card and to gently drop it on the floor at their feet. Ask them: Imagine what your life would be like without this quality?

For the second index card:

- How does this characteristic or trait affect others in your life?
- Imagine what the rest of your life would be like without this quality?

For the third index card:

- Do you feel a place where this quality resides in your body?
- Who are you without this quality? Feel the change in your body as this quality leaves your self.

For the fourth index card:

- How has this trait or role affected your relationships with your family or other important people in your life?
- How would losing this quality affect your relationships with others?

For the fifth index card:

- Can you honor this quality in yourself? How?
- What would you be like without this quality?

For the sixth index card:

- How important is this part of you to the important people in your life?
- How would people react to you if you no longer had this quality?

For the seventh index card:

Remind participants that they are reaching some of the most important qualities about who they are.

- What does this characteristic or trait bring to your life?
- Imagine living the rest of your life without this characteristic – how would your life change the most?

For the eight index card:

- Truly honor the role this quality or role plays in your life
- As you gently drop this index card, get in touch with what's left in your self

For the ninth index card:

- Reflect on how this characteristic or quality has impacted your life
- How would your life be different without this quality?

For the last index card:

This is your choice about what is the most important quality or trait about who you are.

- How happy are you with your answer? If you could substitute any other word or phrase, would you?

Tell participants that they can crumple up this last index card, or keep it with them.

Turn off the music and allow a few moments to pass in silence before gently telling participants that we are moving on...

Part 3

1. When the guided part of this activity is finished and everyone is present in the group, invite participants to go over their feelings throughout the activity
2. Go around the group and ask participants to share whatever they feel comfortable sharing. You could ask participants:
 - How are you feeling?
 - Is anyone surprised at the feelings brought up by this activity?
 - What did you learn about yourself?
 - Are there any qualities or traits that you would like to emphasize in your life? Which ones?
 - Are there any qualities or traits that you would like to change? Which ones?
 - If you were to do this activity again, would you order your answers differently?
 - Did you notice a difference between who you are and how this trait or role affects what you do in your life?
 - What is the key to feeling good about ourselves?

3. End this activity by telling participants to look through the crumpled index cards at their feet and to pick up and tuck away any that they want to keep. Invite them to throw out the ones that they are happy to be rid of.

Ranking Traits

Ask participants to rip a piece of paper into ten strips. On each they write a word or phrase that describes themselves. Assure participants that no one will see what they have written, so a participant can be extremely honest. Then the participant arranges the traits in order from what he most likes about himself to what he least likes. When done, say, "Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that affect you? Now give up another. Give up three. Now what kind of person are you?" After giving up six of the qualities, have participants regain the traits one by one. Frequently the facilitator will see great tension as participants decide which traits they will give up. The facilitator may hear comments about how incomplete the participant feels without those traits, and see great relief, and a new understanding of the importance of those traits, as they are regained.

Bounce Back

Objective

- To visualize the importance of having a strong sense of self-worth.
- To understand key bases for legitimate and positive self-esteem and self-worth.

Materials

- An inflated beach ball
- An air pump
- Flipchart paper and markers

Time

- 20 minutes

This activity works well with young participants, and is an easy and very visual way to show the importance of having a strong sense of self-worth. Read the Facilitator's Information on Self-Esteem and Prevention before the activity to help participants understand the notion of positive or authentic self-esteem; that is, feeling respected and cared about without using aggression or power over others.

Part 1

1. Ask participants to sit in a circle.
2. Hold out the inflated beach ball in front of participants. Tell them that it represents a person's sense of self-worth or their self-esteem.
3. Hand participants the ball and have them pass it around. Tell participants to notice how resilient the ball is when you push in its sides, and how easily it bounces back when dropped on the floor.
4. Once everyone has held the ball once, ask each participant to name a situation or experience a person might encounter that would lower or negatively affect their sense of self-worth (for example, put downs; being teased about their weight; not being believed). Write their responses on the flipchart.
5. For each example that is given, have a participant let a little air out of the ball before he passes it onto the next person.
6. Ask the next participant who holds the ball to examine how resilient the ball is before giving another example.

7. Once the ball is deflated, discuss with participants the difficulty of maintaining perfect self-esteem. Explain to participants that self-esteem is a process, a journey, a practice about valuing ourselves as we are.
8. Go over the examples written on the flipchart. Ask participants: how many of you have been hurt by put downs or unkind experiences. How did you feel?

Part 2

1. Once again give participants the ball and ask each of them to give an example of how self-esteem or a sense of self-worth can be built up. As each example is given, ask participants to pump some new air into the ball using the air pump.
2. Encourage examples of positive self-esteem boosters (e.g. sticking up for yourself; acting the way you know and feel is right). Help participants distinguish positive ways to build self-esteem from negative or aggressive behaviours, such as boasting, bullying, harming others, trying to impress others, etc.
3. Write the answers on a flipchart.
4. Once the ball is inflated again, discuss with participants healthy ways we can raise our self-esteem. Ask participants:
 - What is the key to feeling good about oneself?
 - Do you agree that self-esteem depends not only on self-respect but also on having respect for others? Why?
 - How do you know you are respecting yourself? How do you know you are treating others with respect?
 - How is power related to self-esteem? In what ways do you feel powerful? Where does that power come from?
 - Is it normal to have the same sense of self-worth every day?
 - How can you help others work on raising their self-esteem?

Inner Champ, Inner Critic

Objective

- To help participants make connections between a healthy self-esteem and preventing aggression.

Materials

- Flipchart and markers

Time

- 20 – 25 minutes

Many people have an inner critic – an inner voice that tells a person that he is not worthwhile: he can't, he isn't good enough, he should have done something else, he isn't smart enough, he's ugly, he's clumsy, and so on. The good news is that people with healthy self-esteem are less likely to give the critic validation, and are more likely to turn the constructive criticism from an inner critic into an inner champ.

Part 1

1. Brainstorm briefly with participants the idea of self-talk. Ask the group to list examples of positive and negative self-talk. Write their responses on the flipchart.
2. Ask the group, how does negative self-talk affect a person's self-esteem? What is the difference between negative self-talk and being an inner critic?
3. Ask participants to give examples of what they can do when they are aware of negative self-talk. Write these on a new flipchart.

Part 2

1. Tell the group they are going to practice what positive self-talk sounds like.
2. Divide participants into small groups of 4 – 5 persons per group.
3. Explain to participants that they are going to take turns talking behind each other's backs.
4. Ask one participant to stand with his back to the group while the others all talk among themselves – loudly enough for the person to overhear – about all the things they like, admire and appreciate about the person.
5. Give participants about 10 minutes to do this, ensuring that each participant in the groups has his turn.
6. Once everyone has finished, debrief this activity by asking for common thoughts and feelings.

Relationship Constellations

Objectives

- To help participants identify the positive role models in their lives.
- To show participants they have supporters to assist them in making positive and healthy choices.

Materials

- “Relationship Constellation” worksheet (enough copies for each participant)
- Brightly colored crayons or markers

Time

- 10 – 15 minutes

This activity is best suited for young (up to age 15) participants.

1. Handout “Relationship Constellation” worksheet to each participant.
2. Explain to participants that most likely every person has people in his life he feels a special connection to, and he relies on them for different reasons.
3. Tell participants that they are going to create their own constellation.
4. Tell participants to write their own name in the biggest star, the bolded one in the middle of their sheet.
5. Next, tell participants to write the names of people who are important to them on each of the other stars: the closer the person is to them, the closer that person’s star is in relation to the participant’s star. If they run out of stars, have participants draw additional stars on their worksheets. Give them a few minutes to do this.
6. Once everyone has written a few names down, tell participants to write down a positive quality or characteristic that person brings to their life.
7. End this activity by facilitating a discussion using the following questions:
 - What qualities did you list?
 - How important is it to seek out people who are supportive to us?
 - What did you learn about yourself as you put together your own constellation?

Self-Esteem Quiz

- | | |
|---|--|
| 1. I enjoy being alone sometimes.
Yes No | 10. I am quick to blame others.
Yes No |
| 2. I can compliment my friends when they succeed (and really mean it!)
Yes No | 11. I usually try to "fit in" with the group even if it means being someone I am not.
Yes No |
| 3. I am confident when meeting new people.
Yes No | 12. I usually put others' needs before my own.
Yes No |
| 4. I can give myself a pat on the back.
Yes No | 13. I often withhold my true feelings.
Yes No |
| 5. I can ask for help when I need it.
Yes No | 14. I embarrass easily or often worry about looking like a fool.
Yes No |
| 6. Most of the time, I believe in my abilities.
Yes No | 15. I will do whatever it takes to succeed.
Yes No |
| 7. I can laugh at my mistakes.
Yes No | 16. I often fear rejection or failure.
Yes No |
| 8. I can handle constructive feedback.
Yes No | 17. I worry about things I cannot control.
Yes No |
| 9. I am proud of things in my life.
Yes No | 18. I often feel lonely.
Yes No |
| 10. I like and accept myself just the way I am.
Yes No | 20. I have trouble making decisions myself.
Yes No |

Give yourself one point for every 'yes' answer in this column.

Total points 0 – 5 Low self-esteem
Total points 6 – 10 Moderate self-esteem

Give yourself one point for every 'no' answer in this column.

Total points 11 – 15 Good self-esteem
Total points 16 – 20 High self-esteem

What Makes You Unique?

We're all unique. Having healthy self-esteem means that you love, respect, and trust yourself. You feel confident about who you are. Your self-esteem is something very personal. It's the way that you feel about yourself and how you think that others feel about you. Everyone has something that makes him or her special. What makes you special? Here are some questions to get you thinking!

1. Everyone has one or more talents. List three things that you are good at.
2. Imagine yourself 20 years from now. Who are the most important people in your life? What are you doing?
3. What makes you happy?
4. If you knew you could not fail, what would you do?
5. What is your proudest moment?
6. If you could spend one day in a great library, studying anything you wanted, what would you choose?
7. Quick! List 10 things you are passionate about... anything you absolutely love to do! (Be specific).
8. Describe a time you were deeply inspired.
9. What did you love when you were a child?
10. Imagine a local newspaper wants to do a story about you and they need to interview three people. Who would you choose and what would you want them to say about you?
11. Think of something that represents you... a flower, a song, an animal, an instrument... what is it and why does it represent you?
12. If you could spend a day with any person who ever lived, who would that be? Why?
13. What would you regret not having done if your life was ending?
14. List 5 words that you think other people would use to describe you.
15. Think of a person who made a positive difference in your life. What qualities does that person have that you would like to develop?

*Be a first rate version of yourself,
not a second rate version of
someone else.*

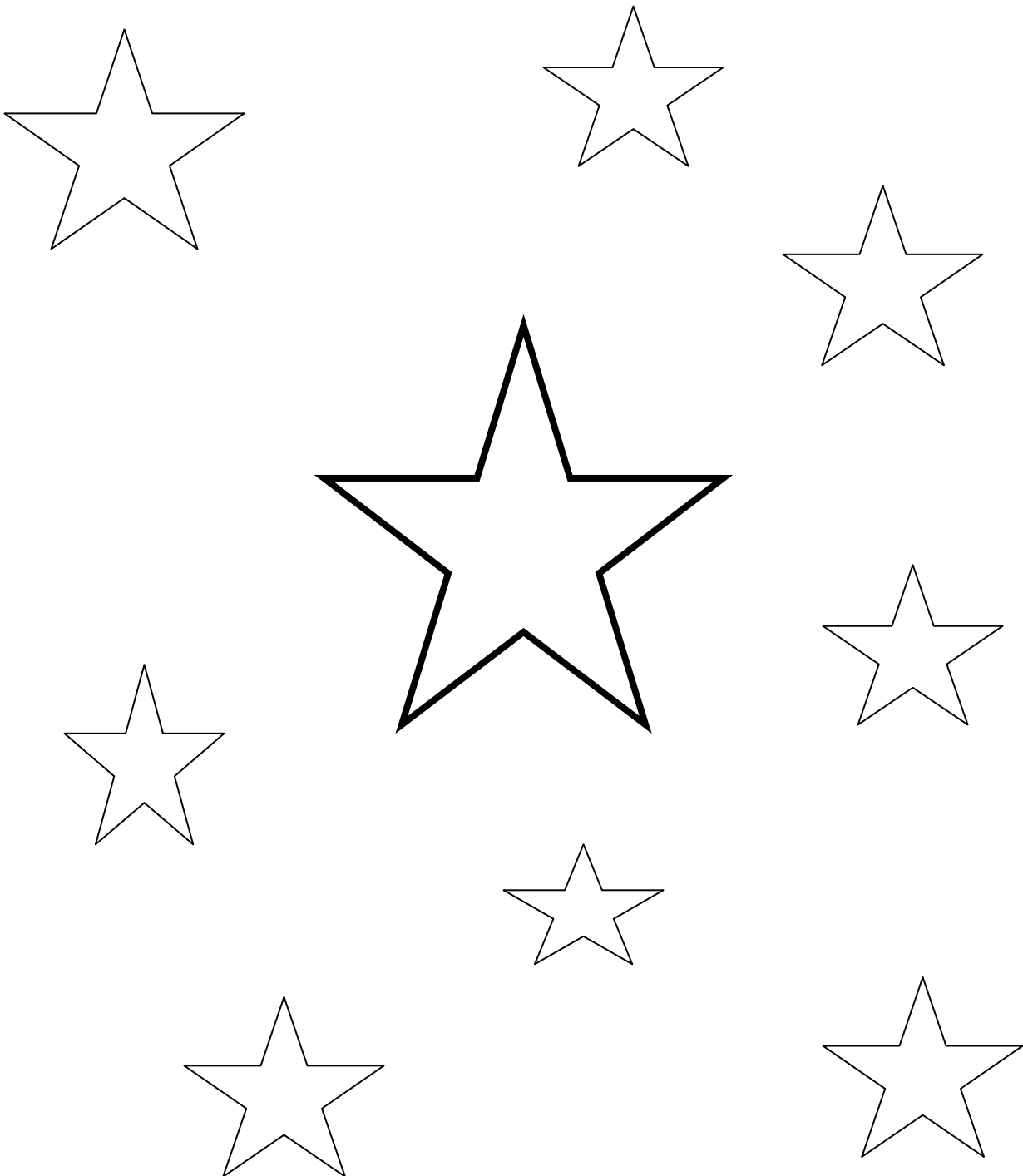
- Judy Garland

Who I Am

1. Think of a person who made a positive difference in your life. What qualities does that person have that you would like to develop?
2. Imagine yourself 20 years from now. Who are the most important people in your life? What are you doing?
3. If you knew you could not fail, what would you do?
4. If you could spend one day in a great library, studying anything you wanted, what would you choose?
5. Quick! List 10 things you are passionate about... anything you absolutely love to do!
6. Describe a time you were deeply inspired.
7. Imagine a local newspaper wants to do a story about you and they need to interview three people. Who would you choose and what would you want them to say about you?
8. Think of something that represents you... a flower, a song, an animal, an instrument... what is it and why does it represent you?
9. If you could spend a day with any person who ever lived, who would that be? Why?
10. Everyone has one or more talents. List three things that you are good at.

Relationship Constellation

List 5 words that you think other people would use to describe you:



Positive Self-Esteem

Self-esteem is recognized as a basic personality characteristic of healthy and productive behaviour. It is about:

☆ Self-respect.

Having good self-esteem means that you love, respect and trust yourself. You feel confident about who you are. You trust that you are capable of meeting life's challenges. And, you can stand up for your interests and needs while also being sensitive to the interests and needs of others.

☆ Power within.

Personal power has nothing to do with muscle size or how tall you are. Rather, personal power means being secure and confident inside yourself. With personal power, you can decide what is important to you, and do your best at the things you believe are important.

☆ Getting to know yourself.

Before you can believe in your ability to take care of yourself, you first need to understand yourself. What is important to you? What are you passionate about? How do you feel about yourself? What are your strengths? What things are important to you? What will you fight for?

☆ Self-worth.

With positive self-esteem you feel valued and worthwhile, *and* you treat yourself like a worthwhile person. You feel connected to what is important to you. You believe that you can make a positive difference in the world.

☆ Being responsible.

To get respect, you need to show it. With a healthy self-esteem, you recognize that you are responsible for the kind of person you are and how you live your life. You are the source of your own fulfillment. You are the author of your own feelings and behaviours, and you can make choices about them.

Positive and healthy self-esteem gives you energy to cope with the many challenges you face day to day. It helps you go after what you really need and handle difficult or frightening situations. It also helps you reach out and support others. Take a look at your life and figure out which of these you possess and which you need to work on.

What's Your Worth?

No, don't check your bank balance! Look within yourself to find the true measure of your worth.

☆ Find what makes you unique.

Everyone has something that makes him special. What makes you unique? Is it your soccer talent? Your good sense of humour? Is it that you are such a good friend? You came into the world being a capable person and your potential never changes. Identify what you are good at, then let yourself experience success and good feelings about it.

☆ Tap into your talents.

Finding and then developing a talent is a great form of self-expression and helps build confidence. What talents do you admire in other people? Why? From being an athlete to being a fast learner, talents come in a variety of packages. What do you have a knack for? Think of a talent you would like to develop. What steps can you take to get there?

☆ Take personal responsibility.

There is only one area where you have absolute power and that is YOU! Make up your own mind about what is good or right for you. Examine your feelings and think about the consequences of your actions before making risky decisions. Celebrate your wise choices and learn from your mistakes. Use your successes to build on your challenges.

☆ Trust, love, and respect yourself.

Value your strengths. Treat yourself as you would treat someone you care deeply about. Know that bad things do happen to good people for no apparent reason. When life gets tough, be kind to yourself. Ask yourself: what's the most loving thing I can do for myself right now? Then do it! The key is to value and encourage ourselves as we are, and recognize that no matter what we are trying our best.

Plan to bring out the best in yourself:

1. I'll do this just for fun _____.
2. I'll give myself this treat _____.
3. I'll forgive myself for _____.
4. I'll show respect for myself by doing this _____.
5. I'll show respect for others by doing this _____.

Boost Your Self-Esteem

No one is perfectly self-confident in all circumstances. When you feel frustrated or down, try these suggestions to give your self-esteem a healthy boost!

1. Value your uniqueness and that of others.

Identify the qualities you like about yourself, and remind yourself of them often. Learn to forgive yourself for mistakes you have made in the past. Keep your promises to yourself. Be kind to yourself – don't expect perfection. Communicate your feelings and thoughts honestly and directly. When you appreciate your own worth, it is easier to respect the worth of others. Accept other people for who they are. Never try to control someone else.

2. Get connected.

Connecting is about both caring and feeling cared for. Look at the people, places or things around you that mean something to you and find positive examples of mutual and supportive relationships. When you are alone, use the time to enjoy yourself rather than just existing until you can be with others.

3. Use positive thinking.

Be aware of your thoughts and your negative self-talk such as blaming, criticizing or comparing. Counteract negative thoughts with positive ones. If you say, "I'm sick and tired of this" add, "so I'm going to change this." Free yourself from "should've", and believe you *can* do it. Practice making decisions flexibly but firmly, and trust yourself to deal with the consequences. Take chances, make decisions, solve problems and feel good about trying something new.

4. Live in the Moment.

When you are feeling stressed, ask yourself: Am I okay at this very moment, this very second? Even in the most difficult times we are usually okay second by second – it's when we let ourselves get caught up in the past or the future that we tend to feel overwhelmed. Understand that "this too shall pass."

5. Be active!

Studies show that when people get out and do things – especially something physically oriented – they feel better (especially the next day). So find something that you like that is good for your body – tai chi – whatever! And do it!

Steps to Build Self Esteem

1. Get to know yourself.

Before you can accept responsibility for your thoughts, feelings and actions, you need to first understand your self – what is important to you? How do you feel about yourself? What are your strengths? How do you cope with your limitations?

2. Realize that no one is perfect.

Self-confidence tends to ebb and flow as we encounter different situations. No one is ever perfectly self-confident in all circumstances. The key is to value and encourage ourselves as we are, and recognize that no matter what we are trying our best. So, forgive yourself for your mistakes and know that you are valuable and important without needing to be perfect.

3. Recognize unreasonable beliefs.

According to Albert Ellis, a well-known psychologist, unhappiness and a low sense of self-worth happens because people have unreasonable beliefs about themselves. Basically, these unreasonable beliefs pressure people to act in a certain way and eventually make them feel incompetent and unworthy. What mistaken assumptions do you have? Do you believe that everyone should like you? Do you believe you should do everything well? To boost your self-esteem, try to figure out your mistaken assumptions.

4. Challenge unreasonable beliefs.

Once you have identified your mistaken assumptions, Ellis says you will have the opportunity to change how you think, how you behave, and what you expect from yourself and others. Most likely then, by decreasing your expectations and rethinking your unreasonable beliefs, you will be a little gentler on yourself and increase your self-esteem.

5. Accept and think highly of yourself.

Be kind to yourself and value your strengths. Treat yourself as you would treat someone you care deeply about. Know that bad things do happen to good people for no apparent reason. When life gets tough, be gentle with yourself. Ask yourself: what's the most loving thing I can do for myself right now? Then do it!

Module 7: Healthy Relationships

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Objectives for this Section:

1. To distinguish between healthy, unhealthy and abusive relationships;
2. To identify controlling attitudes and behaviours that can lead to violence;
3. To promote the importance of mutual respect and equality in healthy relationships;
4. To learn the skills to establish and maintain healthy relationships, including building and respecting boundaries, and healthy communication.

7.1 Healthy Relationships Facilitator Information

What is Relationship Violence?

Everyone has experienced tension in their relationships. Relationship violence is not a disagreement, an anger management problem, or a relationship “with ups and downs.” Rather, violence in relationships or dating violence is a pattern of assaulting or coercive behaviours that adults or adolescents use against their intimate partners.

Relationship violence can happen to anyone of any race, age, sexual orientation, religion or gender. Some people believe that women assault men just as often as, men assault women. This is not the case. Although men are also victims of violence, current research shows that the percentage is very small. In fact, the overwhelming majority of violence in relationships is committed by men against women. This toolkit uses pronouns that reflect this information for readability and simplicity's sake.

Violence against women in relationships occurs in all cultures and at all income levels. The idea that it is a man’s right and responsibility to control his partner’s behaviour is rooted in numerous belief systems around the world. For many centuries, it has been considered to be acceptable for men to physically abuse their female partners and claim them as property.

Forms of violence in relationships

Violence in relationships can cause injury and even death, but it doesn’t always have to be physical. There are four types of abuse. All are intended to harm, frighten, and/or control the woman. Together they make the woman feel fearful even when physical abuse is not occurring. The forms of abuse are:

Physical: Physical violence (hitting, kicking, choking, or using a weapon...) or threats of physical violence against a person are called “assault.” Assault is an offence under the Criminal Code.

Sexual: Sexual abuse includes unwanted or forced sexual touching, sexual activities, and sexual violence. Sexual assault is a criminal offence.

Emotional: Emotional abuse takes many forms. Included are put-downs, controlling of activities, threats of violence against loved ones, destruction of property, and isolation from friends and family. Emotional abuse wears the abused woman down and keeps her in constant fear.

Financial: The abuser wishes to keep his partner dependent on him. To keep control he may prevent her from keeping a job, make her ask for money, or give her an allowance.

Abusive Relationships

Why don't women just leave?

This question is often the first response to violence in intimate relationships. When we ask, "Why doesn't she leave?" we are suggesting that she is somehow to blame for being abused. This is inaccurate; a survivor is never at fault. There are many reasons why a woman may stay in an abusive relationship. For example, a woman may not leave an abusive relationship because she thinks her family is the most important thing in her life, more important than her own needs. If she leaves, she may feel that she is leaving not just the abuser, but her identity as a wife and as a mother. Leaving may also force her to challenge her ideas of what a "good" woman is.

A woman may stay because:

1. She is FINANCIALLY DEPENDANT

- She may not have the resources (education, financial, emotional) to move out and support herself and her children
- She may feel her choice is either abuse or poverty

2. She LOVES HER PARTNER

- She may want the abuse to stop, but not the relationship
- She may love her partner, but not the abuse
- She may believe she can change her partner

3. She FEELS RESPONSIBLE

- She may feel responsible for keeping the family together
- She may not want to take the children away from their father
- She may believe that her partner is the head of the household and has the right to control her

4. She has LOW SELF-ESTEEM

- Emotional abuse over a period of time leads to a loss of self-esteem. Women who are abused may come to believe that they deserve the abuse
- She may be isolated from any support
- She may believe the abuse is her fault (she keeps upsetting him)

5. She is AFRAID

- He may threaten to kill her or the children
- He may threaten to kill himself
- Many women are killed by their partners when they are trying to leave the relationship

6. He PROMISES TO CHANGE

- He promises never to do it again
- He cries, says he is sorry, and seems to mean it
- She may believe he wants to change

Abusive Relationships

Why don't men just stop?

In addition to blaming the victim, the question “why don't women leave?” insinuates that we live in an equal society where women can simply get up and leave. This is inaccurate. Men, who are the perpetrators most of the time, use violence and do so from a position of power. A more practical question is to ask “why don't men stop?” This question holds the abuser accountable, and calls on the abuser to take responsibility. Using violence is a choice and it is used strategically. For example, a man will not use violence against his employer, nor every time he drinks or gets angry. This shows that choices are being made when violence is used, and abusers must be held accountable.

A man may continue to abuse because:

1. He believes in GENDER STEREOTYPES

- He may feel that men have the right to be in control and make the important decisions
- He may believe that it is a woman's duty to see to his every emotional and physical need
- He may see a woman who is assertive as threatening and disrespectful

2. He DENIES OR MINIMIZES HIS ACTIONS

- He may minimize or deny his behaviour (he “only pushed” her)
- He may not perceive his actions as threatening or abusive
- He may have been brought up to solve problems with physical aggression

3. He BLAMES OTHERS for his behaviour

- He may shift the responsibility for his actions onto his partner, other people or external situations (“She pushed my buttons”, he was drunk/stoned)
- He may claim to have lost control of his actions
- He may think that he can get away with using violence

4. He believes in the “JUSTIFIABLE” ABUSE

- He may believe that men are expected to be sexually aggressive
- He may feel entitled to use violence to exert control and get what he wants

5. He may take INTERPERSONAL VIOLENCE for granted

- He may have been exposed to violence as a child and learned to use violence to deal with personal conflict

6. He PROMISES TO CHANGE

- He cries, says he is sorry, and seems to mean it. He promises to stop
- He genuinely wants to change but does not take concrete steps to do so

7. He CAN

- His abusive behaviour is often ignored, unchallenged or unreported
- We live in a culture that tells us abuse in relationships is not a big problem

Teen Dating Violence

Why does violence in teenage dating relationships occur?

Teenagers are especially vulnerable to emotional and physical violence in their relationships.

- The social demands of being a teen often "require" that all young people should be involved in a dating relationship. Young people see every day that success is defined in terms of being attractive, popular and having a boyfriend or a girlfriend.
- Peer pressure can be intense, and the fear of being different or violating peer expectations causes teens to conform. Young men and women, afraid of being labelled "different," may not have the confidence to be themselves.

“Normal” teenage relationship behaviours often fit stereotyped gender roles.

- On the one hand, romantic ideas about love may encourage girls to interpret jealousy, possessiveness, and emotional abuse as signs of love.
- On the other hand, conflicting and sometimes harmful messages about what constitutes “being a man” in a relationship may encourage boys to equate sex with dominance, and to reinforce their control with violence.

Teenage girls in romantic relationships are:

- Care-takers and responsible for the success of the relationship,
- Encouraged to give their boyfriends attention on demand (including sexual demands),
- Expected to give up activities, talents and other relationships, and give priority to the boyfriend and the relationship.

Teenage boys in romantic relationships are:

- Initiators and responsible for making the first move,
- Expected to not talk about sex, just do it,
- Discouraged from being respectful (“are you going to let her walk all over you?”)
- Expected to be sexually aggressive; not take “no” for an answer,
- Encouraged to make important decisions in the relationship.

How can adults help teenagers in a violent dating relationship?

Talking to teenagers about dating violence can be challenging.

- As teens struggle for their independence, it may be difficult for teens to seek relationship help from adults. And, if adults are approached, they may not take the teen's concerns seriously.
- Adults may assume that teens are overreacting, acting out, or going through a phase. They may minimize the bonding that takes place in teen relationships, and expect them to break up easily and date others. They may deny the developing sexuality of the teen. Or, adults may simply not recognize the dangers that can take place in teen relationships.
- Adults should be wary of forcing teens to end the relationship. This may make matters worse by creating a power struggle between the adult and the teen.

To best help a teen in an abusive relationship, an adult can:

- Believe the teen. Take what the teen is telling you seriously.
- *Empower the teenage boy* by helping him see what is really going on, and brainstorming options for seeking help.
- By empowering him to take responsibility for his actions, an adult can help him build accountability in all aspects of his life.
- With this approach, the teen is more likely to examine how his behaviour is hurtful, and will more likely choose healthier and respectful behaviours in future relationships as well.
- *Empower the teenage girl* by helping her see what is really going on, and brainstorming options for safety with her.
- By empowering her to choose her own path, rather than forcing her to choose the "proper" path, an adult can help build strengths in all aspects of her life.
- With this approach, the teen is more likely to choose to resist the present abuse herself, and will more likely resist future abusive relationships as well.

Defining Healthy Relationships

“What is a healthy relationship? What can I do to make my relationship better?”

As a facilitator, you may be asked to answer these questions. It is not enough to explain the ins and outs of an unhealthy or abusive relationship and then say: “Don’t do that.” Insight into the characteristics of people in healthy relationships must also be discussed.

To best discuss the meaning of a healthy relationship, talk to participants about the following key points:

A healthy relationship is one in which there is mutual respect.

- Respecting one’s partner means valuing their worth as an individual and respecting what is important to them. This includes being comfortable saying "Yes" and "No" at all times to any sexual activity.
- It also means actively listening to what they say and need, and trying to understand their point of view.
- To create a healthy relationship, a person must love and respect himself first. If he does not respect and love himself, he cannot give love and respect to someone else.
- When respect is absent from a relationship, boundaries tend to be ignored, communication can break down, one person will likely ignore the wishes and rights of the other, abuse can take place, and sexual assault might happen.

Healthy relationships require that partners participate equally in all aspects of the relationship.

- Healthy relationships thrive when both individuals involved share who they truly are and what they truly desire. They are on equal footing, respecting themselves, and each other.
- People in healthy relationships do not attempt to change, control, criticize, or condemn the other.
- Instead, people in healthy relationships bring out the other’s best talents, they understand and accept the other for who he or she is, and they give the other freedom to make his or her own choices.
- A healthy relationship consists of two independent healthy people who can live without each other, but choose not to. Both partners have an equal share in decision making. Neither partner is used selfishly by the other. The interests, opinions, and feelings of both partners matter.

Healthy relationships are based on intimacy.

- To be intimate with someone, *both* people must feel safe enough to be vulnerable. This is risky because showing vulnerability gives the other potential power to hurt. Intimacy is a privilege and holds a great deal of responsibility.
- There must also be a great deal of trust. Each individual feels they truly know their partner and are truly respected by their partner.
- Trust entails feeling confident that your partner will be there for you in times of need as well as joy. Trust is established through honesty and respect, and is built over time. On the other hand, it may take only one broken promise to completely shatter it.

In a healthy relationship, communication is the vehicle through which partners demonstrate their respect and caring of one another.

- Assertive communication requires clearly expressing one's thoughts, feelings, needs, and wishes in an open and truthful manner, without threats, manipulation, or violence.
- Assertive communication also requires actively listening to the thoughts, feelings, needs, and wishes of one's partner.
- This means *asking* rather than expecting; *inquiring* not accusing; *questioning* not demanding, and working together to resolve a conflict.
- Through open and honest communication, individuals learn about their partner, increase their chances of having consensual sexual experiences, and gain a deeper understanding of how to enrich their relationship.

Violence is never okay.

- Some people believe that their relationship isn't abusive unless there is physical fighting. This is inaccurate.
- Violence doesn't only mean physical abuse. There are many forms of violence in relationships, including psychological or emotional abuse, using coercion and threats, and forcing sexual activity.
- If violence or a threat of violence of any kind has happened more than once or twice, it is extremely likely to happen again. It may get more frequent or more severe.
- Refer to the handout "How to help a friend" for specific information on how to help someone who is experiencing abuse, or someone who is being abusive.

The bottom line is...

Healthy relationships require that partners participate equally in all aspects of the relationship, share feelings and concerns, and respect each other's emotional and physical boundaries.

7.2 Healthy Relationships Activities

Who's in Charge?

Objectives

- To discuss the existence of power differences in relationships.
- To promote that all individuals have the right of safety and choice in sexual relationships that need to be respected.

Materials

- Balloons for every participant in the group
- Index cards with relationships written on them (see below)
- Flipchart and markers

Time

- 30 minutes

This activity works best when paired with activities on gender stereotypes, as well as activities that examine why sexual assault happens.

Before the activity

- Write each of the following relationship types on a separate index card:
 - Heterosexual – man in control
 - Heterosexual – woman in control
 - Heterosexual – both partners share power equally
 - Same-sex relationship – one partner with power
 - Same-sex relationship – both partners share power equally

Launching the activity

1. Pair off participants into couples: tell the “couple” that they are now on a date.
2. Randomly hand out to each “couple” a card with a description of their relationship. Ask the participants to decide what role each partner is going to play.
3. Hand each person in the “couple” a balloon. Explain to participants that you will be asking them some questions. Tell them to decide on the answers together based on the type of relationship they are in.

4. After the question is asked, ask the person who is in control and answered the question to breathe into their balloon once, and hold the air in there. If both participants answer, they should both blow air into their balloons.
5. After the participants in the “couples” have answered all the questions, ask them to look at their balloons and talk about the types of power that occur in relationships by using the following questions:
 - Whose balloon is bigger? What does that mean?
 - How do you feel if your balloon is the bigger/smaller one?
 - Does the person with the bigger balloon have more power on the date? Why?
 - Why do different couples have different sized balloons?
 - How do these questions represent types of power in relationships?
 - What does power in relationships have to do with sexual violence?
 - Do power imbalances support sexual assault? How?

Questions for the “couples”:

- Who asked the other out?
 - Who decides where you are going on your date?
 - Who decides when you are going?
 - Who is driving?
 - Who opens the car door for whom?
 - Who decides when its time to leave?
 - Who pays the bill?
 - Who makes the first intimate move?
 - Who decides how far the intimacy will go?
 - Who decides if there will be a second date?
6. Next, ask participants how gender stereotypes help create power imbalances in a relationship. Brainstorm with participants a list of phrases that boys and men hear from other males that teach them the need to exercise power and control over a woman (for example, “Who’s wearing the pants in this relationship?” “Are you going to let her walk all over you?”). Write the answers on a flipchart.

7. Talk to participants about the importance mutual respect and equality in a healthy relationship. Explain that when power is shared equally with someone, it is used to build trust and common understanding. But when power is used over another person to control them, it is abusive. Discuss the following questions with participants:
- What are the advantages of having the stereotypically “in charge” role? What are the disadvantages?
 - What are the advantages of being taken care of? What are the disadvantages?
 - What are the advantages of sharing power equally in the relationship? What would that look like? What, if any, are the disadvantages?
 - Is it important that one person ‘be in charge’? Why or why not? When do you enjoy being in charge? Why?
 - When do you enjoy being taken care of? Why?
 - Is it difficult for men to *not* take control and be in charge? Why?
 - Is it difficult for women to take control and be in charge? Why?

Rating Relationships

Objectives

- To identify controlling attitudes and behaviours that can lead to violence in relationships.
- To examine and discuss healthy, unhealthy and abusive relationships.

Materials

- Flipchart and markers
- Index cards
- Handout “Attitude Alert” (enough copies for each participant)
- Handout “Three Types of Relationships”
- Tape or glue

Time

- 40 minutes

It can be difficult to tell the difference between a healthy and an unhealthy relationship, and between an unhealthy and an abusive relationship. This activity helps participants examine and discuss the qualities of healthy, unhealthy, and abusive relationships.

Before the activity

- From the handout “Three Types of Relationships” choose 12 – 15 of the relationship attitudes and behaviours. Make sure you select healthy, unhealthy as well as abusive ones.
- Write out or print each relationship attitude and behaviour on separate index cards.
- Space three sheets of flipchart paper around the room. Label one sheet “Healthy”, another sheet “Unhealthy” and the final sheet “Abusive”.

Launching the activity

Part 1

1. Handout “Attitude Alert” to each participant. Ask them to answer on their own. Let them know they will not have to reveal their answers.
2. When everyone has finished, facilitate a brief discussion by asking participants:
 - What are your reactions to this worksheet?

- Do you agree that these attitudes can lead to unhealthy or abusive relationships? Why or why not?
- What are the consequences of believing that men should be “in charge”? Is jealousy ever a good thing? How can these be overcome?

Part 2

1. Divide participants into smaller groups of 3 – 4 persons per group.
2. Give each group Healthy/Unhealthy/Abusive Relationship card(s) until all index cards are distributed.
3. Explain that their task is to discuss each card and decide if it describes a healthy, an unhealthy, or an abusive relationship. When the group has made a decision, ask them to place the card under the appropriate flipchart spaced around the room.
4. Once each group has finished placing their cards, facilitate a discussion about the criteria participants used to categorize the behaviours. Use the questions provided below to facilitate a discussion.

Discussion questions

- What are your reactions to these relationship cards?
- How do people feel when they are in a healthy relationship? In an unhealthy relationship? In an abusive relationship?
- Who decides what is healthy and what is abusive?
- Which type of relationship has attitudes from the previous worksheet?
- Are there any cards you think should be moved to a different flipchart? Which ones? Why should they be moved?
- Which behaviours were most difficult to place? Why?
- Is it possible that what one person believes is appropriate behaviour might actually be inappropriate or abusive? How does this happen?
- Do you agree that there are basics to a healthy relationship, that is, “non-negotiables”? What are they? What is the best way to communicate them?
- Look over points under “healthy relationships.” Which of these are the most difficult to accomplish in a relationship?
- Look over points under “abusive relationships.” How are these behaviours used to limit or control the relationship?
- Based on these cards, do you know anyone who might be in an unhealthy or abusive relationship? What could this person do?

Fair or Foul?

Objectives

- To discuss violence in relationships.
- To increase understanding about the many forms violence in relationships takes, including emotional, economic, and sexual.

Materials

- Four index cards: two labeled “True” and two labeled “False”
- Questions for True or False (provided below)
- Flipchart and markers

Time

- 30 minutes

This is a fun and informative activity that works well with any age group. The key to this activity is to discuss each question. The participants will likely guess the right answer, but will learn more about the issue when you go over all the specifics.

1. Divide participants into two teams and have each team sit together.
2. Give each group a “True” index card and a “False” index card.
3. Explain that you will read a question to both teams. Together, each team must decide whether the answer is true or false. Let them know that they must not reveal their answer right away; instead, ask each team to put the index card with their answer face down in front of them.
4. Let them know they will also be asked to explain how they arrived at their answer.
5. Begin the activity.
6. Read a question to both teams and give them a few moments to decide whether the statement is true or false. Once each team has their answer, read the question again and ask each team to reveal their cards.
7. After each question is answered, write the myth, statistic, or fact on the flipchart and discuss the correct response with the group. Ask participants:
 - a. Are they surprised?
 - b. Have they heard this myth before? If so, what are the consequences of this myth?
 - c. How do people feel when they are in a healthy relationship? In an unhealthy relationship? In an abusive relationship?
 - d. Is it possible that what one person believes is appropriate behaviour might actually be inappropriate or abusive?
 - e. Who decides what is respectful and what is abusive?
8. Share any points that the teams did not mention and give positive reinforcements for their efforts.

Questions for True or False

- 1. Jealousy is an expression of love. True or False?**
 - False. Jealousy is an expression of insecurity and distrust. Acting on those feelings is a controlling behaviour, not a loving behaviour.

- 2. After paying for a fancy dinner on the first date, it is no big deal to make your date kiss you, even if she does not want to. True or False?**
 - False. Forcing any unwanted sexual activity, including kissing, is sexual assault. No matter how much money was spent on a date, anything sexual is never “owed.”

- 3. Criticizing the way the person you are dating dresses or acts is a type of abuse. True or False?**
 - True. Criticizing the way a partner acts or dresses can be a sign that the person views their partner as an object or a possession. Trying to control, limit or change a romantic interest or a partner is a form of emotional abuse.

- 4. It is okay to disagree with the person you are dating. True or False?**
 - True. Having differences of opinion is what makes us individuals. And stating differences of opinion openly and respectfully is a sign of a healthy relationship.

- 5. A relationship is about finding someone who “completes you.” True or False?**
 - False. A healthy relationship consists of two independent people who can live without each other but choose not to. And, both people also should feel free to keep developing new talents or interests, and making new friends.

- 6. Making decisions together is a sign of mutual respect in a relationship. True or False?**
 - True. Healthy relationships thrive when both people involved share who they are and what they truly desire. They are on equal footing, and the interests, opinions and feelings of both people matter.

- 7. You always hurt the one you love. True or False?**
 - False. Films, music and other media perpetuate the myth that jealousy, possessiveness, controlling or sexually abusive behaviour are signs of love. This is inaccurate. Violence has no place in a healthy, respectful relationship.

- 8. Saying “if you really loved me you would...” is pressure tactic. True or False?**
 - True. When a person uses words to pressure someone into an unwanted sexual activity, this is known as coercion. And, pressuring someone into an unwanted sexual activity is sexual assault.

- 9. If a person is violent when he is drunk or high, it doesn't count as abuse. True or False?**
- False. Abusers often use excuses such as being drunk or high to avoid taking responsibility for their violent behaviour. Alcohol and drugs DO NOT cause violence; they only lower existing violent inhibitions.
- 10. Only men commit violence against women in relationships. True or False?**
- False. Relationship violence can happen to anyone, regardless of race, age, gender, religion, class or sexual orientation. Victims or perpetrators of partner violence can be either male or female. However, current statistical information shows that most victims are women.
- 11. Hitting, shoving, and kicking are against the law. True or False?**
- True. Any intentional use of force against someone without his or her consent is an assault and is against the law.
- 12. Violence in relationships only refers to physical violence. True or False?**
- False. Violence in relationships also includes sexual abuse (unwanted touching, forced or coerced sexual activity) and emotional abuse (extreme jealousy, destruction of property).
- 13. Dating violence has been linked to holding stereotypical views about gender in young men. True or False?**
- True. Research shows that young men who hold stereotypical views about men and women (for example, that men are always in control, and that women are supposed to follow along) are more likely to use violence to reinforce their control in relationships.
- 14. Some women "ask for it." They drive men to be violent. True or False?**
- False. No one asks to be hit, beaten, shoved, or forced into anything he or she doesn't want to do. Abusive men often avoid responsibility for the assault by claiming that their partner provoked it. In actuality, the man is simply trying to control and overpower her.
- 15. Men who assault their partners are mentally ill. True or False?**
- False. Relationship violence is too widespread to be caused by mental illness.

Safe Spaces

Objective

- To educate participants about dating violence

Materials

- “Safe Spaces” worksheet
- Two game pieces (one for each team), a penny and a dime can be used
- Flipchart and markers to write down statistics and myths
- “Questions for Safe Spaces” (found below)

Time

- 25 minutes

Before the activity

- Read “Questions for Safe Spaces” before the workshop. It is a good idea to know the answers without having to refer to the page.

Launching the activity

1. First, divide the group into two teams and have each team sit together.
2. Place the “Safe Spaces Worksheet” and game pieces on a table in front of the participants.
3. Tell them that you will read out a question to each team one after another. Together the team must come up with an answer.
4. If the team gets the answer correct they will move their game piece ahead one square. If the answer is incorrect, the game piece will stay where it is.
5. The winner is the first to get to the “Safe Space” in the centre of the worksheet.

If the question asks for a percentage, the answer must be within a range of 5%. For example if the answer is 80%, an answer from 75-85% will be accepted.

6. After each question is answered (and determined as correct or incorrect), write the myth or statistic on the flip chart. Then before going on to the next question, discuss the myth with both teams.
 - a. Are they surprised?
 - b. Have they heard this myth before?
 - c. What are the consequences of this myth? (Look at the ‘List of Myths’ for more information)

The key to this game is to discuss each myth. The participants will likely guess the right answer, but will learn more about the issue when you go over all the specifics.

- 1. Jealousy is an expression of love. True or False?**
 - False. Jealousy is an expression of insecurity and distrust. Acting on those feelings is a controlling behaviour, not a loving behaviour.
- 2. Men are abused by their partners as often as women are. True or False?**
 - False. 90% of charges related to spousal assault are laid against men. Most charges laid against women are counter-charges laid by abusive men or stem from acts of self-defence.
- 3. Alcohol causes men to assault their partners. True or False?**
 - False. Alcohol does not cause abuse. But, alcohol can make it easier for a man to be violent. The real cause of assault is the desire for power and control over his partner. Batterers often use alcohol as an excuse to avoid taking responsibility for violent behavior.
- 4. Hitting, shoving, and kicking are against the law. True or False?**
 - True. Any intentional use of force against someone without his or her consent is an assault and is against the law.
- 5. What percentage of young adults are involved in some level of physical partner abuse?**
 - 35% (Danielson et al. 1998)
- 6. What percentage of female spousal assault victims fear for their lives?**
 - 40% (Statistics Canada, 2000).
- 7. It is better for a child to live with two parents even if one is violent. True or False?**
 - False. Whether they are abused, or witness abuse, children are deeply affected. They live in fear and do not feel safe or secure in their own home. Both boys and girls who see violence at home learn that violence is the way to solve problems. Girls may believe that spousal abuse is normal and may be more likely to enter into abusive relationships.
- 8. Once a woman decides to leave a violent relationship, she is no longer at risk for being hurt. True or False?**
 - False. Women are more at risk once they have decided to leave.
- 9. Physical abuse only occurs in poor communities. True or False?**
 - False. Abuse occurs in all economic, ethnic, racial, social and age groups. Violence in more affluent groups is often hidden because they use shelters, legal clinics, and other social services less often than women from lower socio-economic groups.

- 10. Dating violence only refers to physical abuse (hitting, shoving, punching...).**
True or False?
- False. Dating violence also includes sexual abuse (unwanted touching or forced or coerced sex) and emotional abuse (extreme jealousy, destruction of property).
- 11. What percentage of women who have been married (including common law partners), have reported violence by a spouse?**
- 29% (Violence Against Women Survey, 1993)
- 12. What percentage of female homicide victims were killed by someone with whom they had an intimate relationship?**
- 51% (Statistics Canada, 2000). Interesting to note that only 6% of MALE homicide victims were killed by someone with whom they had an intimate relationship.
- 13. Dating violence has been linked to low self-esteem and eating disorders in young women. True or False?**
- True. (National Forum on Health, 1997).
- 14. Men who assault their partners are mentally ill. True or False?**
- False. Wife assault is too widespread to be caused by mental illness.
- 15. It is more difficult for immigrant women to leave an abusive relationship. True or False?**
- True. Immigrant and refugee women may face additional problems in believing that they have to stay with their partners for immigration purposes. They fear that they will be deported if they leave their husbands.
- 16. Most men who assault their partners are not violent outside the home. True or False?**
- True. Most men who batter do not hit their bosses, friends, or colleagues.
- 17. What number of children in Canada have witnessed violence by their fathers against their mothers?**
- One million children have witnessed their father perform violent acts on their mothers. (Fitzgerald, 1999).

18. Women currently in violent marriages are _____ times more likely than women in non-violent marriages to state that their father-in-law is violent to his spouse.

- Three. Women currently in violent marriages are 3 times more likely than women in non-violent marriages to have a father-in-law who beats his spouse (Rodgers, 1994).

19. Some abusive men purposefully aim their blows at the parts of a woman's body where bruises don't show. True or False?

- True (Denham and Gillespie, 1992).

20. Some women "ask for it." They drive men to violence. True or False?

- False. No woman ever deserves to be beaten. Assaulted women report a wide range of incidents that trigger violence ("I fried his eggs the wrong way," "I didn't turn the radio down enough.") Abusive men often avoid responsibility for the assault by claiming that their partner provoked it. In actuality, the woman never "asks for it," the man is simply trying to control and overpower her. (Denham and Gillespie, 1992).

21. Some women stay in a violent dating relationship because they like it. True or False?

- False. A woman stays for varied and complex reasons. She may believe that he will change, she may be dependent on him financially, she may feel guilty for breaking up the family, she may be isolated and have no where to go (no family, friends, or supports), she may feel she deserves it, she may fear that he will kill her or her children if she leaves.

22. Women abuse is a reaction to women's fight for equality. True or False?

- False. Violence against women has occurred for centuries (before feminism existed).

23. In what year did physical and mental cruelty become grounds for divorce in Canada?

- 1968, when the Divorce Act was passed, physical and mental cruelty became grounds for divorce. (Denham and Gillespie, 1992).

24. Women are _____ times more likely to be victimized by a spouse than are men? Fill in the blank with a number.

- Eight. Women are 8 times more likely than men to experience violence by a spouse (Fitzgerald, 1999).

25. What percentage of women who leave a violent relationship eventually return home to their partners?

- 75%. Seventy-five percent of women who leave eventually return home to their partners: for the sake of the children (31%); to give the relationship another chance (24%); when their partner promises to change (17%); because of a lack of money or housing (9%) (Rodgers, 1994).

26. What percentage of women assaulted by a male partner suffer physical injury?

- 45%. (CRIAOW)

27. What number of Canadian women are killed by their partners every week?

- Two (Canadian Advisory Council on the Status of Women, 1991).

28. Women are _____ times more likely to be abused in their own home than by a stranger on the streets?

- Thirteen (Jaffe et al, 1990).

29. Men beat women because men are under stress. True or False?

- False. This myth is based on the argument that violence is a response to stress. This argument does not explain why the chosen target of the violence is most often a woman. Also, women under stress do not attack men and many men do not beat women.

30. What percentage of Canadian men, living with a woman, admitted to using violence against his partner?

- 20% (Lupri, 1989). In a 1989 study, one in five Canadian men living with a woman admitted to using violence against his partner.

Continuum of Violence in Relationships

Objectives

- To identify controlling attitudes and behaviours that can lead to violence in relationships.
- To discuss unhealthy and abusive relationships.
- To introduce warning signs.

Materials

- Flipchart and markers
- Scenarios (found below)
- Glue or scotch tape

Time

- 35 minutes

Defining the continuum of violence in relationships is a good opening activity for workshops that will focus on distinguishing between a healthy, unhealthy and abusive relationship. It is a good idea for facilitators to be prepared for disclosure (read information found in the Facilitator's Manual on "Disclosure and Basic Counselling"). It is also a good idea for the facilitator to have some local resources and/or referral numbers to hand out at the end of the activity.

Before the activity

- On a flipchart, draw a horizontal line. Label one side "Least Obvious" and the other side "Most Obvious".
- Choose 10 – 12 attitudes or behaviours for the continuum (see list on the next page). Write each scenario on individual index cards (or photocopy them and cut each scenario into strips).

Launching the activity

1. Pair up participants.
2. Explain to participants that the line you have drawn represents the continuum of violence in relationships, from the least obvious to the most obvious.
3. Give each pair an index card with an attitude or behaviour written on it.

4. Taking turns, ask each pair to first read their statement aloud to the group, and then to place their statement along the continuum wherever they think it should be placed.
5. Once everyone has had a turn, discuss as a group the results posted on the flipchart. Talk to participants about:
 - **Forms of violence in relationships.** Ask participants if they think all behaviours on the continuum are violent. Is jealousy ever a good thing? What are the consequences of ignoring personal boundaries? Explain that violence in relationships doesn't only refer to physical violence. Violence in relationships also refers to emotional, sexual and financial abuse. Which attitudes or behaviours are forms of emotional abuse? Of sexual violence? Economic abuse? Can they think of more examples of each form of abuse?
 - **Escalation of violence.** Ask participants if they think the least obvious forms of violence are less serious or harmful. Point out to participants that there are very obvious (and serious) forms of violence on the continuum, as well as some less obvious forms of violence. Explain that even the seemingly small behaviours might eventually escalate and lead to aggressive and abusive behaviour in a relationship. How does this happen?
 - **Warning signs.** Ask participants to identify warning signs of a potentially abusive relationship. Point out that the behaviours on the least obvious end of the continuum are examples of warning signs that a person may eventually become abusive. What messages are we taught about these behaviours? How do the media encourage the belief that jealousy, possessiveness and even physical abuse are 'romantic'?
 - **Power and control.** Ask participants if they agree that controlling behaviours are actually abusive, even without physical violence. Explain to the group that when one person in a relationship exerts power and control over the other, the relationship is abusive. Help participants understand that all forms of violence are used with the intention to harm, frighten and/or control an intimate partner. How is control maintained or reinforced when one person makes all the decisions? How common is it for men to be like this? Why?
6. End this activity by brainstorming with participants what they could do if they start to identify things at the less obvious end, so that it won't escalate to the more serious end. Point out resources in the community.

Continuum of Violence in Relationships *Example*

Least obvious

Most obvious

Does not consider partner's feelings	Name-calling	Threats	Pushing
Jokes about women as sexual objects	Isolation	Jealousy	Murder
Ignoring	Denying access to money	Pornography	Forces sex

Attitudes / Behaviours for the continuum

- Jealousy or possessiveness.
- Questioning what a person wears, does, or goes.
- Scaring someone by driving fast or doing reckless things.
- One person making the important decisions.
- Ignoring.
- Lack of communication.
- One person controlling the money or finances.
- Threatening to hit or destroy things.
- Not considering a partner's feelings or needs.
- Embarrassing or teasing in a mean way in front of friends.
- Accusing the other person of dressing or acting seductively to attract others.
- Put downs (about appearance, body, behaviour).
- Hitting, shoving, punching.
- Becoming hostile or aggressive when a partner says 'no'.
- Manipulation.
- Blaming.
- Forcing sexual activity.
- Ignoring personal boundaries.
- Demanding a partner's constant time and attention.
- Withdrawing or sulking to get his way.
- Joking that men are better than women.
- Calling a partner "bitch" or "stupid".
- Depriving partner of sleep, food or medical care.
- Showing pornography to help get partner in the mood.
- Threatening to commit suicide if the relationship breaks up.

Conversation Starters

Objectives

- To discuss realistic and healthy ideas about relationships.
- To practice healthy communication skills.

Materials

- Flipchart and markers
- “Communicate to Connect” handout
- Index cards with questions written on them (see below)

Time

- 30 minutes

Research shows that having healthy relationships begins with understanding and communication. Expressing our wants, feelings, thoughts and opinions clearly and effectively is only half of the communication process needed for interpersonal effectiveness. The other half is listening actively and understanding what others communicate to us. This activity helps participants examine how they feel about relationship issues while also practicing how to communicate effectively.

Before the activity

- Choose five ‘Conversation Starters’ from the list of questions provided below and write these on index cards. You will need one index card (with the same questions on each) for every three participants.
- On a flipchart, write the following keys to being a good communicator:

How to communicate in healthy relationships:

1. Listen actively
2. Say things assertively and respectfully
3. Be fair
4. Be sensitive
5. Be genuine

Launching the activity

1. Briefly brainstorm as a group some guidelines for communicating effectively and assertively. Ask participants: what does having good communication in a relationship mean? Write the answers on the flipchart.
2. Next, ask participants to form groups of three.
3. Give each group an index card with the same “conversation starters” on them.

4. Explain that their task is to discuss the questions on their index card, using active listening and the other techniques described on the flipchart. Remind them that it is okay to disagree, and to be respectful as they listen to one another.
5. Let them know they will have about 15 minutes to do this.
6. When 15 minutes have passed, ask participants to return to the larger group and share what they discussed. Write the key ideas each group presents on a flipchart.
7. Once everyone has finished, go over the answers on the flipchart. Facilitate a discussion about communicating in healthy relationships by asking participants:
 - How is good communication important in a healthy relationship?
 - Do you agree that these guidelines help talk about relationships? Why or why not?
 - Which aspects of being a good communicator worked best? Which ones did you have difficulty with?
 - What are your reactions to these questions?
 - Which questions do you think most people have difficulty with? What does this mean?
 - Why is it important to examine these issues before a relationship starts? What are the consequences of not doing so?
 - How do you know when a relationship is healthy or unhealthy?
 - What can you do if you realize that someone is in an unhealthy relationship?

Questions for 'Conversations Starters'

1. How do you decide if you like someone romantically?
2. How do you decide to trust someone?
3. How far can people go sexually with each other, and still stop?
4. Do you agree that it is important to think about personal boundaries before a relationship gets started? Why or why not?
5. Do you think women / men ever have sex when they don't really want to? Why?
6. What do you think about someone who uses pressure to get sex?
7. How can you be sure someone has consented to sex?
8. If someone spends a lot of money on you during a date, do you owe him/her something?
9. Is being whistled at or having sexual comments made to you a good thing or a bad thing? Why?
10. Is jealousy ever a good thing? Why do people feel jealous? What should you do if you feel jealous?
11. What does respect mean in a dating relationship?
12. What does a relationship based on equality look like?
13. Is it okay to have sex with someone you don't love?
14. What is the best way to break up with someone? What's the best way to act if someone breaks up with you?
15. What if you try to break up with someone, and they don't want to let you, or they keep hassling, bothering or threatening you?

Perfect Match

Objectives

- To explore different preferences in friends and romantic partners.
- To examine and discuss what makes a relationship healthy.

Materials

- “Perfect Match” worksheet (enough copies for each participant)
- Pens and pencils

Time

- 20 minutes

Most people have an idea of their ideal ‘type’ when it comes to meeting someone new. But what about the type of relationship they are looking for? Why do some people tend to put up with more from their romantic partners than from their friends? Or vice versa for other people? This activity can help provide some insight into these questions.

1. Pass out “Perfect Match” worksheet to participants, with pencils or pens.
2. Give participants about 5 minutes to fill in the information.
3. Go around the group and invite participants to share whatever they feel comfortable sharing, but let them know that contributing is voluntary. Use the following questions to help guide the discussion:
 - How do you decide if you like someone?
 - How do you decide to be friends with someone? That you are interested in someone romantically?
 - Are your lists the same or different?
 - If they are different, why do you value different things in men, women and your romantic partners?
 - Are there any potentially problematic characteristics on your lists? If so, what might the consequences be?
 - What would your romantic partner’s list look like?
 - What did you learn about yourself from this activity?

Key to the Activity

- ✦ Talk to participants about why they think an activity like this is important. It is important to discuss the meaning of a healthy relationship (whether it applies to a friendship, a work-based relationship, or a romantic one) because in every relationship there are expectations about what people want their relationship to be.
- ✦ Talk to participants about the qualities a person looks for in a friend and why. For some people, these tend to be the same qualities they look for in a romantic partner.
- ✦ For other people, internalizing widely held gender stereotypes and double standards can lead to an unhealthy romantic relationship.

Boundary Basics

Objectives

- To give participants a chance to talk about building and respecting boundaries.
- To help participants work out what behaviours are the basics for a healthy relationship.
- To promote the importance of mutual respect and equality in healthy relationships.

Materials

- “Boundary Basics” worksheet (copies for each participant)
- List of “Relationship Behaviours” (choose 8 – 10)
- Flipchart and markers
- Pens or pencils

Time

- 30 minutes

Boundaries are important in determining the health of a relationship. Setting and communicating boundaries helps maintain a healthy intimacy in relationships. And, respecting boundaries helps prevent sexual aggression. This activity helps participants think about personal boundaries, and discuss how healthy boundaries lead to respect and equality in a relationship.

1. Give each participant a copy of the “Boundary Basics” worksheet, and a pen or a pencil.
2. Tell participants that you will read a list of relationship behaviours one at a time. Explain that their task is to write each behaviour in the appropriate side of the heart according to whether the behaviour is okay or not okay for them.
3. Read out 10 – 15 of the relationship behaviours from the list provided on the next page. Give participants enough time write down whether they want to do that relationship activity. Suggest that they write the behaviour outside the heart if they are unsure.
4. Once you have finished reading the behaviours, ask the group if they have others they want to add. If so, get them to put those on their worksheets as well.
5. Draw a heart on the flipchart with your marker. Divide the heart in half and label one side “okay for me” and the other side “not okay for me”.

6. Go through each relationship behaviour, asking participants to share whether it is acceptable or not acceptable for them. Let them know that sharing is optional, and that they do not have to read their boundaries out loud if they do not want to.
7. Write the participants' most common boundaries on the flipchart. If participants put them in different places, encourage them to explain why. Then ask for the groups' comments. Avoid telling anyone he is wrong. Simply say, "We're going to put this on the 'okay' side because most people have chosen to put it there."
8. If participants say that a behaviour, such as forcing sexual touching, is okay when it is obviously not, disagree in a respectful manner. Say: "I recognize that we all have different boundaries, but I strongly believe that each person has the right to decide what happens to his or her body. So, force of any kind of not okay with me."
9. Debrief as long as you feel necessary. Use the keys to the activity provided below to facilitate a discussion. Let participants know that you will be available to talk about this activity on a personal level. Give a time and a place (for example, during the break.)

Keys to the activity

- ✦ **Talk to participants about what exactly are boundaries.** Boundaries are not walls. Both provide safety, but boundaries do so from having a good sense of our own self-worth rather than from past hurts. Boundaries are defined by a person's own limits, values, and life experiences. They make it possible for someone to separate his own thoughts and feelings from those of others and to take responsibility for what he thinks, feels and does.
- ✦ **Talk to participants about the importance of knowing one's limits and boundaries before an intimate relationship begins.**
Ask participants:
 - How do you know your boundaries? Why are they important?
 - Are boundaries flexible? What boundaries are essential – non-negotiable – in a healthy relationship?
 - How do boundaries help maintain a healthy relationship?
 - Do you agree that it is important to think about boundaries before a relationship gets started? Why or why not?
 - What is the best way to tell an intimate partner your boundaries?
- ✦ **Talk to participants about the importance of respecting boundaries once they are in a relationship.**
Ask participants:
 - What signals show you that your boundaries are not being respected? How would you feel?
 - What signals show that you might not be respecting your partner's boundaries?
 - How does respecting boundaries prevent sexual aggression?

List of behaviours for Boundary Basics

- | | | |
|---|--|--|
| 1. Public displays of affection. | 14. Stopping the first time a date says “no” to sexual activity. | 26. Being able to disagree with my partner. |
| 2. Spending all our free time together. | 15. Lying. | 27. Being able to solve disagreements by talking it over. |
| 3. Belonging to each other. | 16. Spending time with my partner’s family. | 28. Saying “yes” when I really want to say “no”. |
| 4. Discussing birth control and safe sex together. | 17. Having sex in public places. | 29. Calling my partner “frigid” or “slut”. |
| 5. Stopping sexual activity when asked to even if I am already aroused. | 18. Coercion (for example, telling my partner I can’t wait any longer) | 30. Taking my partner’s feelings and wishes into consideration. |
| 6. Telling friends what we’ve done sexually. | 19. Commenting that an outfit is inappropriate. | 31. Feeling I am nobody without my partner. |
| 7. Having intercourse on the first date. | 20. Spending time with friends separately. | 32. Trusting each other to spend time with attractive others. |
| 8. Hitting if the other person has hit first. | 21. Holding a grudge after a discussion. | 33. Being vulnerable in front of my partner. |
| 9. Begging for oral sex. | 22. Encouraging the other to try drugs. | 34. Destroying property if my partner did something to upset me. |
| 10. Being jealous. | 23. Expressing what I want sexually. | 35. Putting down my partner’s friends or family. |
| 11. Touching a person without asking. | 24. One person paying for everything. | 36. Letting my partner depend on me for money. |
| 12. One person making all the decisions. | 25. Breaking up if one partner is violent. | |
| 13. Being able to say “no” to sex anytime. | | |

Looking For Love

Objectives

- To discuss healthy relationships.
- To encourage participants to determine what they do and do not want in a relationship before it takes place.

Materials

- “Looking for Love” worksheet (enough copies for each participant)
- Flipchart paper and markers
- Pens and pencils
- Tape or CD player and upbeat music

Time

- 25 minutes

This widely adapted activity provides participants with a fun and safe way to identify what is a healthy relationship.

1. Tell participants that you would like to brainstorm with them what makes a healthy relationship. Ask them to consider the following:
 - What qualities do they want or look for in a romantic partner?
 - What personal qualities do they have to bring into or share with a romantic partner?
2. Write their responses on the flipchart. It is likely that group will first list physical qualities – this is okay. Help participants articulate other qualities of a healthy relationship like trust, mutual respect, no violence, sharing decision-making, building and recognizing boundaries etc. Refer to the facilitator’s information on “Defining Healthy Relationships” for more detailed examples.
3. Ask the group if the qualities listed on the flipchart show a healthy relationship from the points of view of both an ideal romantic partner and themselves as a partner. If not, ask what is missing and add more qualities.
4. Talk about how everyone’s perfect match is different but that there are some qualities that are important for every partner to have as part of being in a healthy relationship. Let them know that these are their “bottom-lines,” or their “non-negotiables.” Ask the group which of the qualities they think these are. Circle them or add them to the flipchart.
5. Handout “Looking for Love” worksheet to each participant.

6. Explain to participants that their task is to create a personal ad for a healthy relationship. Ask participants to start the ad by listing who they are and the qualities they would offer (Ex. Young, funny, respectful man who volunteers at animal shelter looking for...). Next, ask participants to describe their ideal romantic partner, considering all the qualities on the flipchart.
7. Play some upbeat, fun music while they are writing.
8. Once everyone has finished writing their personal ad, ask them to high-light or circle three qualities that they will not compromise on or settle for less.
9. Talk to them about keeping this ad and comparing it to their present or future romantic partners. If the relationship they are in is missing some of the qualities they look for, what can they do to overcome this?

Choosing Equality

Objectives

- To help participants identify qualities to create and maintain a healthy relationship.
- To promote the importance of mutual respect and equality in healthy relationships.

Materials

- Flipchart and markers
- Handout “10 Must Haves of Healthy Relationships”
- “Choosing Equality” worksheet (enough copies for each participant)
- Bright markers or crayons.

Time

- 20 minutes

This activity works well at the end of a Relationships workshop. Participants have the opportunity to explore elements about equality in relationships and leave the session on a positive note.

1. Write “Equality” in the middle of a flipchart sheet and draw a circle around it.
2. As a group, brainstorm with participants what equality means in a relationship. Ask participants: in what ways is equality shown in a healthy relationship?
3. Use the information on the handout to help participants be as specific as possible. Write the answers on the flipchart, as “spokes” or petals so that they stem from the circle.
4. Remind participants that in a healthy relationship both people are safe, respected and cared about. Explain that this cannot occur if the relationship is a power struggle. Instead, healthy relationships are seen as a partnership, where both persons’ thoughts, feelings and needs are equally acknowledged and valued.
5. Make the analogy that similar to a flower whose petals are intact, or a wheel whose spokes are intact, a relationship is strong, safe and equal when it is made up of several positive qualities, attitudes and traits.
6. Once a significant list (at least 12 examples) has been created, give each participant a “Choosing Equality” worksheet, along with markers or crayons.
7. Ask participants to create their own equality poster by drawing or writing the petals or spokes on their worksheets with what they will do in their own relationships. Let them know that their artistic abilities will not be judged.
8. When everyone has finished, ask participants to reveal their posters. Explain that participation is optional. Encourage them to show only what they are comfortable sharing.

Sounding Out Relationships

Objective

- To practice communicating and discussing relationship issues.

Materials

- Index cards
- Hat or basket
- Flipchart and markers
- Pens and pencils for each participant
- List of community resources that address sexual assault, dating violence and child abuse
- Poster board (optional)

Time

- 30 minutes

This is a good closing activity for healthy relationships workshops. Facilitators can encourage participants to consider the information learned earlier in the day to help answer anonymous questions about relationships that are asked by the participants.

1. Give each participant an index card and pens or pencils.
2. Ask each participant to write a real or imagined relationship problem or question on an index card. This could be something they are still unclear about, or a question they would really like to ask their female friend(s) but have never dared. Let them know they do not have to sign their names. Remind participants to be respectful.
3. When they have finished, gather the index cards in a hat or basket, shuffle them and place the hat or basket in the middle of the table.
4. Explain that everyone will take a turn, read out a problem, and then the group will talk about:
 - What the issues are
 - What could be helpful for the person dealing with the problem
 - Resources and referrals the person could use for further help
5. For each problem, write the issues on the flipchart. Include some helpful suggestions and resources. Try to give the phone numbers for any resources that are needed.

6. Discuss with participants ways to communicate respectfully with their partners about relationship issues. Ask participants: what prevents you from asking your partner these questions? How can this be overcome?
7. When all index cards have been read, summarize the discussion by asking the group to make a list of important things men and women should know when it comes to relationships.
8. If there is time, consider asking participants to create their own 'Healthy Relationships Fact Sheet' on a poster board. Encourage them to be creative!
9. End by reminding the group that you will stay behind for questions or referrals.

Attitude Alert

Consider the questions below. Are any of these attitudes ones you tend towards?

- Are you generally on the lookout for a relationship?
- In choosing someone to date, do you think that looks are very important?
- Do your relationships develop very fast? Do you usually feel a close connection instantly – that you “are made for each other”?
- Do you agree that jealousy is a good way to show love?
- Do you feel men should be “in charge” of the date or the relationship?
- Do you expect that your partner should be able to anticipate your needs?
- Do you want someone to “complete you”?
- Do you change to fit the person you meet?
- Do you believe that sometimes people get so angry that they cannot stop themselves from hitting their partners?
- Do you feel like you can’t ever “lose” in a situation?
- Do you want your partner to only be with you?

No one plans to go into an unhealthy relationship. Unfortunately, many men hold unrealistic and sometimes harmful attitudes about relationships. These attitudes can lead to unhealthy and even abusive relationships. If you answer ‘yes’ to three or more of the questions above, you may have an unrealistic approach to relationships. If you recognize that some of your attitudes may be unhealthy or even abusive, consider talking to someone other than your partner or romantic interest about your attitudes and feelings, and seeking help.

Three Types of Relationships

HEALTHY is...

When both people feel safe, respected and cared about.

- Listening to each other and being able to talk openly
- Knowing it's okay to disagree
- Making decisions together and valuing both opinions
- Supporting each other's dreams and decisions
- Trusting your partner to spend time with attractive others
- Feeling okay doing things separately
- Sharing responsibilities
- Accepting the other for who they are – not wishing they would change
- Considering the other's feelings before you say or do things

UNHEALTHY is...

When one person feels scared, confused and insecure.

- Believing one gender has more rights than the other
- Getting easily angered
- Using the silent treatment
- Yelling when you are angry
- Manipulating the other to get what you want
- Not listening or valuing to the other's opinion
- Minimizing things that are important to the other
- Not keeping the other's secrets
- Being kinder when you're alone than with friends
- Feeling afraid to express your own opinions because of your partner's reaction

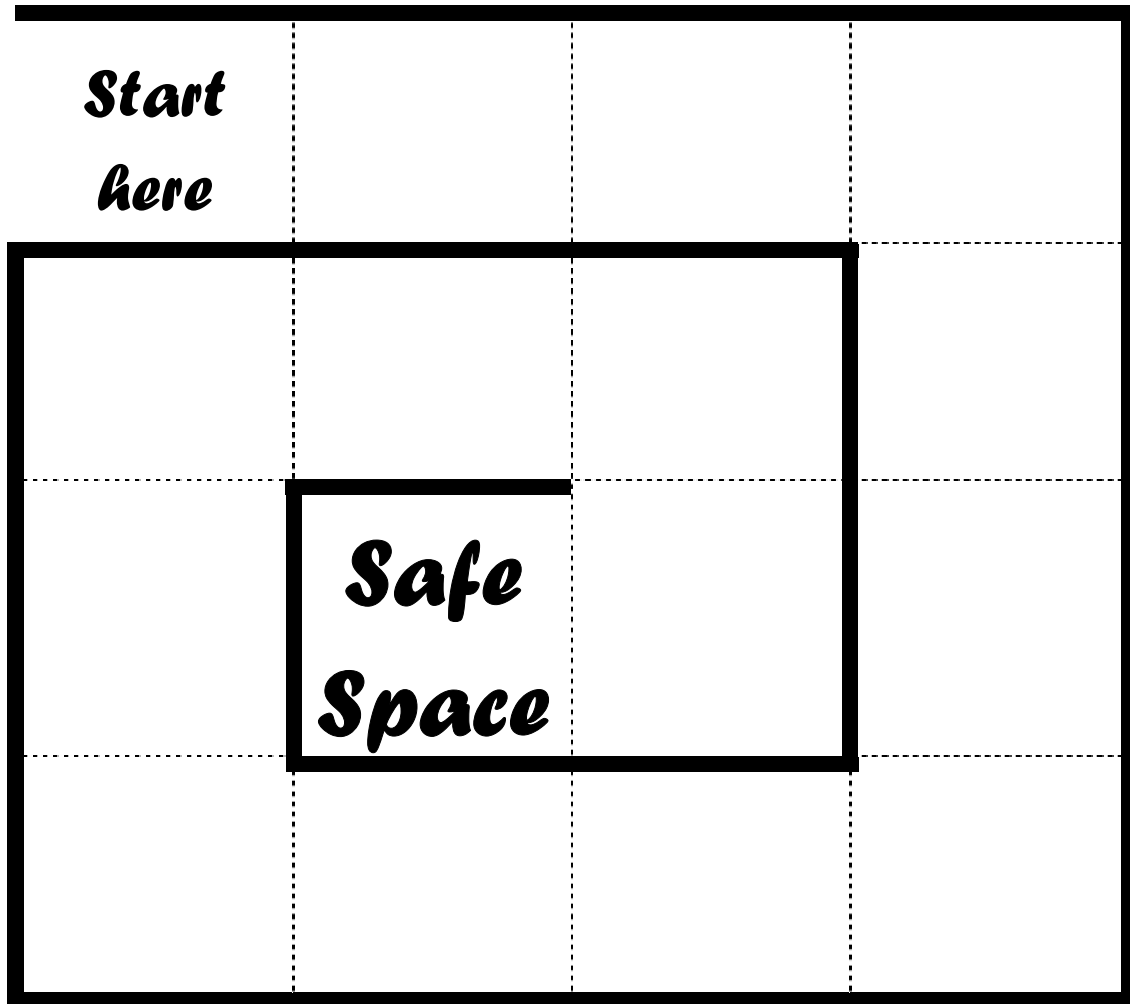
ABUSIVE is...

When one person uses power and control over their partner.

- Controlling the other's activities and relationships
- Forcing sexual touching or intercourse
- Intimidating by threatening, hitting, or destroying property
- Forcing alcohol, drugs or pornography
- Putting down family or friends
- One person making all the decisions
- One person fearing a violent reaction from the other
- Ignoring, sulking, withdrawing or going into a rage when disappointed or frustrated
- Being extremely jealous or possessive
- Blaming the other person for your violence
- Repeatedly promising not to hit again

If your relationship is a healthy one, keep it healthy. If you occasionally engage in some unhealthy behaviours, now is the time to change. If you are in an abusive relationship, get help today.

Safe Spaces



Communicate to Connect

Research shows that communication is essential in healthy relationships: individuals learn about their romantic interest, increase their chances of having consensual sexual experiences, and know how to make the relationship better. There are six aspects that are key to being a good communicator:

Being a good listener.	
<ul style="list-style-type: none"> ☆ Make eye contact. Avoid interrupting. This lets your partner know you care. ☆ Repeat back what you think you've heard your partner say to make sure you understood. Ask questions to clarify statements. ☆ Don't assume you know what your partner will say. 	
<p style="text-align: center;">Being assertive.</p> <ul style="list-style-type: none"> ☆ Be direct about how you feel. ☆ Express your thoughts and feelings without intentionally hurting or disrespecting the other person. ☆ Say 'no' to something you don't want to do or don't believe in. Stand your ground. ☆ Maintain eye contact. Use a neutral and calm tone of voice. ☆ Couples should take time to talk with each other - respect each others' opinions, and feel comfortable asking each other questions even about sex. ☆ Assertiveness means taking responsibility for meeting our own needs in the healthiest possible ways, and aiming for "win-win" solutions. 	<p style="text-align: center;">Being fair.</p> <ul style="list-style-type: none"> ☆ Refrain from insults, put-downs, and expressions of disgust. ☆ Avoid generalizations which are not only stereotypes, but often hurt. ☆ Don't plan what to say next while you're trying to listen. It is impossible to truly hear what another person is saying when we are busy loading up the big guns for our counter attack.
<p style="text-align: center;">Being sensitive.</p> <ul style="list-style-type: none"> ☆ Put yourself in the other person's shoes – what is your partner feeling? ☆ Learn to negotiate, and be willing to compromise. Healthy relationships are give and take. ☆ Put a premium on openness. It helps develop trust and equality in relationships. 	<p style="text-align: center;">Being genuine.</p> <ul style="list-style-type: none"> ☆ Say what you mean and mean what you say. ☆ Be aware of your intentions. Avoid hidden meanings. ☆ Say, "I'm sorry" when you are wrong. It goes a long way in making things right again. People in healthy relationships can admit mistakes.
Being respectful.	
<ul style="list-style-type: none"> ☆ Use "I feel..." rather than "You are..." statements. For example "I feel like a child when you tell me what to do" rather than "You are such a nag!" ☆ Attack the problem, not the person. For example: "When you forget my birthday I feel unimportant" instead of "Only complete losers forget a birthday." 	

Practice makes perfect! Don't wait until you are in a relationship to put these steps into effect.

Perfect Match

Instructions:

1. Make a list of qualities you look for in a male friend.
2. Make a list of qualities you look for in a female friend.
3. Make a list of qualities you look for in a romantic partner.

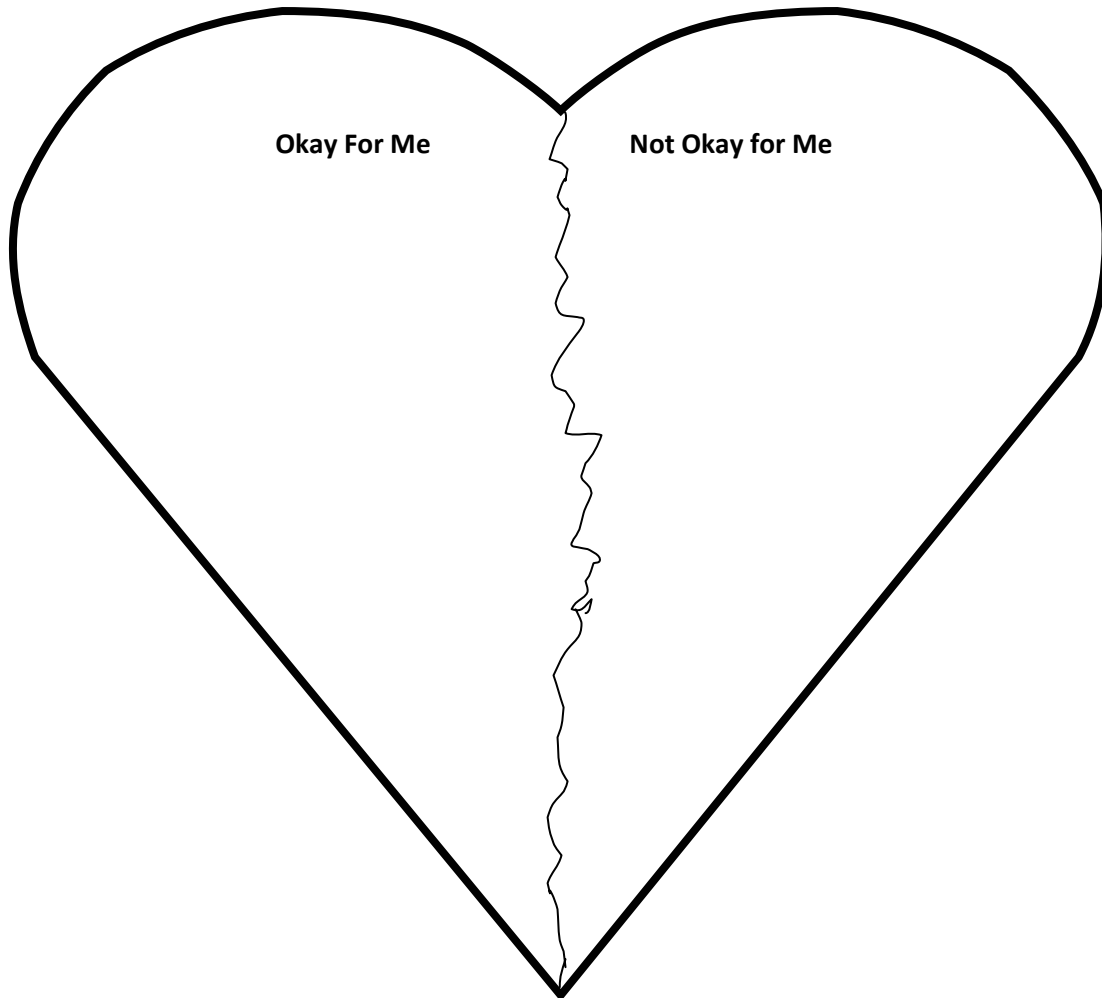
Here is a list of characteristics to help get you started:

Strong, shy, outgoing, thoughtful, outrageous, friendly, funny, decisive, responsible, polite, good listener, serious, quiet, jealous, sexy, adventurous, assertive, kind, dignified, protective, loyal, charming, dependable, sweet, enthusiastic, intelligent, fun, athletic, considerate, good-looking, silly, ambitious, talkative, caring...

What I look for in my male friends...	What I look for in my female friends...	What I look for in my romantic partner...

Compare your lists... Are they the same or different? If different, why do you value different things in men, women and your romantic partner?

Boundary Basics



I am...

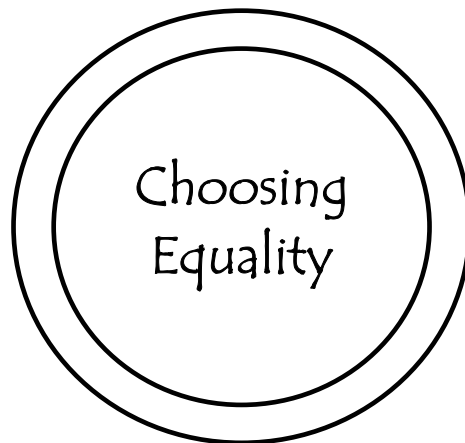


Looking for...

Healthy Relationships: 10 must have" traits

1. **Equality.** The relationship is considered a partnership rather than a power struggle. The interests, opinions, and feelings of both persons matter. Both persons have equal responsibility for the success of the partnership.
2. **Respect.** Respect means that each person values who the other is, and understands - and would never challenge - the other person's boundaries.
3. **Safety.** Healthy relationships are free from manipulation, fear or violence. Sexual activity is stopped as soon as one person says 'no'.
4. **Open communication.** Both people feel comfortable expressing their needs, can listen to each other without judgment, and are able to talk openly about disagreements.
5. **Trust.** Both persons have a right to their own space, friends and activities. They trust and are trustworthy, and know they can depend on their partner.
6. **Support and affirmation.** People in healthy relationships accept the other as he/she is. They support each other's decisions, rather than criticize.
7. **Sharing.** From which movie to see, to financial issues, to distribution of work, decisions are made together and responsibilities are shared.
8. **Honesty.** Honesty means telling the truth, even when it is hard. Feelings are not bottled up, and blame is avoided by using "I" statements.
9. **Accountability.** In a healthy relationship, both persons can accept responsibility for their feelings and behaviours, admit mistakes, and do not hold grudges.
10. **Negotiation and fairness.** Partners seek mutually satisfying solutions to problems, can accept change and are willing to compromise.

Equality Is to A Relationship...



A Personal Guide to Healthy Relationships

Know yourself.

- Put time and effort into developing a good relationship with yourself first.
- Think about your boundaries and needs before you start a relationship.
- Make sure that you are making a decision that's right for you.
- Consider how violence in your family history will affect your relationships.

Think highly of yourself.

- Value yourself and know yourself.
- Feel confident about who you are.
- Ensure that good feelings about yourself come from within you, not from being liked by someone else.
- You matter. The choices you make matter too. Be responsible for your thoughts, your feelings and your behaviour.

Express yourself.

- Express your feelings openly and honestly. What does a healthy relationship mean to you?
- Sharing your hopes and dreams, and listening in return, is a brave way to keep your relationship honest, and the easiest way to show you care.

Get to know your romantic interest.

- Find out how they treated their ex-partner.
- Consider your partner's level of self-esteem.
- Know your partner's family background.

Trust and be trustworthy.

- Feel secure in your feelings for each other; avoid jealousy and possessiveness.
- Share mutual goals. Avoid playing games. Be honest and genuine.

If it isn't respect, it isn't love.

- Respecting each other means valuing and affirming each other as friends, lovers and individuals.
- It also involves accepting each other's decisions, choices and boundaries.
- Consider when you will no longer accept disrespect or excuses from someone.

Communication is key.

- Talking openly with your partner and listening to each other without judgment is what good communication is about.
- Talk about problems without anger, name calling, holding grudges, or bringing up old hurts.
- When partners are open with each other, they know how to make the relationship better.

Why be jealous?

- Some people mistake jealousy as a sign of affection and love.
- A person who is jealous doubts the other person's love or commitment.
- Possessiveness and controlling behaviour have no place in a relationship that is built on trust and mutual respect.

Understand consent.

- Don't ever use 'love' as a tactic to coerce someone into doing something she doesn't want to do physically or emotionally. As in, "if you loved me you would ..."
- Sex without consent is a crime.

Think win-win.

- Work together to resolve conflict.
- Ensure equal power in the relationship.
- Sometimes agree to disagree.

6 Ways to Show Respect

Be aware of your attitudes towards relationships.

- ☆ Examine your attitudes toward relationships and be ready to challenge any unrealistic and unhealthy attitudes you may have (for example, that if you pay for the date, you are owed sex or at least a kiss).

Plan your sex policy.

- ☆ Figure out your sexual limits before you become intimate: what you will and will not do, what you expect, when you want to have sex, under what circumstances, and how you want to be treated before, during and after sex.
- ☆ Once you know your limits and boundaries, plan how you are going to let your date know your sexual limits.
- ☆ Thinking carefully about respect and consent before you start a relationship will help you make choices you can be proud of.

Respect the limits.

- ☆ It is your responsibility to respect and stick to your date's sexual limits.
- ☆ A healthy relationship is one that works to build, accept and respect each other's boundaries, needs and desires.

Talk to each other.

- ☆ Communication is the key to a healthy relationship.
- ☆ Use clear and assertive communication to say what you feel and what you want, without attacking or putting the other person down.
- ☆ Listen to what your date says and make sure you understand how she is feeling.

Consent not Coercion.

- ☆ Date rape does not just refer to using extreme force to get sex. Date rape also occurs when words are used to pressure sexual activity. For example, saying "You would if you loved me," "you're uptight" or "you're being a tease" are examples of being *coercive*, not assertive.

Think about your alcohol consumption.

- ☆ Be aware that consuming alcohol and drugs are often related to sexual aggression during a date. They compromise people's ability to make responsible and wise decisions about personal boundaries and safety.
- ☆ Ask yourself, "Is this the beer that will make me lose control of myself?" Or "Do I really need another one to have a better time?"

Violence Against Women in Relationships

How abusers assert power and control over their partners

Isolation

Always wants to know where she goes, what she does, who she sees. Dictates and controls how she dresses. Is extremely jealous. Prevents her from making friends or seeing old friends and family. Moves her away from her support networks.

Threats and Intimidation

Threatens to hurt himself if she ends the relationship. Says he might spread rumors to destroy her reputation. His actions (giving bad looks, breaking things, driving recklessly or displaying weapons) make her afraid to do anything. Threatens to hurt her friends or her family if he doesn't get his way.

Economic Abuse

Believes she owes him for every gift given. Prevents her from getting a job or being financially independent. Makes her ask for money. Doesn't let her know about or have access to the family income.

Emotional Abuse

Plays mind games and manipulates conversations to make her feel that she is always wrong. Tells her she is useless, incompetent. Embarrasses her in front of others. Withdraws or sulks when he doesn't get his way. He might deny there are any problems, minimize the abuse or blame her for his actions.

Gender Stereotypes

Holds traditional beliefs about male and female roles. Uses double standards to set up the rules and expectations of the relationship. Makes all the big decisions. Demands the treatment entitled to as a man or the head of the household.

Sexual Assault

Forces her into sexual activity. Pressures her to strip or watch pornography. Criticizes and jokes about her body. Uses sex to overpower her. Treats her like a sex object "This is my woman!" Physically attacks sexual parts of her body. Manipulates situation so that she is afraid to say "no." Uses sex to overpower her.

Dangerous Dating

Messages that teach men to exert control over women:

There are numerous conflicting and harmful messages being given to young men about what constitutes “being a man” in a relationship.

Some of these messages are:

- “You’ve got to be tough to keep the girl.”
- “A real man doesn’t get pushed around by a woman.”
- “Sometimes you have to be rough to make your point.”
- “Are you going to let her walk all over you?”
- “Who wears the pants in this relationship?”
- “This is my woman!”
- “She knows better than to stand in your way.”

With messages like these, young men may believe:

- they have the right to "control" their female partners and the relationship in any way necessary;
- "masculinity" is physical aggressiveness;
- they "possess" their partner;
- they can ignore her personal boundaries;
- they should demand and/or force sexual activity;
- they can't back down in an argument or admit mistakes;
- they may lose face (respect) if they are attentive and supportive toward their girlfriends.

These mistaken beliefs support violence against women in relationships. It is important to recognize that disrespectful, controlling or abusive behaviours have no place in healthy relationships. Rather, healthy relationships are based on equality and respect.

Warning Signs of an Unhealthy Relationship:

Messages men use to excuse their behaviour

1. Someone has to be in charge. If I don't control her, she'll control me.
2. It takes two to tango. She pushes my buttons and she knows what makes me mad.
3. If she didn't like it, she wouldn't stay with me.
4. Men are naturally more violent. Boys will be boys.
5. I never hit her when I am sober. If I am not using (drugs/alcohol), I won't hit her.
6. It's just a bad relationship.
7. We can't communicate any other way. It's how we communicate; I'm not a batterer.
8. I barely touched her. She bruises easily and exaggerates. I'd never hit a woman.
9. I have a right to approve of what she does -- like working or going to school or who her friends are. After all, everything she does affects the kids and me.
10. Sometimes you have to be rough to make your point.
11. I have the right to break my own things, that's not abuse.
12. I can't change until she gets help too.
13. Stress pushes me over the top.
14. When I get angry, I have to let off steam. She knows better than to stand in my way.
15. I certainly can't take my stress off on my boss – I'd get fired.

Is This You?

How do you know when a relationship is unhealthy or abusive? An important first step is to recognize the warning signs of abuse. As openly and honestly as you can, check the behaviours that apply to you when you are in a relationship.

- I usually feel a close connection instantly.
- I demand her constant attention.
- I rarely discuss feelings or issues.
- I often blow disagreements out of proportion.
- I am often jealous when my partner spends time with other people, including friends and family.
- I am often jealous and possessive
- Become hostile or aggressive when my partner says “no”
- Ignore or talk over women
- Have a short and impulsive temper
- Blame others or make excuses for my feelings and actions (ex. stress, drinking, “She pushed me too far”)
- I say hurtful things, but then laugh them off as a joke.
- I sulk, storm out, give ultimatums, or withdraw when I don’t get my way.
- Have negative opinions about women in general
- I believe that men should take control and make all the important decisions in a relationship.
- I have told my partner that no one else would ever love her.
- I question my partner about where she goes, what she does, how she dresses, whom she talks to, and whom she sees.
- I interrupt her when she is speaking.
- I have called her names or put her down in front of other people.
- I have threatened to hurt myself if she leaves me.
- I have accused my partner of being uptight.
- I insist on the respect and treatment I am entitled to as a man.
- I have had sex when I wasn’t sure she wanted to.
- I have grabbed, pushed, slapped or hit my partner when I am frustrated or angry.

If you show/have four or more of the following signs, ask yourself: is this really how you want to live? Talk to a trusted friend or someone you admire, consider what your options are, and seek help.

Being Abusive.. What You Can Do

<p>Examine your attitudes about women and girls.</p> <ul style="list-style-type: none"> • Do you think women are too sensitive, overly emotional or irrational? Easily dismiss a woman’s ideas? Make sexual jokes or comments on women’s bodies? • These attitudes reveal a belief that women are inferior to men, and need to be controlled. Someone who believes it is his right to control women often chooses to use violence to do so. • Think about the women in your life and what role(s) you want them to play. Genuinely respecting these women requires you to examine and challenge any sexist beliefs you may hold. 	<p>Power Over vs. Power With.</p> <ul style="list-style-type: none"> • Do you need to have your way all the time? Do you believe that to be a “real man” you must be in control? • Interrupting, being excessively possessive, and criticizing your partner all the time are examples of controlling tactics used in a relationship that is unhealthy and abusive. • Healthy relationships are based on equality; they require that partners participate equally in all aspects of the relationship, share power, feelings and concerns, and respect each other’s emotional and physical boundaries.
<p style="text-align: center;">Give respect to get respect.</p> <ul style="list-style-type: none"> • Insults, putdowns, and teasing are all forms of disrespect. Disrespect can sound something like "You say the stupidest things," "You look fat in that dress," and "You're nothing without me." No matter what it sounds like, disrespect hurts. • Respecting your partner means actively listening to what they say and need, and trying to understand their point of view. It also means valuing their worth as an individual and respecting what is important to them. • In a respectful relationship, each person has the right to physical and emotional boundaries, to speak their mind without fear, and to share in the decision making. 	
<p>Admit there is a problem.</p> <ul style="list-style-type: none"> • Recognize that abuse ranges from emotional (mind games) to economic (controlling all the money) to physical and to sexual violence, and that all forms of violence are unacceptable. • Know that you can choose not to abuse, make a commitment to yourself not to use violence, and respect it! 	<p>Consider finding help.</p> <ul style="list-style-type: none"> • It takes courage and strength to seek help, and you deserve to live a life without violence. • Talk to a trusted friend or mentor. Know that you can get referrals and help from a crisis or counselling centre. • You do not have to wait until you sexually assault or batter to access any of these resources.

It takes courage and strength to seek help, and you deserve to live a life without violence!

How to Help a Friend

If a friend is abusing his partner...

Don't ignore it. It may be difficult to challenge a friend who is using violence but staying silent implies that you accept what he is doing.

Listen and be patient. Point out that it takes courage to recognize a problem.

Help him take responsibility. Let him know that he is making excuses if he blames the abuse on drinking, drugs, past traumas or his partner. He must take responsibility for his actions. He is the only one who can stop it.

Inform him. Violence isn't only physical force. Let him know that any violence is wrong and that unless he gets help he will lose the people he cares about.

Suggest talking to a counsellor. Offer to go with him for support. He may feel he can't solve the problem on his own.

Have a private conversation with his partner. Express your concerns for the person. Offer to listen and be supportive. Follow up with her.

If a friend is being abused...

Believe and reassure her. Tell her that you believe her. Let her know that she is not to blame nor does she deserve the abuse.

Listen calmly. Don't interrupt.

Don't judge her. Recognize that your choices may be different.

Don't ask her what she did to provoke the abuse. It is never a woman's fault.

Brainstorm options with her. Encourage support by suggesting she talk to a counsellor or someone at a women's shelter. Help her come up with a few options, but allow her to make her own choices. Realize her situation will not change quickly.

Take her fears seriously. Know that women are often hurt when they try to leave the abusive relationship. Help her take precautions. Help her make a safety plan.

Support her choices. If your friend isn't ready to make changes in her life, don't take away your support.

Point out her strengths. People who are abused often feel helpless and incapable.

Take care of yourself. Recognize your limits and call a crisis centre or transition house for support. It is difficult to watch a friend go through trauma.

If your friend doesn't tell you but you suspect... Don't ignore it! Talk to your friend calmly and kindly.

Tips for Parents and Supportive Adults

Acknowledge the teen's concerns.

- ☆ Parents and other adults too often shrug off teen dating violence as acting out, going through a phase or youthful dramatics.
- ☆ Believe what they say and take it seriously. Encourage them to talk to you any time, and when they do, give them your undivided attention.

Recognize the warning signs of teen dating violence.

If a teen is being ABUSED:

- Does she come home with injuries she can't explain or her explanation doesn't make sense?
- Do you see signs that she is afraid of her partner?
- Is she extremely nervous around him and anxious to please him?
- Does she seem to be giving up things that were important to her, such as school, friends, family, activities, interests?
- Does she apologize for his behaviour to you and others?
- Has her appearance or behaviour changed?

If a teen is ABUSIVE:

- Is the relationship based on equality or does he insist on making all the decisions?
- What are his general attitudes towards women? Towards relationships?
- Does he threaten, withdraw or sulk when he doesn't get his way?
- Does he control her behaviour: check up on her constantly, calls and texts her, demands to know who she has been with?
- Have you seen him be verbally abusive or physically violent toward other people or things?
- Does he verbally lash out at her, call her names or talk mean to her or about her?

Encourage healthy relationships by:

1. **Being a good role model.** Think about your own experiences with relationships. What actions are you proud of? What behaviours would you change?
2. **Building children's self-esteem.** Acknowledge the positive things they do. Teach them to value their strengths.
3. **Helping children be self-reliant.** Encourage them to do things for themselves. Allow them to make decisions appropriate to their ability.
4. **Teach them:**
 - ☆ To resolve conflicts without violence, encourage them to talk with and listen respectfully to the person with whom there is a disagreement.
 - ☆ To express their emotions without resorting to violence
 - ☆ That force and insults should not be allowed in caring relationships.
 - ☆ That no person has the right to possess and control another person.
 - ☆ That excessive jealousy is not a sign of love. It is a sign of insecurity and a need to control.
 - ☆ That forcing intimacy and any sexual activity is abusive and a crime.

Module 8: Powerful Alternatives

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Objectives for this Section:

1. To promote the idea that all men must take responsibility for preventing sexual aggression;
2. To examine and discuss what steps participants can personally take to challenge attitudes and behaviours that support sexual violence;
3. To increase the skills needed to intervene and prevent sexual violence;
4. To support ways men already model equality and respect in their own lives.

8.1 Powerful Alternatives **Facilitator Information**

Taking the Challenge

What is social change?

Social change is the on-going process of transforming the social relations and structures that support violence against women. It is a process that ranges from intense personal reflection to collective action.

Social change is possible.

- Social change requires breaking the silence, speaking up, practice, commitment, and support from others in order to be successful and have long-term effects.
- Women have been at the forefront of calling for an end to violence, but for greater social change to happen, men need to become equally engaged in the movement.

Social change takes time.

- Ending violence against women will not happen overnight. Real solutions are truly long-term solutions.
- This is because men's violence against women is rooted in inequalities between men and women, and in the ways men learn to equate being a man with the power to control others.

Stages of Change

Adapted from: The Stages of Change
(Prochaska et al, 1992)

1. Pre-Contemplation.

- A person is unaware of the issue/problem and its consequences for her/his life.

2. Contemplation.

- A person begins to wonder if the issue/problem relates to her/his life.

3. Preparation for Action.

- A person gets more information and develops an intention to act.

4. Action.

- A person begins to try new and different ways of thinking and behaving.

5. Maintenance.

- A person recognizes the benefits of the behavior change and maintains it.

Levels and forms of change for gender equality:

Personal

- Be the change you wish to see in the world – working on oneself
- Change involves self-reflection
- Feel responsible for a solution

Conscious

- an active and continuous process
- become aware of the problem, learn more
- get more information and develop an intention to take action

Collective

- i.e. activism
- working as ally, supporter, advocate

Cultural / Structural

- institutions and culture of rape

Where does social change begin?

Be the change you wish to see in the world. – Mahatma Gandhi.

Although gender inequality is structural, institutions like the family or society are created and maintained by people; they do not exist on their own. Therefore, the process of change starts at the **personal** level. This involves:

Reflection: What we're prepared to do about ending violence depends on how we understand the issue, and how we see ourselves in relation to it.

Working on oneself: Once a person acknowledges that sexual violence is a problem, he can then examine whether his own attitudes and behaviours might be part of the problem.

Feeling responsible for a solution: Even if a man has never been physically or sexually abusive himself, he has likely used power and control tactics with women. Such behaviours reinforce a climate where violence against women is accepted. And most men do nothing to stop other men who are abusive to women.

What can men do?

Through their roles in the home, in the community, and at the societal level, men have the potential to bring about change in attitudes, roles, relationships, access to resources, and decision-making. All of these things are critical for equality between women and men. Men's roles and responsibilities to help end violence against women include:

Working on oneself:

- Change starts at home. When thinking about putting an end to sexual violence, it is important to first examine whether our own attitudes and behaviours are part of the problem.
- A useful way to begin working on oneself is to rethink gender violence, harassment, and sexual abuse as issues that profoundly relate to and affect most men.
- It is this intensely personal inner work that helps create the will to act at a greater level.

Taking action as a bystander:

- A bystander is a person who witnesses someone who is being abusive or experiencing abuse.
- A bystander has the power to say or do things that can influence what happens.
- Being a bystander is not the same as being a rescuer or a "knight in shining armour." (The belief that women need men as protectors from other men only reinforces the myth that women are powerless, and puts an unhealthy burden on men.)
- Challenging abusive attitudes or behaviours is never easy, and there is no one way to go about it. But getting involved is important because it makes the abuse visible, and it may potentially prevent a sexual assault.

Working as an ally:

- Being an ally is about becoming part of the work to end violence against women.
- Men who work as allies to women recognize they have the potential to stop violence, and to get involved in the action while still respecting women's leadership on this issue.
- There are many ways men can work as allies to women, from setting positive examples as a role model to advocating for women's rights. This work is also known as activism (see Activism chapter).

Men and boys need to know that strength does not mean being "one of the guys," especially when being "one of the guys" means going along with harassing women or not speaking out against sexism. Rather, strength means supporting women and girls, working with them as they strive for justice and equality. It means speaking out against violence in relationships, sexual harassment, and the many ways that some men and boys abuse and mistreat women and girls. It means living, displaying and promoting an authentic and powerful alternative.

Facilitating Powerful Alternatives

Although men increasingly are examining and changing their own behaviours and personal attitudes, fewer men are ready to publicly take action as a bystander or as an ally.

Ultimately, working towards social change is about taking action. Therefore, the job of the facilitator is to encourage reflection and discussion that motivates participants to take a more active role in helping end violence against women.

Here are a few tips to facilitate this effectively.

Affirm that all men have a responsibility to help end violence.

- Acknowledging men's roles and responsibilities for preventing sexual aggression is a way to empower them to be part of the work that will lead to a society in which women and men are treated with respect and equality.
- This involves reflecting on how they act as men, as well as calling upon other men to respect their partners, and not to use violence against women.

Discuss what they can expect.

- Acknowledge the potential challenges and concerns that participants might have about confronting a violent or potentially violent situation.
- For example, they might struggle with complex issues such as fear of retaliation, friendship, and uncertainty about the seriousness of the situation.
- Support and encourage participants as they weigh the risks and responsibilities about what is the 'right' thing to do.
- Help participants brainstorm what their choices are, and the consequences of their actions.

Teach strategies to make a difference.

- Most people believe they have only two choices: intervene physically or do nothing. This is inaccurate.
- There are many ways men can prevent, interrupt or intervene in abusive situations that are positive, creative, non violent and carry little or no risk of physical confrontation.
- A handful of strategies are provided on the following page.
- Help participants distinguish between taking action as a bystander or an ally and being a rescuer or a "knight in shining armour." The belief that women need men as protectors from other men only reinforces the myth that women are powerless, and puts an unhealthy burden on men.

Alternatives Strategies

It is hard to focus on what to do in situations where we witness a person using or experiencing violence. The only “right” thing to do is to do *something*. Staying silent or ignoring the abuse sends the message that we endorse what the perpetrator is doing.

Here are some strategies facilitators can discuss with participants as they weigh the risks and responsibilities of intervening in a violent or potentially violent situation.

- Inform yourself.
- ✦ Listen to women. Attend programs, watch films, read articles and books about gender inequality and the root causes of sexual violence. Learn about the issue and ask what you can do about it.
- Find your voice.
- ✦ Talk to a friend who has been sexually aggressive in private. Let him know you do not agree with his actions. “We’re friends, right?”
 - ✦ Talk to a group of the perpetrator’s friends and enlist their help for a group intervention.
 - ✦ Present the facts.
- Intervene.
- ✦ Create a distraction. Asking “Where is the bathroom?” could provide an opportunity for someone who is feeling cornered to slip away.
 - ✦ Bring it home. Asking “How would you feel if people talked about your sister like that?” challenges men to examine how what they do or say is disrespectful or might hurt someone else.
- Call it out.
- ✦ When you see something that is degrading, offensive, or abusive, stop the behaviour by naming it. For example, “That’s an offensive stereotype.”
 - ✦ Use “I” statements to let him know why you feel what the behaviour is inappropriate. Saying “I don’t think that’s funny” tends to work better than saying “That’s messed up.”
 - ✦ Silent Stare. When someone cracks a joke that is harmful to women, act by **not** re-acting.
- Check-in.
- ✦ Approach the person you are concerned about. Affirm that you are there to support him/her getting help.
 - ✦ Listen to the person in the situation talk about what happened to her and what she needs.
 - ✦

- Get help.
- ↳ Involve others in challenging the violent or potentially violent situations.
 - ↳ Find resources to help someone who is being abusive.
 - ↳ Report the abuse to the police.
- Educate.
- ↳ Search for information and talk to other men. Encourage them to become part of the conversation men are having about violence, sexual aggression and sexism, and how power and control is used to oppress women and others.
- Support.
- ↳ One of the most powerful things men can do is to create an environment that supports men to take a stand in challenging sexism and male violence against women – by talking together about their own experiences, by confronting others about their attitudes and behaviours, or by making a statement in their communities.

It begins with breaking the silence, ending the shame, and sharing our concerns and feelings. Story-telling and reflection leads to analysis, where we figure out together what is happening and why, and who benefits. Analysis leads to strategy, when we decide what to do about it. Strategy leads to action, and together, to change. This is the process of liberation.

8.2 Powerful Alternatives Activities

R-factor

Objectives

- To brainstorm and discuss the notion of responsibility.
- To encourage participants to take responsibility with respect to ending violence.

Materials

- Flipchart paper and markers
- Paper and crayons or bright markers for participants
- Optional Handout: 'R-Factor'

Time

- 30 minutes

Adapted from *Changing Ways*
(Miedema, 1996)

All men have a responsibility to help end sexual violence. But what is responsibility and how do you encourage it? The following activity helps participants explore the answers to these questions.

1. Write "Responsibility Is..." on a flipchart.
2. Brainstorm with participants the meaning of responsibility. Encourage participants to be as specific as possible. Ask participants the following:
 - When you hear the word 'responsibility' what comes to mind?
 - What does it mean when somebody has responsibility?
 - What things do people say or do to show they are being responsible?
 - Are there any qualities associated with being responsible? Which ones?
 - What are some things you are responsible for?
3. Talk to participants about what it means to be responsible. Explain to participants that responsibility is often understood as having three components: accountability (accepting the consequences for one's actions), commitment (knowing what is the positive thing to do and acting on it), and empathy (recognizing and respecting the feelings and concerns of others). Emphasize that responsibility involves being respons-**able**, that is, a responsible person is able to show concern for others, able to examine their actions and the consequences for them, etc.
4. Divide participants into three groups and assign each of them one of the three components: accountability, commitment, empathy.

5. Handout paper and crayons or markers to each group.
6. Ask each group to draw, make symbols, or brainstorm words or actions (whatever they are most comfortable with) about what they think or feel their component means with respect to taking responsibility when it comes to ending violence. For example, they could come up with mottoes that describe the positive steps men can take to help end violence.
7. Make sure that the participants know that their artistic abilities will not be judged.
8. When everyone has finished, ask them to present and discuss the images or words they drew.
9. Next, divide the flipchart in half with your marker. Label one column “Self-responsibility” and the other column “Social responsibility.”
10. Ask participants to list what things men can say or do to show they are being responsible and taking an active role in helping to end violence against women in each column. An example is given below.

Self-responsibility	Social responsibility
Listening to others Expressing emotions Having consensual sex Examining my own attitudes Learning more about the issue	Speaking out against sexism Challenging abusive behaviour Becoming an ally to women’s groups Promoting women’s economic rights Positive role models

Variation

Consider doing the following with younger participants:

Begin by doing a round. Ask participants to complete the following sentence: “*being responsible means...*” Then, ask participants to create a list of the kinds of things people do when they are being responsible. Write their answers on a flipchart. Next, review the answers on the flipchart by asking participants how these can help them take active steps to prevent sexual violence. Then, distribute paper and markers or crayons to each participant and ask them to design a poster that shows their R-Factor – responsibility factor with respect to violence prevention.

Breaking Free

Objectives

- To help participants understand the importance of breaking the silence around sexual violence.
- To encourage reflection and discussion that leads to personal action.

Materials

- “I have been sexually assaulted” written on a piece of paper
- “I don’t believe you” written on a piece of paper (enough for each participant)

Time

- 30 minutes

Adapted from *Raising Voices*
(Michau & Naker, 2004)

1. Ask participants to stand, forming a circle.
2. Ask for a volunteer to stand in the middle of the circle. Give that participant the piece of paper that reads “I have been sexually assaulted.” Tell the person not to show the paper to anyone.
3. Give each of the rest of the participants standing in the circle a piece of paper that reads “I don’t believe you.” Again, tell them to not show the paper to anyone. Ask them to hold hands or stand close enough that their shoulders are touching so that they are closing in the participant in the middle.
4. Explain to the group that the participant in the middle will approach any participant in the circle and read out the statement on his piece of paper. The person who is approached must then respond by reading only what is written on his piece of paper. Explain that the participant can only break free of the circle if he is believed.
5. Obviously, the person in the middle will continue to say “I have been sexually assaulted” to various participants, and each participant he speaks to will reply “I don’t believe you.” The person in the middle will, therefore, not be able to break free.
6. Once the participant in the middle has approached most of the other participants and remains stuck inside the circle, ask all participants to close their eyes.
7. Tell participants that you will touch certain participants on the shoulder. The next time those participants are approached by the person in the middle, they must respond “I believe you”, and therefore allow the participant in the middle to break free.

8. Once everyone understands, make sure everyone's eyes are closed and touch the shoulders of two – three participants.
9. Again, ask the person in the middle to approach the other participants, reading the statement on his piece of paper, until he finds someone who believes him.
10. Once the participant in the middle has broken free, facilitate a discussion using the questions as a guide.

Discussion Questions

- What was it like to be in the middle of the circle? How did it feel? How did the other participants' responses affect you?
- How did it feel to stand in the circle? What was it like to say "I don't believe you"?
- In what other ways do we tell women who have been sexually assaulted that we do not believe them?
- Why is being believed important for preventing sexual aggression?
- What is it about being believed that helps someone feel supported?
- Can you think of a time when something happened to you and you were not believed? What happened? How did not being believed affect you?
- What was it like to finally say "I believe you"?
- In what other ways can we support victims of sexual assault?
- Do you think this exercise reflects the attitudes in society around sexual violence? How?
- What barriers prevent women from speaking out about sexual violence?
- What changes are necessary to break the silence around sexual violence?
- How can men play a more active role in helping to break this silence?

Keys to the activity

- ☆ An important part of supporting a sexual assault survivor is believing her and recognizing a woman's feelings and experiences.
- ☆ Victims of sexual assault are often not believed when they disclose. Worse, sexual assault myths encourage people to blame the victim because she dressed, acted or behaved a certain way. This is inaccurate.
- ☆ True change with respect to ending sexual violence will only come about when more people are willing to take survivors seriously and take steps to break the silence and the myths around sexual assault.
- ☆ Men in particular can help end sexual violence. Once men become more aware of the problem and recognize the consequences for their lives, men's can take on more active roles and responsibilities in the efforts to eliminate sexual aggression.

Rebel with a Choice

Objectives

- To motivate participants to take an active role in helping end sexual violence.
- To emphasize positive leadership qualities as a way to intervene and prevent sexual violence.

Materials

- “Powerful Alternatives” handout (enough copies for each participant)
- Choice statement written or printed on an index card (see below)
- Highlighters and pens or pencils for each participant
- Flipchart and markers

Time

- 40 minutes

Before working with men on taking action to help prevent sexual aggression, it is important to first address the potential challenges and concerns men have about speaking out or intervening. This activity encourages participants to reflect on and voice their thoughts and feelings about taking active steps to reduce sexual violence. It is important that the facilitators create and support a discussion that focuses on respect and trust.

Part 1

1. Handout a copy of “Powerful Alternatives” to each participant, as well as highlighters and pens or pencils.
2. Give participants a few moments to silently read the statements inside the thought bubble. Explain that these are common examples of men’s self-talk when it comes to joining a violence prevention effort or intervening in other men’s abusive behaviour.
3. Ask participants to highlight all the statements that apply to them. Let them know that they will not have to share these with anyone.
4. Next, ask participants to circle the statements that they are willing to work on or have overcome in the past.
5. When everyone has finished, facilitate a discussion by asking participants:
 - Do you agree that these are common concerns men have with respect to getting involved in preventing sexual violence? Why? Where do we learn these beliefs?
 - What makes it difficult for men to speak out against sexual violence?
 - What prevents men from challenging each other about sexual aggression? How can these be overcome?

- Do gender stereotypes affect our expectations and experiences about getting involved? How?
- What could happen if a man speaks up or confronts abusive behaviour? How can he be supported?
- What is a bystander? What can men do to prevent sexual aggression as a bystander?
- Have you or anyone you know challenged another man about being sexually aggressive? What happened?

Part 2

1. Talk to participants about how most people believe they have only two choices when it comes to taking action as a bystander: intervene physically or do nothing. And, because physical intervention could result in personal injury, people choose to do nothing.
2. Discuss with participants that there are many things men can do to prevent sexual violence, from talking to the person who is being abusive later, to being a role model, to helping raise awareness. Most importantly, men can begin to challenge each other by thinking about what might motivate them to get involved in violence prevention, and how they can talk to other men about it.
3. Divide participants into 3 – 5 persons per group. Give each group an index card with a choice statement, as well as pens, pencils and a sheet of paper.
4. Explain that their task is to explore an alternative response to the statement on their cards. To do this, they must think of all the arguments that refute or dispel the statement on the index card. Then, they must choose the two best ones to create a response they think would be better – a powerful alternative.
5. If necessary, give an example to clarify. If the statement reads “Violence against women is a women’s issue,” two arguments against this are: men have a responsibility to get involved because men commit the majority of violence against women; even if they are not violent themselves, men owe it to the women in their lives to speak out against violence. A better response would be: Violence against women is a men’s issue because whether or not we’ve ever been violent, all men must take responsibility for ending all forms of violence.
6. Once everyone has finished, ask each group to present their choices.
7. Ask participants to return to their handouts. Tell them to list in the box at the bottom of the page under “My Alternatives” the changes they want to make as a result of what they have discussed today. They should also include their most important goal.

8. End the activity by asking for common thoughts and feelings.

Statements for Rebel with a choice.

- Gender equality is about 'special' treatment for women and girls.
- Everybody knows you shouldn't hit your girlfriend, but in the heat of the moment you lose control.
- There must always be a head of the household.
- Women are from Venus, men are from Mars.
- Boys will be boys.
- Violence against women is a women's issue.
- Men are expected to solve problems with aggression.
- Men are naturally sexually aggressive.
- There are times when a woman deserves to be sexually assaulted.
- It is OK to put pressure on a girl to have sex but not to physically force her.

Keys to the activity

- ☆ Our beliefs affect what we choose to do in many situations. Beliefs such as "I don't rape so it's not my problem" or "I'm too young to make a difference" support a society that condones violence, in which men are not speaking out against it, and where men will always find excuses for their violence.
- ☆ Men's silence on the issue of other men's violence can be seen as condoning the violence.
- ☆ A powerful step in becoming more socially responsible is becoming more aware. When you focus your thinking and intentions on personal responsibility, you make new observations and make choices that lead to a more positive, socially aware outcome.

Toolbox of Alternatives

“To the man who only has a hammer in the toolkit, every problem looks like a nail.”

- Abraham Maslow

Objectives

- To help participants identify the roles they can play to help end violence.
- To increase the skills needed to intervene and prevent sexual aggression.

Materials

- Sets of “sticky notes” or strips of paper for each participant
- “Tools of the Trade” handout (one for each participant)
- Pens or pencils
- Flipchart and markers

Time

- 40 minutes

This is a good closing activity that will help participants understand that they have a variety of choices when dealing with prevention issues. It is important to note that there are no “right” answers for this exercise. Every man must decide what he is willing and able to do for preventing sexual aggression. The key to this activity is that, when finished, each participant will have a personalized set of “tools” to take a more active role in helping end violence against women.

1. When you are ready to begin, give each participant a pad of sticky notes or several strips of paper and pens or pencils.
2. Ask participants to brainstorm a list of the skills and strategies they know or have learned in the workshop that would help them take a more active role in helping to end sexual violence. Give them about 10 minutes to do this.
3. When they have finished brainstorming, tell participants that you would like to discuss some of the ideas they came up with.
4. Divide the flipchart in three with your marker. Label each column:
 - Working on myself
 - As a bystander
 - As a supporter or role model
5. Ask each participant to share some of his answers, and to stick or write each one under the column which is most appropriate.

6. When this is done, review the ideas on the flipchart. Ask participants: are these the responses they envisioned? How realistic are they? Will they be effective? Are they positive and non-violent?
7. Discuss with participants how these strategies are like tools in a toolbox. Tell them that just like certain jobs require a choice tool (for example, a saw – not a hammer – to cut a board of wood), taking action to work towards preventing sexual violence also requires a choice strategy or “tool”.
8. Explain that for most men who have never thought consciously about what they can do to prevent violence, the strategy tools lie unsorted, unlabeled and unidentifiable in the bottom of the box. They tend to reach into the box and pull out the first tool (or strategy) that comes to hand (or mind). This leads to hammering instead of sawing.
9. Go back to the list and as a group, ask participants to compare some of the strategies or skills to actual tools. Let them know that they can use any type of tool, not just hardware tools.
10. Give examples if needed: speaking out when you hear a sexist joke compares to a microphone; being aware of the issue compares to a measuring tape; the ability to envision change compares to a painter’s palette, etc.
11. When this is done, handout “Tools of the Trade” to each participant. Ask participants to draw a line down the middle of the page.
12. Ask participants to look at the list of strategies on the flipchart and consider what will work best for them when they are confronted with violence and sexism. What could they see themselves doing? What couldn’t they do?
13. Once participants have considered what they will or will not do, ask them to write on the left side of their handout all they things they would do.
14. When they have their list, ask them to create their personal toolbox by writing down five of their items in order. These should include 1 – 2 strategies of each of the three columns (working on myself, as a bystander, as a supporter or role model).
15. With this done, participants will each have a set of tools to help them take a more active role in preventing violence. Encourage participants to think of these as their “power tools.” If you have time, practise using the tools by doing a closing round asking participants how they would respond if they asked a male friend to get involved in a violence prevention initiative and he said “I don’t abuse women. This isn’t an issue for me.”

On the Spot

Objectives

- To encourage self-reflection.
- To help participants examine the work they need to do on themselves to help prevent sexual aggression.

Materials

- “On the Spot Behaviours” Statements (Choose 8 – 10)
- Brightly coloured paper (enough for each participant)
- Pens and pencils, bright markers
- Flipchart and markers

Time

- 30 – 40 minutes

Adapted from *Making the Peace*
(Creighton & Kivel, 2000)

The process of achieving gender equality begins by having the courage to look inward, to question one’s own attitudes and behaviours, and to understand how these might contribute to a culture of sexism and violence against women. This activity encourages participants to examine their own experiences and determine whether they are helping prevent sexual aggression or helping to continue it.

1. Ask participants to sit in a circle.
2. Let them know that you will be reading a number of statements, one by one. Explain that for each statement that is read, participants are to silently stand up or raise their hand if the statement applies to them.
3. Let participants know that each one must decide for himself whether the statement applies to him or not.
4. Encourage them to be aware to any feelings, thoughts and issues they might experience as each statement is read.
5. Emphasize that participation is strictly voluntary; participants need not identify whether a particular statement applies to them if they don’t wish to reveal that information. Rather, let participants know they should notice any thoughts and feelings that arise.

6. When you are ready to begin, read the 8 – 10 statements you have chosen, allowing some time between each statement to let participants process any feelings and thoughts that may arise.
7. When you feel participants are ready to speak, facilitate a discussion using the questions provided below as a guideline.

Questions for discussion

- What feelings came up for you during this activity?
- How did it feel to stand up after a statement was read?
- How did it feel to not stand up after a statement was read?
- In what ways do these attitudes and behaviours control or limit women?
- How do these attitudes and actions hurt men?
- Do you agree that these behaviours are part of the problem of sexual violence? How?
- Why is it important to examine how our own attitudes and behaviours might contribute to the problem of sexual aggression?
- What keeps men from relating respectfully and equally to women?
- How can these be overcome?
- How does this activity help you understand sexual violence?
- How does this activity help you understand what men can do to help prevent sexual violence?
- How might the issues from this activity come up in society at large?

8. If there is time, end the activity by handing out paper and pens, pencils or markers and asking each participant to create their own “powerful alternatives” poem. Suggest the following format (consider writing this on the flipchart):
 - Line 1 – what I never want to see, hear or have happen again to women
 - Line 2 – what I would like to have different in my life
 - Line 3 – what obstacles have gotten in my way
 - Line 4 – what personal qualities will contribute to the success of this goal
 - Line 5 – what small step will move me closer to this goal
 - Line 6 – what symbol / motto will support my intention to change

Statements for “On The Spot.”

- I have interrupted a woman by talking loudly.
- I have thought that what a woman had to say is not as important as what a man has to say.
- I have found myself looking at a woman’s breasts while talking to her.
- I have stopped what I was doing to look at the body of a woman who was going past me.
- I have whistled at, gestured at, or yelled at a woman in public.
- I have touched or grabbed a woman in public (against her will?).
- I have talked about a woman’s body with another man or group of men.
- I have talked with another man or group of men about whether a woman was easy or good in bed.
- I have joked about or laughed at a joke about sexual assault.
- I have ignored or looked the other way when I witnessed a man being disrespectful or abusive to a woman.
- I have doubted an accusation of sexual assault or abuse because “he’s a nice guy and wouldn’t do that.”
- I have downplayed or ignored a woman’s fear of male violence.
- I have purchased a magazine, rented a video, bought music, or visited a website that portrays women in a degrading or abusive manner.
- I have been told by a woman that all I ever wanted from her was sex.
- I have left decisions about safe sex and/or birth control up to a woman when we’ve had sex.
- I have viewed sex as a game of conquest or scoring.
- I have lied to a girlfriend about having sex with another person.
- I have been told by a woman that I was being sexist.
- I have used my voice or body to intimidate or scare a woman into doing something I wanted.
- I have tried to control where a woman could go or what she could do.
- I have called a woman “bitch,” “whore,” or “slut.”
- I have threatened to break something or hurt a woman if she didn’t do what I wanted her to do.
- I have used alcohol to help “loosen” a woman.
- I have used pornography to help get a woman “into the mood.”
- I have pushed, punched, hit, or slapped a woman.
- I have pressured or coerced a woman into having sex.
- I have had sex with a woman when I wasn’t absolutely sure that she wanted to.

Power Check

Objectives

- To examine and discuss what steps participants can personally take to challenge attitudes and behaviours that support violence.
- To support ways men already model equality and respect in their own lives.

Materials

- Flipchart and markers
- Facilitator's Information
- Handout 'Power Check'

Time

Most people have very strong beliefs about power, aggression, and sexual violence. Some beliefs may be based on a single experience or on limited information. This activity will help participants consider the sources of their beliefs and work towards more positive, non-violent ideas about what it means to have power.

1. Write the following headings on a flipchart:
 - a. Power Over
 - b. Power Within
 - c. Power With
2. Ask participants: what is power? How do you get it? Is power valued in our society? How do you know? Who tends to be powerful? Who tends to be powerless? What ways do you get power?
3. Reveal the flipchart. Briefly explain the 3 kinds of power (refer to the handout for more information). Ask participants: which kind of power promotes imbalances? How do power imbalances lead to violence?
4. Divide the participants into two groups.
5. Have participants arrange their seats so that they are sitting in two circles, facing each other. As a result, participants are now in pairs.
6. Explain to participants that you will be giving them a discussion topic, and that they will each have two minutes to talk to their partner without interrupting them. When the two minutes are over, ask the participants to swap roles.

7. Give them the first topic. Choose from the following:
 - A time when someone had power over you and you felt unable to do anything about it.
 - A time when you had power over someone else and used it in a negative or hurtful way.
 - A time when you had power within and used it well.
 - A time when you felt scared but drew from your power within and acted despite your fear.
 - A time when someone had power over you and you stood up to it.
 - A time when you shared power with someone and felt good about it.
8. After each participant has had a chance to be both the speaker and the listener, ask those in the inner circle to move to their right. Everyone should now be paired up with a new person.
9. Repeat step 6 with a new topic. To end the activity, invite the group to share common thoughts and feelings. Ask participants: which beliefs or attitudes about power support sexual violence? How? How can these be overcome or replaced?

Positive Power

Objectives

- To motivate participants to take a more active role in helping end sexual violence.
- To increase participants' skills to intervene and challenge abusive behaviour.

Materials

- Scenarios written on index cards
- Flipchart and markers
- List of bystander strategies written on a flipchart (see below)

Time

- 40 minutes

Intervening in every-day situations involving attitudes and/or actions that support violence against women is the most difficult challenge of all. This activity encourages participants to use positive peer pressure to intervene in a potentially violent situation, and help stop attitudes and behaviours that may lead to sexual assault.

Before the activity

- Read the information provided in the Facilitator's section.
- From the list of scenarios provided on the following page, write out or print a scenario on separate index cards. The number of scenarios and corresponding index cards you will need depends on how many small groups you will have.
- On a flipchart, list the following bystander strategies:

Taking action as a bystander:

- Inform yourself
- Find your voice
- Intervene
- Call it out
- Check-in
- Get help

Launching the activity

11. When you are ready to begin, talk to participants about the importance of intervening in a situation.
12. Reveal the flipchart with the strategies written on it. Explain each strategy one by one. Ask participants if they have ever had to use some of these strategies, and if so, what happened.

13. Brainstorm with participants more examples of how to challenge safely and respectfully. Encourage participants to develop intervention strategies that are realistic (that could really happen), positive (more likely to have an effect in the long-run because they do not involve violence), and empowering (not “rescuing” or “protecting” but rather supporting the leadership and decision-making abilities of the people who are hurt the most in the scenario). Write the answers on the flipchart.
14. Next, divide participants into smaller groups of 3 – 5 persons per group.
15. Give each group an index card with a scenario on it.
16. Explain to the groups that their task is to complete the scenario by coming up with the best solutions or ways to handle the scenario presented. Give them about 5 minutes to do this.
17. Once everyone has finished, ask each group to role play their scenario and the solutions they discussed to the rest of the group.
18. Once each group has presented their scenario, end the activity by asking for common thoughts and feelings. Ask participants:
 - How many of you have been in or know of a situation like this? What happened? How did you feel about it?
 - What strategies worked? What didn’t? Why?
 - Why do some bystanders speak out or take action while others ignore the situation or refuse to get involved?
 - What is the message to the person experiencing abuse when no one speaks out or acts on her behalf?
 - What is the message to the person who is being abusive when no one confronts him or expresses disapproval?
 - What prevents men from talking to each other about sexual aggression? How can these barriers be overcome?
 - What are the risks, if any, of saying or doing something to interrupt or confront the violent situation?
 - Do you think it makes a difference if the person you observe being abusive is a friend or a stranger? Why or why not?
 - How can more men be empowered to take action in helping end sexual violence?
 - Which strategies can you incorporate into your everyday life?

Scenarios for “Positive Power”.

At a party, you see a friend chatting up a young woman and trying to cozy up to her. She is obviously very drunk and not just buzzed. She is stumbling over her own feet. You know the young woman and she seems reluctant.

A guy accuses you of flirting with his girlfriend. He is threatening to beat you and a group of his friends are backing him up. Maybe you did flirt with her, maybe you didn't, but either way you don't want to fight over it. This guy has a bad reputation for being very violent and you are scared.

You're on the basketball court with friends. A young woman walks by wearing a tank top and a mini-skirt. Your friends start making crude gestures and harassing remarks, referring to her body and clothes and saying things such as: “We know you want it.” The young woman is obviously getting upset.

You just heard of a plan for an initiation party after the hockey game that might involve a gang rape.

You're at the mall with a group of friends. You see two men holding hands. One of your friends says, loud enough for them to hear, “Look at those f__ing homos! Queer alert!!”

A man and a woman are arguing. She hits him and he hits her back. Other people around you are not doing anything.

You're at a party and you see a couple who appear to be very drunk stumble down a hallway. A few minutes later you hear a struggle and the girl screaming, “Someone help me!”

Your lacrosse coach puts down male players as “weak”, “mama's boys”, and “sissies.”

You are talking to your best friend about your new relationship and he asks you, “Have you porked her yet?”

A friend is out with a woman at a club. He tries to get her drunk.

A group of young men often refer to women as “sluts” or “bitches.”

A woman tells you she was raped by a mutual friend.

Three students stick a note on the back of another student that reads “Rape me.”

At a family gathering, you overhear your grandfather saying he thinks that no woman should be allowed to become a boxer.

A guy offers you alcohol; you refuse. He shrugs and says, loud enough for others to hear, “Alright, I guess we have the wuss of the crew here.”

Graffiti for the Better

Objectives

- To brainstorm and discuss ways participants can take a more active role in helping end violence against women.
- To support ways men already model equality and respect in their own lives.

Materials

- Flipchart paper with one statement written on each piece
- Markers for the participants

Time

- 30 minutes (depending on how many questions are placed around the room)

This activity works best with larger groups of participants (6 or more), and in a room that is large enough to have at least 3 small groups talking at the same time.

Before the activity

- From the following list, write one statement at the top of a blank piece of flipchart paper. The number of statements (and pieces of flipchart paper) depends on the number of groups you will have. It is recommended that groups be kept at a maximum of three participants.

1. Sexual violence is a men's issue because...
2. Men can help end sexual violence by...
3. Men are genuinely respectful and safe towards women when...
4. I challenge sexual aggression when...
5. What I can do to support someone who has been sexually assaulted...
6. What I can do to intervene when someone is being sexually aggressive...
7. I know I am being sexually respectful when...
8. Leaving out men from violence prevention is...
9. Ways to encourage men to work towards gender equality...
10. Men benefit from working in violence prevention by...
11. How our lives would be different if there was no sexual violence...
12. Ways I support women who are working to end violence...
13. Ways I support men who are working to end violence...

- Space the pieces of paper around the room.

Launching the activity

1. Divide the participants into groups of two or three. Give each group a marker.
2. Ask each group to stand beside a piece of paper.
3. Give the group two – three minutes to write their feelings, thoughts and beliefs to complete each statement.
4. At the end of the three minutes, ask the group to rotate and go to the next station or flipchart. Instruct the group to add as many new responses to the statement that they can think of. The time for this round will likely be shorter because they will only be adding concepts, not starting from scratch.
5. Continue in this manner until all groups have visited each station. When everyone has finished, ask the groups to remain at their last station and have someone from the group read aloud all the responses.
6. Invite participants to discuss the responses. To introduce discussion about what has been shared on the graffiti sheets, ask participants:
 - What did you learn from the graffiti sheets?
 - What things were you surprised to learn?
 - Do you think all these strategies are effective? Why or why not?
 - What are some ways to handle a risky or potentially violent situation without using more violence?
 - Which strategies will help you take a more active role in helping end violence against women?
 - Which strategies can you easily do in your everyday life?
 - What might prevent you from taking a more active role in helping end violence against women? How can this be overcome?

Time Travel

Objectives

- To encourage reflection on attitudes and actions those perpetuate sexism and violence.
- To support ways men already model equality and respect in their own lives.

Materials

- A flipchart and markers
- Handout “Men’s Pledge” (enough copies for each participant)
- Guided Imagery Script (found after instructions)

Time

- 35 minutes

1. Talk with participants and explain that we generally know that attitudes and circumstances can and do change over time.
2. Let them know that the first part of the activity will involve participants closing their eyes, relaxing and trying to visualize in their mind what the facilitator is saying.
3. Ask participants to get comfortable, close their eyes, and concentrate on your words.
4. Ask the participants to breathe in slowly and then breathe out slowly to help participants relax. Repeat these deep breaths three times.
5. Begin the guided imagery (see instructions on the following page). Ask questions, one at a time, leaving time for participants to think about each one. Speak in a slow and gentle voice.
6. When the guided imagery part is over and everyone is back and present, divide the flipchart into three columns with your marker.
7. Ask participants to share feelings and circumstances of what they imagined when they thought of their ancestors. What was it like to be a woman back then? What was it like to be a man? Write the responses under the first column.
8. Next, ask participants to share feelings and circumstances of how they imagined the future when they thought of their descendants. What changes did they envision about women’s and men’s experiences? Write the answers in the last column.

9. Review the answers under the first column. Discuss what the participants imagined and how it relates to the present day reality. Ask participants: Are there power imbalances? How might these lead to sexual violence?
10. Do the same for the answers under the last column, and explore with participants how they imagined attitudes and experiences change for women and men. Ask participants: how have attitudes changed? How are women valued? How are men valued? What are relationships like?
11. Next, draw a line connecting the first column to the last one. Tell participants that this is the bridge that needs to be built to get us from what our world is like today to what we hope our ideal and future world will be like.
12. As a group, brainstorm with participants what is needed to build this bridge. Ask participants: what changes are needed? How must attitudes about how women are viewed or treated be different? How can men work on their relationships with women? Who is needed to build this bridge? What values should the bridge be built on? What is needed to ensure that the bridge is sustained? Write the answers in the middle column.
13. When you have finished brainstorming, distribute the handout “Men’s Pledge” to each participant. Ask participants to take a few moments and read over the pledge in silence.
14. Talk to participants and explain the importance of their participation in helping to build the bridge. Remind them that men have important roles and responsibilities in efforts to end violence against women.
15. Ask participants to get into pairs and talk with their partners about what things they can personally do to get involved in building the bridge. Let them know that they will each have 5 minutes to do this.
16. Once ten minutes have passed, ask everyone to come back to the main group and share thoughts and feelings.
17. End the activity by encouraging participants to sign their pledge as participants as a sign that they are committed to taking a stand against sexual violence.

Guided Imagery Script

Imagine that you could travel back in time and speak to your ancestors. It could be 100 years ago, 70 years ago or even 25 years ago.

Think about your one of your female ancestors.

- Who is she? What does she look like? How old is she?
- What is her life like? What has she been through? How does she feel? How is she treated?
- What are her relationships like? Who does she talk to about what happens to her?
- What is she expected to do? Does she take care of her family and things around the house? Who helps her? How many things do you see her doing that are unpaid?

Now, think about one of your male ancestors.

- Who is he? What does he look like? How old is he?
- What is his life like? What has he been through?
- What are his attitudes about women? What would he think about married women going out to work?
- What is he expected to do? What are his attitudes about being a father?

Now, imagine that you step back into the machine and travel forward in time to visit with your future descendants: your children, grandchildren or even great-grandchildren.

As you look around you, you notice that there have been some changes.

- How do people act towards women? Towards men?
- How are children treated?
- How are attitudes different... about women? About being a man? A father? About violence?
- Are there power relations?

- What are women doing? What are they expected to do?
- Is their life similar to the woman's life you saw earlier or is it different? In what ways have things changed?
- How are women treated? Are they able to make decisions for themselves?

- What are men doing? Who are they with?
- Is their life similar to the man's life you saw earlier or is it different? In what ways have they changed?
- How are men treated? Are they actively involved in their families?

Bill of Rights

Objectives

- To examine and discuss what steps participants can personally take to challenge attitudes and behaviours that support sexual violence.

Materials

- “Bill of Rights for Men” handout (enough copies for each participant)
- Flipchart and markers
- Pens and pencils

Time

- 30 minutes

Men and boys are often taught to believe that being a “real man” means to be tough and not to show vulnerable emotions. This activity helps participants recognize that being strong doesn’t necessarily mean using aggression – it can mean strength of character or strength to do the right thing – and empowers participants to be themselves in accordance with their own internal truths.

1. Brainstorm with participants a list of characteristics or qualities they feel are stereotypically “feminine” (for example, nurturing, asks for help). Write the responses on a flipchart.
2. Discuss with participants ways in which a boy or a man could exhibit these characteristics or qualities without sacrificing some of the traditional ideals of what our society tells us it means to be a man.
3. Ask participants:
 - What kind of strength would it take to show these characteristics?
 - How would life be different if men could show these characteristics?
 - What are the risks of showing these qualities?
 - How do men benefit from having these qualities?
 - Do any men you know possess and show these qualities? In what ways are they valued and respected?
 - How can these qualities contribute to healthy and equal relationships?
 - How best can you meet these qualities?
4. Handout a copy of the “Bill of Rights for Men” to each participant. Give them a few moments to read the handout.
5. Next, ask participants to read out loud a statement from the handout that speaks the most to them as an individual. If they are comfortable doing so, ask each participant to share with the group why they chose that statement.

6. Invite participants to come up with additional examples of rights.
7. Write their responses on a flipchart. Be aware of potentially negative or controlling beliefs. Brainstorm positive alternatives and reinforce non-stereotypical attitudes and behaviours that participants share.

R – Factor

“All men must take responsibility for preventing sexual aggression.”

- Alan Berkowitz

What comes to mind when you hear the word ‘Responsibility’?

- Most people think of responsibility in the sense of blame. But responsibility is not about taking the blame **about** something.
- Rather, it means taking responsibility **for** your actions, and **towards** finding a solution. Think of it as your R-Factor.

To ACE your R-Factor, you need:

A – Accountability

- This means recognizing that your behaviour affects others, and so you strive to have a positive effect.
- An accountable person is someone who can honestly report their actions, explain them without making excuses, and is willing to accept the consequences for their actions.

C – Commitment

- This means being able to make positive choices, that is, to do what is right.
- A committed person knows he is expected to carry out certain tasks, and recognizes that it takes strength and integrity to carry out the work, even in the face of distraction or temptation.

E – Empathy

- This means identifying with and caring for other people’s feelings and concerns.
- An empathetic person is sensitive to the feelings of others, and is more likely to treat others with respect and fairness because he regards them as worthy.

Being responsible can help you feel empowered because you live by a set of principles, experience making commitments to yourself and to others, and are concerned about the wellbeing of others. Take a look at your life and figure out which one you need to work on to ACE your own R-factor.

Powerful Alternatives

On a daily basis you encounter opportunities to challenge attitudes and behaviours that contribute to violence against women. What do you choose to say?

*I don't rape so it's not my problem • They'll think I am gay
Can't she take a joke?
I'm just minding my own business
Why are men always blamed?
Why do I always have to be the one? • Women do it too
My friends will laugh at me • Maybe she just needs to get laid
I'm not responsible for how others act • Look what she was wearing
I don't care • What's the big deal? • I'm no radical • It'll break the mood
He didn't mean it that way • I'll get fired • It's a compliment
What can one person do? • I'm a lover, not a fighter
That's women's work • I don't know what to say • He's bigger than me
There's only me and a bunch of them • It won't make a difference anyway
Some women ask for it • It's a ___ (guy, gangsta, punk...) thing
I did it once and it didn't go well • I do / say/ feel/ believe that too
I don't want to make things worse • I've retired from activism
That's between them • It's okay if women don't hear it • It'll take forever
I don't know the person • I'm too old / too young to be taken seriously
He's my friend / son / father / brother / boss / coach / roommate*

My alternatives...

Tools of the Trade

Power Check

What exactly is power? And why is it important?

There are many sources of power, and each affects the way a person behaves.

Power Over

- Power is seen as a win-lose relationship.
- Having power involves taking it from someone else and then using it over others to dominate and prevent them from gaining power.
- Through control and the threat of violence, power over others is used by many to get by, get ahead, get back, or get even.
- With this kind of power there is often a sense of privilege and entitlement, an expectation that one's demands are normal and will be fulfilled.

Power Within

- Power is seen as personal power.
- Having power grows from inside, from a deep understanding of ourselves and positive self-worth.
- Power within involves mutual respect: self-respect and the ability to respect others. It is employed not to dominate, control or hurt, but, when we need it, to help us live with integrity.

Power With

- Power is based on mutual support, solidarity and collaboration.
- Having power has to do with finding common ground among different interests and building collective strength.
- Power with takes a lot of work in the short run: it requires talking to each other, planning, compromising, listening to feedback, accommodating diversity and revising plans.
- But in the long run, power with builds a climate of trust, understanding and cooperation so that each person can reach their goals and have no fear of losing them or being controlled.

Men's Pledge

Because:

- I believe that sexual violence will not end until men become part of the solution;
- I take pride in myself as a man;
- I care about the women in my life;
- I am angry that people I know have been hurt;
- I know that a woman is sexually assaulted every six minutes in Canada;
- I understand that sexual aggression is about violence against women's bodies, women's emotional well being, and women's right to do with their bodies as they choose;
- I recognize that men and women will not be equal until sexual violence ends;
- I accept my responsibility to assist in making this a safer and equal world.

I _____ Pledge to:

- Speak out my anger about sexual assault;
- Talk with other men about sexual violence and aggression;
- Look at how men are raised that helps create a culture where sexual aggression is possible;
- Interrupt sexist jokes;
- Support laws that encourage men to take responsibility for ending sexual violence;
- Listen to women friends' fears and concerns for their safety;
- Challenge images of violence against women in advertising and pornography;
- Encourage women to be strong and powerful;
- Recognize that cooperation is power;
- Change whatever I am doing that helps create a culture where sexual violence is possible;
- Support women and men working to end sexual violence and abuse.

Date

_____.

Witnessed by

_____.

Bill of Rights for Men

Adapted from *The Abusive Partner/Safe Teen*
(Roberts, 2001)

1. As a man, I have the right to show my feelings and express my fears.
2. As a man, I have the right to change and the right to choose the direction of my changes.
3. As a man, I can ask for help when I need it and offer help when I think it is needed.
4. As a man, I have the right to consider new ways of thinking, acting and relating to people.
5. As a man, I am not obliged to live up to the stereotypes of how I am “supposed” to be.
6. As a man, I have the right to ask for what I want and the wisdom to know that I cannot always get it.
7. As a man, I have the right to tell people when I cannot fulfill their expectations of me.
8. As a man, I have the right to acknowledge my frustrations, disappointments and anxieties.
9. As a man, I can choose to take responsibility for my actions and not allow other people’s behaviour to push me into choices I do not want to make.
10. As a man, I have the right to show my strength by choosing not be aggressive nor violent.
11. _____

Intervention Do's and Don'ts

It is hard to know what to do in situations where we witness a person using or experiencing violence. The only “right” thing to do is to do something. It may be the hardest thing you have ever done, but it could prevent a sexual assault from happening.

Do take a stand.

- Staying silent or ignoring a violent or potentially violent situation sends the message that we endorse what the abuser or aggressor is doing.
- Say something like “I’m your friend and I care about you. I am not just going to sit here and watch this happen without saying anything.”

Do be specific.

- When you see something that is offensive or abusive, stop the behaviour by naming it.
- For example, say “that’s a stereotype” or “you might feel angry but that’s abusive.”

Do say how you feel.

- Use “I” statements to let him know how you feel or why the behaviour is inappropriate. Saying “I don’t think that’s funny” tends to work better than saying “That’s messed up.”

Do give a reality check.

- Let him know that his actions will have consequences. “Pressuring a woman to have sex is a crime, and you could be arrested.”
- Bring it home. Asking “how would you feel if people talked about your sister like that?” challenges men to examine how what they do or say is disrespectful or might hurt someone else.

Do urge him to seek help.

- There are many ways a person who is being abusive can seek help. He could talk to a counsellor, a coach, a mentor. He could call a crisis line or join a men’s program.
- Offer to get information or resources for him.

Don’t lose your cool.

- You don’t have to get angry or physically violent yourself to intervene or confront abusive behaviour.

Avoid being a knight in shining armour.

- Taking action as a bystander or an ally is different than “rescuing.” The belief that women need men as protectors from other men only reinforces the myth that women are powerless, and puts an unhealthy burden on men.

See Something? Say Something!

How many times have you been at a party or with a small group of friends and witnessed something that made you feel uneasy? Perhaps it was someone spiking another person's drink. Or maybe you saw a friend slap his date. What would you do?

You might be thinking, "That's not my problem." You may feel that saying something would mean "sticking your nose in someone else's business." Speaking out or stepping in to find out what's going on could prevent a sexual assault.

Take responsibility.

- ☆ It is likely that you will not see a sexual assault in progress, but you will see and hear attitudes and behaviours that degrade women.
- ☆ Do anything but remain silent! When you intervene, you become part of the solution to helping end sexual violence.

Be aware.

- ☆ Notice what is going on around you. Take it upon yourself to understand what sexual violence is and what you can do about it.
- ☆ Examine how your own behaviour might be part of the problem.

Speak up.

- ☆ When your best friend tells a joke about rape, say you don't find it funny.
- ☆ When you read an article that blames a woman for being assaulted because she dressed or acted a certain way, write a letter to the editor.
- ☆ When laws are proposed that limit women's rights, let politicians know that you won't support them.

Take action.

- ☆ Check in with the person you are concerned about.
- ☆ Interrupt the behaviour - asking "where's the bathroom" could provide an opportunity for someone who is feeling cornered to slip away.
- ☆ Tell the person who is being offensive or abusive that you do not like the way he is acting.

Organize.

- ☆ Ending violence against women will not happen overnight. Real solutions are truly long-term solutions.
- ☆ To bring about this change, you need support. Enlist the help of friends, family, and peers, or join a group that is already advocating for women's equality.

Stay safe and positive.

- ☆ When you see something that is degrading, offensive or abusive, take action to make it stop.
- ☆ This does not mean getting into a fight or putting your own safety at risk.
- ☆ Strategize respectful and non-violent things you can do to confront abuse.

Are you Stepping Up?

Think about the following list and select those that you have done recently. Briefly write what you did and when.

- Admitted to someone I was wrong about something
- Listened to a woman without interrupting or contradicting her
- Asked my partner's opinion before making arrangements for both of us
- Took my full share of responsibility
- Realised I was angry and did something to calm myself down
- Challenged a sexist joke or sexist language
- Compromised over an issue I was arguing about that I felt was important
- Believed a woman when she said "no" or "stop"
- Challenged a man who is being abusive
- Shared house chores equally
- Found ways to talk to women in my life and ask them their thoughts on the issue of Violence Against Women

If you are doing things on this list, it is a sign that you are reflecting on your own attitudes and behaviours, and taking responsibility for your choices!

Module 9: Activism

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Objectives for this section:

1. To promote activism as a unique opportunity to end violence against women;
2. To help participants strategize ways to become involved in social change and activism;
3. To support men who are committed to ending sexism and sexual violence.

9.1 Activism **Facilitator Information**

What is Activism?

Activism is an intentional action with the goal of achieving social or political change.

Activism by definition is profound and revolutionary. Activists who work for social change consider the larger picture – they look at the root values and causes of social injustices or inequities, and actively work to eliminate them.

Knowing where to start to work for social change can seem like an overwhelming task – after all, what can one person do? It is important to recognize that anyone can be an activist! If a person feels strongly about women's rights, he is probably already an activist waiting to blossom. An activist's mode and expressions are based on what talents, skills, resources, personal characteristics, and other individual qualities he may have.

Activism is often associated with something dramatic such as people who chain themselves to trees, or with something more generic such as volunteering. In fact, activism can be the following actions:

- **Education:** informing and teaching to raise awareness for a certain issue, such as preventing sexual assault.
- **Service:** helping people in need, for example, volunteering for transition houses, sexual assault centres, or counselling services that offer programs and support for abusive men and the victims of violence.
- **Outreach:** sharing stories and visions with others, for example, speaking out in the media against sexism and violence.
- **Community organizing:** finding and supporting groups or organizations that are working for social change.
- **Advocacy:** working through the political system to impact public policy, for example, lobbying politicians in support of wage equity.

It is important to choose the form of activism that best fits a person's interests, talents, and skills. Common tools and forms of activism include: organizing, lobbying, protesting, non-violent confrontation, sit-ins, raising awareness, challenging, petitions, listening, rallies, street theatre, and speak-outs. (For more information, refer to the handout "The Active Activist" in this module.)

In our experience, activism is not about adding another identity or task to one's life. Rather, activism is more simply about recognizing the opportunities for change that one's life as an aware, responsible and passionate citizen already includes – and undertaking action with the goal of making society more just.

Why Advocate Activism?

The most compelling reason behind activism is the recognition that ending violence against women will not happen overnight. Real solutions are truly long-term solutions. In addition, activism:

1. Turns awareness into action.

Awareness is good, but action is better. Activism encourages actions and discussion in order to address the broader context of a problem or an issue: the oppressive values, practices, and systems that create and perpetuate the problem.

2. Gives people a voice.

It is demoralizing to feel left out, unimportant, and without a say in the world. Activism encourages contribution and it reinforces a person's right to be heard. And when people get together to become activists, they are helping to make decisions that affect and transform their lives, communities, and future.

3. Builds sense of community.

Social action encourages community development: it helps people connect with one another, it encourages discussion of important issues, and it creates a positive living environment for children and adults.

4. Creates personal fulfillment.

- Builds self-esteem. By doing something about a problem, a person exercises his or her ability to make a difference. A sense of satisfaction and fulfillment goes with the realization that he or she has made the world a better place.
- Allows personal expression. Activism provides people the opportunity to express and act on their values.
- Creates lasting friendships. Social action promotes lasting friendships because people meet others with common interests and values.

5. Influences political change.

Anti-violence campaigns have succeeded in:

- Creating the anti-pornography movement
- Reforming the criminal law regarding sexual assault (making marital rape illegal)
- Founding transition houses and sexual assault crisis centres
- Developing the Canadian Human Rights Act that prohibits sexual harassment

Men and Social Action

Men have important roles to play in helping to end violence against women. All men have the opportunity to serve as role models of respectful attitudes and behaviours towards women and girls. And, as allies and advocates, men are in a unique position to actively participate in creating a social, political, and economic environment where sexual violence no longer exists.

However, before men and boys join the effort for equality, it is important to first understand what being an ally or an advocate really means. Men who are allies are supportive, believe in the common cause, and have the capacity or resources to help to make it succeed. Facilitators can help participants reflect on what it means to work as an ally to women by talking to participants about the key points outlined below.

“Violence against women is perhaps the most shameful human rights violation, and it is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development and peace.”

—UN Secretary-General Kofi Annan (2005)

Just add consciousness.

Before educating others, men must work to become more aware themselves.

- Social change starts at the personal level. To end all forms of violence against women, it is important to examine one’s own individual sexism, as well as what role one plays in supporting men who are abusive.
- By first examining how one’s own attitudes and behaviours may be part of the problem, one can then find ways to become part of the solution to end violence against women.

Seek to understand root causes.

- It is important to have a thorough understanding of the complex nature and root causes of men's violence against women (what it is, why it occurs, its effects, and how it is able to continue in modern society).
- This exploration requires a critical analysis of power and control within all levels of society.
- This understanding can then form the basis of any strategic approach to prevent violence, and can help to build a coherent framework for action.

Work in partnership with women

Collaborative partnership between men who work as allies and women's groups is essential.

- To build relationships, men who work as allies must be willing to listen to women's insights, build strong lines of communication and trust, and value women's understandings of the issue.

Working in partnership with women requires accountability.

- Accountability means being answerable for what one does, as well as for what one fails or refuses to do.
- It is also a way of responding to the power differences between groups of people - white and black, male and female, heterosexual and LGBT, and so on.
- ***Accountability includes consulting with women's groups before initiating a campaign, reflecting on how men use their privilege and entitlement, and connecting the work of an ally with a general framework of gender equality.***

"By pro-feminist men we mean active supporters of women's claims against male violence and for equal opportunity, political participation, sexual autonomy, family reforms and equal education."

- Kimmel and Messner in *Men's Lives* (1997)

Pro-feminism

Pro-feminism describes men's solidarity and support for feminist struggles and issues.

- Pro-feminism is not anti-male. Rather, pro-feminism draws attention to connections between personal experiences and systemic oppression, and is therefore anti-sexist and anti-patriarchal.
- Pro-feminist men want the same thing feminists want: a world in which relationships between men and women are healthy, safe, and egalitarian.
- Pro-feminist men see personal and social change as vital.
- Activists who fight for the rights of women and children demand specific legal, social, economic, and political goals.
- To better understand some of the conditions needed to end violence against women, refer to the handout "Goals to End Violence Against Women" found in this section.

Prepare for challenges

It is important to acknowledge that there are many challenges and barriers for men who do this work.

- Men who work to end violence against women are often met with suspicion, homophobia, or questions about their "masculinity."
- Others are confronted with the misguided belief that discussions about gender have as their real purpose to "blame men" for inequalities that exist between men and women. Male activists are also frequently and unfairly given more credit for their efforts than women who do similar work.
- Men engaged in violence prevention need to personally recognize these challenges and take responsibility to change these dynamics personally, socially, and professionally.
- For more information on the challenges men may face, and the actions to overcome them, read the handout "Awareness + Action = Change" found in this section.

There is a growing recognition that violence against women will only cease when men join with women to put an end to it.

- Ending violence against women will not happen overnight. Real solutions are truly long-term solutions. This requires systemic and cultural transformations.
- Men have the opportunity and the responsibility to take an active role in the process of creating a cultural and social shift that no longer tolerates violence against women.

Active and meaningful involvement by men does NOT involve taking over.

- Decades of tireless work and sacrifice by female victim advocates, researchers, and survivors has helped bring the issue of violence against women to the forefront.
- Men's work to end violence against women must therefore include recognition of this leadership, and must *never* be in competition with or at the expense of women's efforts, funding, or other resources.

9.2 Activism **Activities**

The Inspired Activist

Objectives

- To provide participants with the opportunity to discuss the values that define activism.
- To promote activism as a unique opportunity to engage men as allies in ending violence.

Materials

- Construction paper (different colours)
- Handout “The Inspired Activist”
- Quotes from the handout written on pieces of construction paper
- Flipchart and markers

Time

- 20 – 25 minutes

This is a fun way to get participants thinking about what activism is, and what roles they can play as an activist.

Before the activity

- Choose 4 – 5 of the quotes from the handout “The Inspired Activist” and write out or print each one on separate pieces of construction paper.
- Cut the quotes into a puzzle. These will be used to get participants into small groups of three or four persons per group.
- Write the following questions on a flipchart:

- a. How does this quote relate to activism?
- b. According to this quote, what does an activist do?
- c. What are the barriers to social action?
- d. How can these barriers be overcome?

Launching the activity

1. Write “Activism” on a flipchart sheet. Brainstorm as a group the definition and forms of activism. Write the answers on a flipchart.
2. Pass out pieces of the quotations puzzles. Ask participants to find their group by completing the puzzle.
3. Once in groups, ask the participants to answer the questions on the flipchart. Explain that participants are to reflect on how their quote relates to activism, and how to engage men and boys to become part of the solution to ending sexual violence.
4. Let them know that they will have about 10 minutes to complete this task.
5. Once everyone has finished, ask each group to select a presenter and go through the questions one by one.
6. Open the activity up to discussion. Remind participants that activism ranges from monetary donations to lobbying, but underlying each act are the ability and the power to choose to make a difference.
7. If time permits, consider asking the whole group to choose a quote (or create their own) and design a social action campaign around it.

Activist Dialogues

Objectives

- To provide an opportunity to discuss what activism is.
- To validate all forms of activism.
- To demonstrate that anyone can become involved in social action.

Materials

- Flipchart and markers
- Copies of excerpt from “Grassroots” (enough for each participant)
- Handout “Activist Dialogues” (enough copies for each participant)
- Pens and pencils

Time

- 30 minutes

This activity is based on the idea that small actions can have a big impact. Participants have an opportunity to discuss how activism doesn't have to be complicated, but rather that activism can be as simple as influencing conversation around us.

1. Write “Activism” on the flipchart. Brainstorm with participants what they consider activism, and forms of activism. Ask participants: what do we mean when we call someone an activist? Write the answers on the flipchart.
2. Next, pass out copies of the excerpt from Grassroots: A Field Guide for Feminist Activism (found in the hand out section)
3. Ask for a volunteer(s) to read the passage out loud.
4. Talk with participants about what they have just read. Ask participants:
 - What strikes them the most from what the authors are saying?
 - Does what they list sound trivial? Or empowering? Why?
 - In what ways do the activities on the list promote awareness without provoking guilt or leaving people feeling affronted or offended?
 - What are the consequences of looking inside yourself to respond to activism?
5. Once each participant has had an opportunity to respond, pass out the “Activist Dialogue” handout to each participant. Ask them to complete the sentences and phrases on the handout by themselves.
6. Once everyone has finished, debrief the activity by discussing with participants the following questions:
 - Do they agree that activism can be a life choice rather than a premeditated act?
 - How can a person develop support for action above and beyond awareness?
 - What forms of activism do they do in their own lives?
 - What three new things can they do in their own lives to effect change?

Building a Bridge

Objectives

- To identify an issue that one wants to become active in.
- To help participants reflect how the issue affects them personally.
- To support participants' commitment to ending sexism and sexual violence.

Materials

- Flipchart paper cut in half (one piece for each participant)
- Finger paint
- Crayons, pencil crayons, pens or pencils
- Flipchart and markers

Time

- 30 minutes

This activity helps participants examine how a particular issue affects their lives, and provides an opportunity to discuss how they can join the effort for social change.

1. Tear off three pieces of flipchart paper and tape them, side by side, to a wall. Make sure they are easily accessible.
2. Write the words "violence against women" on the first flipchart sheet.
3. Ask participants to brainstorm and call out different issues related to violence against women. Encourage participants to be specific. Help participants cover as many areas as possible, including: media, family, policy, medicine, religion, society, legal, etc. Write all the different ideas on the flipchart.
4. Pass out a piece of flipchart paper to each participant. Place markers, crayons and pens or pencils in the middle of the group.
5. Ask participants to look at the list on the flipchart and choose one issue that sparks their interest and/or provides some emotional reaction. Give them a minute or two to think.
6. When the participants have an issue, ask participants to write or draw all the ways that this issue affects or shapes their lives: personally, emotionally, in their relationships, at work, with their families, financially. Let participants know that their artistic abilities will not be judged. Give them about 5 minutes to do this.

7. Next, ask participants to turn over their sheets and write or draw (in symbols) all the ways their lives would be different if there had been positive changes in response to the issue. Ask participants: How would you feel? What would your relationships be like? How do your experiences change? What would you have the opportunity to do? Give them about 5 minutes to do this.
8. When the 5 minutes are over, ask participants to form a circle.
9. Write the words “Safe and Equal World” on the last flipchart. Go around the group and ask each participant to discuss the issue he chose and how his life would be different if it were resolved. Record all the different ideas on the flipchart.
10. Draw a line in the middle flipchart sheet to connect the first and last sheets. Tell participants that this is the bridge that needs to be built to get us from what our world is like today – a world which violence against women is pervasive – to what our ideal and future world will be like – one in which relations between men and women are healthy, safe, and equal.
11. Talk to participants about the importance of their participation in helping to build the bridge. Remind them that men have important roles and responsibilities in efforts to end violence against women. Let them know that the power to change is in their hands.
12. Using the finger paint, ask participants to make a print of their hands in the middle flipchart sheet. Then, ask each participant to list 5 steps or actions that are needed to get from one place to the other. Encourage participants to be specific, and to include individual actions as well as collective changes. Promote discussion and support ideas.

Connecting for Change

Objectives

- To help participants connect with the issue.
- To create a community of support.
- To recognize and get past personal barriers to political action.

Materials

- Large ball of yarn
- Flipchart and markers

Time

- 35 minutes

This widely adapted activity creates a visual representation of community and support. It also encourages open discussion of feelings, thoughts and fears that participants have about becoming involved in social and political change.

Before the activity

- Write the following on a piece of flipchart paper:

- a. Violence against women affects my life because...
- b. I would like to be socially active and help end violence against women by...
- c. Things that hold me back from being politically active are...
- d. One thing that would help me be more politically active is...

Launching the Activity

1. When you are ready to begin, ask participants to stand with you in a tight circle. You will be holding a large ball of yarn.
2. Explain that you are creating a community and that the ball of yarn is a symbol of the group's connections. To begin the community, hold on to the end of the yarn and pass the ball of yarn around the circle until you receive the ball back again. Each person should be touching a part of the yarn and there should be a visible circle.
3. Next, ask participants to read and think about the questions of the flipchart. Give the group a few minutes to do this. Explain that each person will answer the first question when he feels ready to speak. Ask that no one speak until the person has finished.

4. The facilitator will start. After the facilitator answers the first question, anyone in the group may speak. When the next person talks, the facilitator tosses the ball of yarn to that person (person 2). Person 2 will then answer the question. When person 3 is ready to answer the question, person 2 tosses the ball of yarn to person 3, and so on.
5. Continue in this manner until everyone in the group has answered the first question and there is a web of yarn between the group members.
6. Without removing the yarn, continue doing the activity in the same way for questions b) through d).
7. At the end of the exercise, the yarn will show an intricate web of connections that represent the sharing of feelings, ideas and fears, as well as a network of support and understanding. Talk to participants about:
 - **The emotional nature of this topic.** Ask participants: do they consider themselves activists? What inspires them to work for social change? Sharing stories can lessen the emotional weight of the issue and provide a safe, supportive way for men to voice their thoughts about joining women as allies in the movement to end violence.
 - **The role they want to play in political change.** Ask participants: What skills, if any, do you need to make a difference? Tell them that the web illustrates how anyone, no matter how much or how little they believe they can offer, can become involved to produce a web of change in their lives and in society.
 - **The importance of community.** Ask participants: What happens when one person lets go of their strings? When two people let go? To be socially active, the development of support networks and a sense of community are of utmost importance. Hopefully, the process of building community will have begun today with this activity.

TIP: the activity works best if participation does not occur in a circle, but rather jumps around the group.

Keys to the activity

- ☆ Men often approach the issue of violence against women feeling wary and guarded. Some do not readily embrace the issue; they challenge it. Others may fear being teased or ostracized by male peers for speaking out against sexual violence and aggression. Or, facing the challenge of ending violence against women can understandably feel overwhelming.
- ☆ Sharing stories decreases the difficulty of being politically active because it helps men deepen their understanding of the issue, builds community, provides support, and helps participants examine the role they want to play in the political process.
- ☆ Listening intently to the experiences and feelings of each participant is an important part of this activity.

Cause an Effect

Objectives

- To provide participants with ideas about how to get involved in activism.
- To experience designing a social action campaign or strategy.

Materials

- Flipchart paper and markers
- Index cards
- Crayons, pencil crayons, paint
- Paper, pens and pencils
- Handout “Goals to End Violence Against Women” (copies for each participant)

Time

- 50 minutes

This activity is a good follow-up to “Building a Bridge” or “Connecting for Change.” It provides participants with an opportunity to get creative with activism and design an outline for a social action campaign or strategy. To best prepare for the activity, facilitators should read the information on “Guideposts for Social Action” found in the facilitator’s information section.

1. Divide participants into small groups of 3 – 4 persons. Have them spread out around the room. Give each group 5 index cards, as well as pens or pencils.
2. In the middle of the room, place the flipchart from the “Building Bridges” activity with the list of issues related to violence against women. Or, distribute the handout “Goals to End Violence Against Women” to each group.
3. Ask each group to choose one issue that sparks their interest. Let them know they do not have to be deeply committed to the issue, but simply to choose an issue that provides some emotional reaction. Give them a minute or two to think.
4. When the participants have an issue, tell the groups that this is their “vision.” It is what their group is working towards, a specific campaign goal.
5. Explain that each group is to place index cards starting from where they are now to their vision, putting specific outcomes that are important stepping stones to that vision on the index cards. Tell them they will have about 20 – 30 minutes to do this.
6. Give the following example to clarify: a campaign for the legal recognition that all forms of violence against women are a human rights violation might have as some of the stepping stones: “monthly articles published in newspapers,” “posters

distributed to allies that read ‘Violence Against Women Violates Human Rights,’” “a film festival with a focus on violence against women to raise awareness,” “action groups at the local level to pressure the government to implement promises made to eliminate violence against women,” and so on. Each index card is one outcome to achieve to help win the campaign and help generate their vision.

7. Talk to participants about the importance of men getting involved in social change. Acknowledge up front that it is intended to be a challenge. Remind participants that although social change starts at the personal level, political action is essential for long-term solutions. Invite questions and clarify as needed.
8. Support groups as they work on their specific outcomes. Help them check that each outcome or step is realistic, achievable and time specific.
9. When the groups have finished, ask each group to present their strategy. Facilitate a brief discussion, asking participants:
 - What have you learned from this activity?
 - How did you decide on your outcomes? What approaches or methods worked well? What didn’t?
 - Who does your action immediately affect? Who does it affect indirectly?
 - In what ways does your campaign promote awareness without provoking guilt or leaving people feeling affronted or offended?
 - Do you agree that for social change to occur, a campaign must create support for action above and beyond awareness? Why or why not?
 - How does breaking down a campaign into pieces or steps help create a more effective campaign?
10. Finish the activity by asking each group to actually do one of the steps or outcomes. Using the same example given earlier, clarify that the task of the group is now: to write an article for the newspaper, to design a poster that reads “Violence Against Women Violates Human Rights,” to organize a film festival (which films to show, venue, etc), or to identify all the people and organizations who would support the action group – and how they would pressure the government. Give them about 10 minutes to do this. When the groups have finished, place their designs around the room and invite participants to spend time informally sharing with each other what they created.

Inventory for Social Change

Objective

- To identify personal strengths and resources that can be applied to social and/or political action.

Materials

- Flipchart and markers (enough pieces for each participant)
- Crayons, highlighters for each person
- “My Inventory for Social Change” worksheet
- “Activist Living” handout (enough copies for each participant)

Time

- 45 minutes

This activity gives participants examples of how their strengths and interests can be applied to a political cause.

1. Write “Experiences” on a flipchart sheet. Ask participants to brainstorm all the experiences they have had that will help them be an activist. Do this for about 5 minutes.
2. Remind participants that there is no judging, analyzing, criticising or censoring in the brainstorming process. Tell them to say everything that they can think of and to not worry if it is not exactly accurate right now. If necessary, give participants some examples from the facilitator’s experiences: “Supported Take Back the Night March” or “Confronted a sexist joke.”
3. Write “Skills” on a new flipchart sheet. Ask the participants to brainstorm all the skills they possess that can be offered as an activist. Explain to participants that a skill is a way of doing things that a person can learn and get better at by practicing. If necessary, give participants some examples from the facilitator’s experiences: “Good listener” or “Can take minutes in meetings.” Brainstorm for about 5 minutes.
4. On a third flipchart sheet, write “Positive Qualities.” Again, ask participants to brainstorm all the positive qualities that will help the person be an effective activist. Explain to participants that a quality is a characteristic of how a person does things and interacts with the world around him. Offer examples if needed: “Energetic” or “Love to speak on the phone.” Again, do this for 5 minutes.
5. Write “Resources” on another sheet of flipchart. Ask the group to brainstorm all the resources they have to offer to activism. Examples might be: “Computer” or “Books on violence against women” or “Supportive family.” Brainstorm for about 5 minutes.

EXPERIENCES	SKILLS	POSITIVE QUALITIES	RESOURCES
Supported Take Back the Night March	Can research on Internet	Determined	Computer and printer
Wrote a letter to the editor commending the newspaper for covering a women's hockey game	Good listener Comfortable public speaking Use change to grow	Socially aware Can cook Love to speak on the phone	Books on violence against women House for meetings Supportive family and friends
Confronted a sexist joke	Take minutes in meetings	Energetic	Friends with a radio DJ (who is positive about men working to end sexual violence)
Signed a petition	Fundraising	Interested in women's issues	
Worked closely with someone from another culture		Empathetic	

6. When you have finished brainstorming, tape or post the four flipcharts side by side on a wall. Review the answers on each flipchart.
7. Handout the worksheet "My Inventory for Social Change" to each participant, along with markers, crayons and highlighters.
8. Ask participants to write in one colour the things they especially love to do or that they are especially good at from each of the four flipcharts. Encourage them to add any additional things they can think of. When they have finished, ask them to draw a circle around this list.
9. With another colour, ask participants to write the things they don't want to do or the roles they are tired of performing.
10. Distribute the handout "Living Activism". Ask participants to write in another colour all the ideas that appeal to them from this handout. Then, ask participants to circle or highlight those they would like to do or work on. Give the group about 5 minutes to finish this.
11. Open the activity for discussion by inviting participants to share what they found out about themselves from this activity.

Actors in Social Action

Objectives

- To choose an issue related to ending violence against women and help participants identify possible supporters and opponents.
- To strategize ways to persuade people who are undecided to join the effort for social change.

Materials

- Flipchart paper and markers

Time

- 20 – 30 minutes

For any issue there will always be people who support it and people who don't. This activity will help participants identify the people who will support their cause (these people can be approached to create a support network), the people who will oppose their position (participants can prepare themselves to face them), and the people who may be undecided (participants can prepare a strategy to persuade them).

Before the activity

- Tear off three pieces of flipchart paper and tape them, side by side, to a wall. You will be writing on these pieces of paper so ensure that you can access them easily.
- At the top of each page write one of the following headings:
 - Supporters
 - Opponents
 - Undecided

Launching the activity

1. Ask participants to think of and call out different issues related to ending violence against women. Write down the group's ideas on the flipchart (not on the pieces of paper on the wall).
2. Ask the participants to look over the list and, as a group, choose one of the issues. Circle the issue they chose.
3. Walk over to the wall-posted flipchart and ask participants to brainstorm all the people and groups who support the issue. Write their suggestions under the "Supporters" title.
4. Do the same for the "Opponents" and the people who can be identified as "Undecided." An example is give below:

ISSUE: Ending Sexual Assault on Post-secondary Campuses		
SUPPORTERS	OPPONENTS	UNDECIDED
<ul style="list-style-type: none"> • Sexual Assault Crisis Centre • Women’s Centre on Campus • Researchers studying violence and women at the university • Some media reporters (list names) • Some politicians (list names) • Men Against Rape groups 	<ul style="list-style-type: none"> • People who believe “women ask for it” • The administration because they fear bad press • People who don’t believe sexual assault occurs on campus • People who believe sex should not be talked about outside the home • People who believe in traditional gender roles 	<ul style="list-style-type: none"> • Student residences • Campus newspaper • Some groups that are committed to ending sexual assault on campus but don’t believe the issue is tied to gender • Some members of the campus ministry who want to address the issue but are nervous about working with feminists

- Once the list has been compiled, identify the most important groups in each column and ask participants the following questions:
 - Which of the supporters would you want to contact? Who would you most want to work with? How can this be done? How can you be of assistance to each other?
 - Which of the opponents will cause the most difficulty? What strategies can be used to build bridges with the opponents?
 - Which of the members of the undecided group are most likely to sway their opinion? How can you present your view and gather support?
- When you have finished discussing these questions, talk to the group about the usefulness of this activity. Here are some possible benefits:
 - This activity provides future activists a method for identifying supporters, opponents and the undecided.
 - The information provided by the group gives participants a starting point to address the identified issue.
 - The participants may feel empowered to create a group themselves and begin to work on the issue.
 - Individuals may address the issue on their own.
 - Individuals may join one of the identified supporters and work on the issue with that group.

Envisioning Equality

Objectives

- To encourage participants to create a vision of an egalitarian society.
- To help participants identify what steps are needed to create and effect change.
- To practice working together to create change.

Materials

- Sticky notes
- Blank sheets of paper
- Index cards
- Flipchart and markers
- Pens and pencils

Time

- 40 minutes

An important part of working for social change is imagining a positive and viable alternative to an issue. This activity helps participants imagine their ideal world, and identify the steps or building blocks to creating world free of violence against women.

Before the activity

- Write the following questions on a flipchart:

An Ideal World

- How do people act towards women? Towards men? Towards children? Towards minorities?
- What are relationships like? Are there hierarchies? Are they based on power?
- How are resources allocated? How do people relate to nature?
- What are communities like? How does decision-making take place?
- What are you like in your ideal world? How do you feel about yourself?
- What are you connected to in your ideal world?

Launching the activity

Part 1

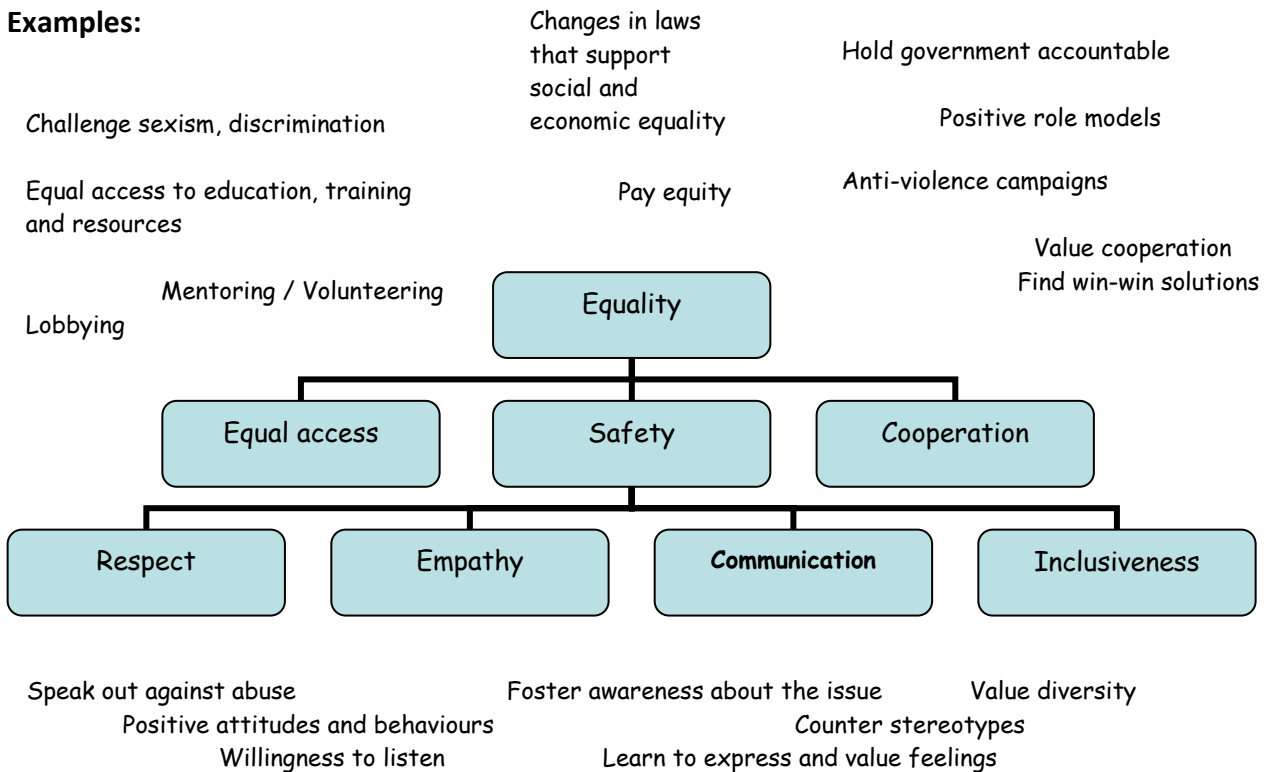
1. Reveal the flipchart. Talk to participants about the importance of having a vision to work towards as men helping to end violence against women.
2. Give each participant a blank sheet of paper along with pens or pencils. Using the questions on the flipchart as a guide, ask participants to brainstorm on their own all the qualities, values, conditions, and characteristics that make up their ideal world. Tell them they will have about 5 minutes to do this.
3. When everyone has finished brainstorming, ask participants to review their list and circle three items they feel most strongly about.
4. Go around the room and ask each participant to share his ideas. Write the answers on separate index cards as they do so.
5. Place the index cards face up in the middle of the group. Explain that these represent the “building blocks” to their ideal world.
6. Ask participants as a group to arrange the “blocks” in layers so that some become the foundation or groundwork blocks, and others layer on top of these. The final shape should resemble a pyramid. Give them about 10 minutes to do this.

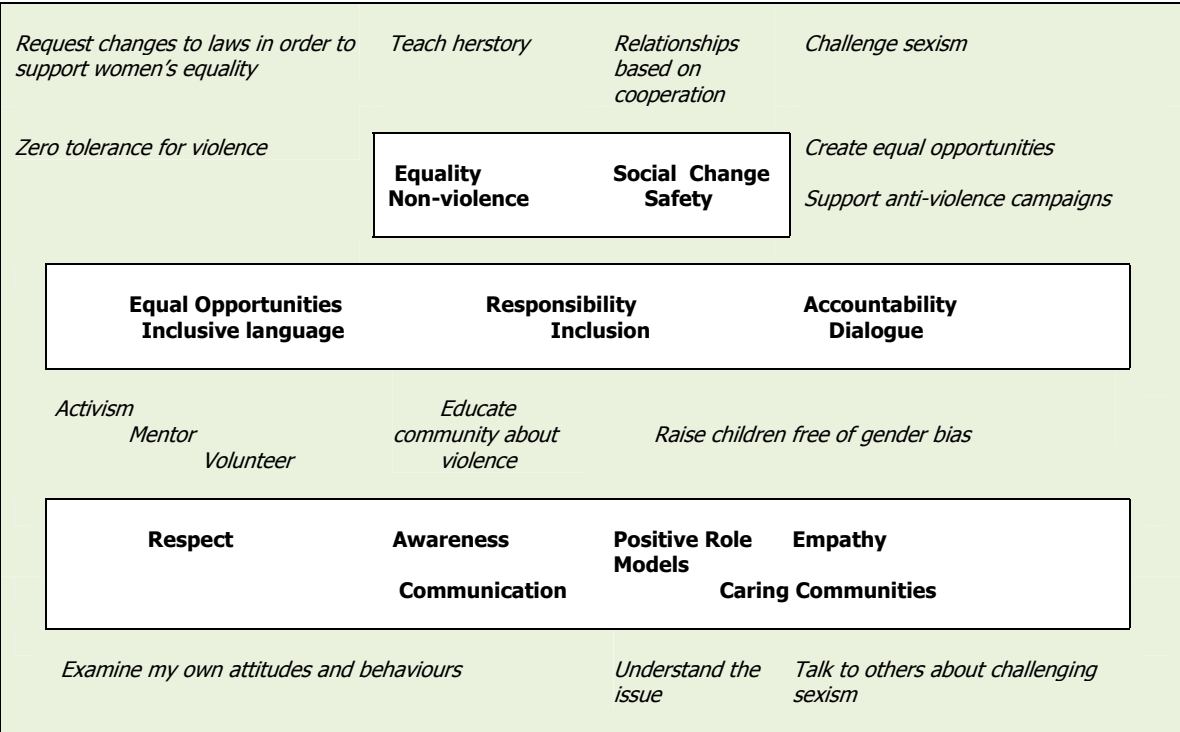
Part 2

1. Once the building blocks have been arranged, divide participant into small groups of 3 – 4 persons. Give each group sticky notes, and pens or pencils.
2. Ask each group to identify changes or actions that are needed to help create, implement, or maintain the building blocks to their ideal world. Tell them to write each idea on a sticky note. Let them know that these could be actions at the individual level or collective changes. Ask them to use no more than five words to describe each idea. Encourage them to be specific. For example, if they say “educate,” they have to specify how and to whom. Let them know they will have about 10 minutes to do this.
3. While the groups are doing this, tear a piece of flipchart paper and tape each of the building blocks onto the sheet, making sure you maintain the same layers and order. Then, tape the sheet on a wall. Make sure you can access it easily.
4. After 10 minutes have passed, bring the groups back together. One at a time, ask each group to read out loud an idea and to put it up on the flipchart sheet next to the building block that it is related to. Continue in this fashion as long as the groups have ideas.

5. Ask participants to look at the cluster of ideas on the wall. Explain that they have created a great list of steps and actions to take to achieving an alternative and ideal world.
6. End the activity by facilitating a discussion. Ask participants:
 - How do you feel about your ideal world?
 - Are these ideas realistic? In what ways could they be implemented?
 - Was it easy to link actions to concrete effects?
 - What is the difference between changing ourselves and changing structures or systems?
 - What barriers prevent these changes from taking place right now? How might these be overcome?
 - Which steps or actions can you implement in your own life? How will you do this? What support do you need to work for this change?
 - Which groups or organizations in the community can be counted on for support?

Examples:





The Right to Equality

Objectives

- To introduce the concept of human rights.
- To promote activism as a unique opportunity to end violence against women.

Materials

- Flipchart and markers
- 5 sticky notes pads
- Candles and matches

Time

- 50 minutes

The Universal Declaration of Human Rights, adopted by the United Nations in 1948, states that "everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status" (Article 2). To deny one sex full enjoyment of human rights is in effect to imply that that sex is not fully human. This activity promotes great discussions, and helps participants understand violence against women as a political issue.

Part 1

1. Ask the group: **what comes to mind when you hear the word "rights"?**
 - Brainstorm the many meanings the word "rights" can have. For example, "correct," "just," etc. Bring up that we use the word in our everyday language, for example: "He had no right to do that!" and "I am within my rights." Ask participants to think of examples from their own experiences.
 - Discuss the meaning of the word "rights" in the context of human rights. Are some rights natural? Universal? If so, which ones? Are some rights about fairness? Or justice? Or equality? Or privilege? Divide the responses and write them on a flipchart.
 - Explain that human rights are more than mere demands: they have some special characteristics that have been agreed to by the international community.
 - One of these characteristics is that human rights are universal. This means they apply to everyone, regardless of status, race, gender, nationality or other distinction. Indeed, equality is one of the fundamental human rights ideas.
 - Another characteristic is that they are indivisible – people are entitled to all rights, whether they be political (such as the right to a fair trial) or social (such as the right to education).

2. Then ask: **what are the attitudes and feelings attached to the words “rights”?**
 - Discuss with participants how they know their rights are being respected. How do they feel when their rights are not being respected?
 - Talk to participants about how rights are related to the values that societies live by. For example, concepts of justice and dignity are at the heart of the values.
 - Explain that when a person’s rights are not respected, it sends the message that their life is worth less than those of others. Not having equal rights prevents a person from participating fully in life.

3. Next, ask participants: **where do we get our rights?**
 - Introduce the idea of rights as entitlements – every human being has rights simply for being human.
 - Explain that rights are essential to human dignity and worth. Human rights protect, enhance, and fully develop our qualities as human beings. Ask participants: what does it mean to be “fully human”? How is this different from just “being alive” or “surviving”?
 - Help participants explore their assumptions. For example, if a participant says that we get our rights from God, ask the group what happens if a person does not believe in God, or if a person believes in a different God.
 - Discuss how when a person’s rights are violated, this is an act of injustice. Explain that when people demand their rights they are fighting for justice and for what they deserve. They are not asking for welfare, kindness, or pity. Respecting other people’s rights is not an act of kindness, but a duty as part of the human race.

4. When you feel participants understand that human rights are fundamental (they promote a person’s inherent human dignity and worth, and they ensure that a person’s life matters anytime and everywhere), move on to the second part of the activity.

Part 2

5. With a marker, divide a flipchart sheet into 5 columns. Label each column: social, economic, cultural, political, and civil.

6. Divide participants into small groups of 4 – 5 persons per group. Give each group a pad of sticky notes and pens, pencils or a marker.

7. Ask participants: what rights do women have? Tell the groups to brainstorm their answers and write each one on individual sticky note. Encourage them to be specific, and to describe their idea. Give them about 10 minutes to do this.

8. When everyone has finished writing, ask each group to read out their ideas to the rest of the group, and to stick them on the flipchart under the appropriate column.

9. Ask participants to look at the clusters on the flipchart. Use the following questions to facilitate a discussion:
- What do you observe about these clusters? Which is the largest? What does this mean?
 - Which is the smallest cluster? What does this mean?
 - What is missing from this list? Which rights are denied to women?
 - Do you agree that women's rights are human rights? Why or why not?
 - How does violence against women deny women equal rights with men?
 - Why are human rights important?
 - Which right do you feel are important to promote? How could this be done?
 - What does it mean if we say that all human beings deserve respect because they all have human dignity?
 - Who has the responsibility of upholding human rights?
 - How are individuals responsible for upholding a person's rights?
 - How are governments responsible for upholding a person's rights?
10. End the activity with a round. To do this, give each participant a candle. Ask each participant to think about a woman in his life. Explain that the candles represent women's lives. Tell them violence against women affects the core of women's personhood. Add that until all forms of violence against women are eliminated, women's full potential will remain in the dark because their dignity and worth as human beings are not respected. Ask each participant to think about one or two things he can do to strengthen respect for women's lives and equality. As each participant commits to a specific action, ask him to light the candle he is holding.
11. Debrief for as long as necessary.

The Inspired Activist

Whether we are new to activism, or seasoned activists, we all need a little inspiration sometimes. We seek out inspiration to motivate us, and to help us going when things get tough. Consider the following quotes:

“All that is necessary for the triumph of evil is that good men do nothing.”

- Edmund Burke

“Snowflakes are a fragile thing individually, but look at what they can do together.”

- Fernando Bonaventura

“The moment we choose to love we begin to move towards freedom.”

- bell hooks

“I’m starting with the man in the mirror, I’m asking him to change his ways, and no message could have been any clearer. If you wanna make the world a better place, take a look at yourself, and then make a change.”

- Siedah Garret and Glen Ballard

“Eradicating violence against women is no more the responsibility of women than eradicating slavery was that of slaves.”

- Don McPherson

“Change your thoughts and you change your world.”

- Norman Vincent Peale

“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead

“Activism should be directed at achieving immediate changes in daily life.”

- Vaclav Havel

“Hate begets hate, violence engenders violence, hypocrisy is answered by hypocrisy, war generates war, and love creates love.”

- Pitirim A. Sorokin

“If you think you are too small to make a difference, you’ve never been in bed with a mosquito.”

- anonymous

Act ivist Living

So, you are ready to get involved but you don't know where to start? The following is a list of activities that men interested in ending violence against women can do. There are many ways to put these activities into practice. For some suggestions, visit www.idealists.org or www.workingforchange.com



“You must be the change you wish to see in the world.”

- Mahatma Gandhi.

From: *Grassroots: A Field Guide for Feminist Activism*

The final frontier as an activist is having it be “in you” – so integrated into your own life that it’s instinctual, not premeditated. Your life no longer contains the question “What can I do?” because the way you lead your life is the answer.

This is the sort of thing we are talking about:

- ☆ When you go to the dentist, you leave your copy of *Ms.*, *Colorlines* or *Bust* in the waiting room next to – or on top of – *People* and *Town and Country*, introducing your fellow patients to a perspective that is missing from mainstream media.
- ☆ If you’re shopping, go into a clothing store armed with cards identifying where and under what conditions their jeans were made – and you tuck the card into the back pocket of every pair.
- ☆ At the post office, you buy the more costly breast cancer stamps that donate a percentage to research. The stamp sends a message of your values to your correspondents.
- ☆ Besides bringing your own bags to the grocery store, you bring back your returnables or put them directly into the hands of a bottle redeemer.
- ☆ If you are at a job interview, you ask about the policy on same-sex partner benefits and prescription birth control coverage, regardless of whether either issue affects you personally.
- ☆ Instead of the latest Hollywood movie, you go to the women’s basketball games in your town to prove that they have an audience and that the players deserve to make a comparable salary to men’s basketball players.
- ☆ While reading the morning paper, you write a positive letter to the editor commending the newspaper for having a female sports columnist and their leadership in breaking out of the gender ghetto.
- ☆ If geopolitical events call for it, you stage an eat-in at the Middle Eastern restaurant in town...

From: *Grassroots: A Field Guide for Feminist Activism*.
(Baumgardner & Richards, 2005. pp. 185-186).

Activist Dialogues

To determine your feelings about activism and working to end violence against women, fill out the following:

I think the condition of women is becoming...

I want women and girls to feel...

I want men and boys to feel...

I fear I can't make a difference in this world because...

What gives me strength, hope and courage is...

To become an activist I need...

Personal qualities and resources I bring to activism are...

In the next 24 hours I will help end violence against women by...

Goals to End Violence Against Women

Activists who fight for social equality and change recognize the following as some of the conditions needed to end violence against women and children:

RIGHTS

- The elimination of stereotypical views that equate masculine behaviour with aggression and female behaviour with passivity and weakness.
- A woman's right to determine her destiny and to exercise control over her body and reproductive functioning.
- The presence of women in decision-making positions.
- Women's equal access to education and training.
- The termination of the marketing, exploitation, and commercialization of women and children in the media.
- The absolute confidentiality of women's counselling records.

GOVERNMENT FUNDING

- The funding of independent, women controlled, sexual assault crisis centres, transition houses, and women's centres in every community in the country.
- The parallel development and funding of anti-violence organizations by and for immigrant women, disabled women, aboriginal women, and lesbians.
- Immediate aid for women leaving a violent marriage or common law relationship.
- The funding of public education that serves to prevent, and ultimately eradicate, sexual assault.
- The accessibility of child-care to all women.
- Funding to educate police officers that women tell the truth about sexual assault and violent relationships; false reports are rare.

LEGAL

- The legal recognition that all forms of violence against women are violations of fundamental human rights and cannot be justified by any custom, religion, cultural practice or political power.
- Pay equity and equality, as well as, non-discrimination in employment.
- Employment security in cases of marriage or pregnancy.
- Free access to legal aid and legal advocacy for women trying to leave an abusive relationship.
- The public trial and accountability of adult men who commit violent acts against women and children.
- Legal support for the rights of children to live in violence free homes and under the care of men and women who empower and nurture them.
- The release of women jailed for defending themselves against abusive husbands or partners.
- Legislation requiring judges to consider abuse between parents when making child custody and access decisions.
- The consultation and acceptance of ideas given by women in the planning and implementation of changes to the law regarding violence against women.

Awareness and Action equals Change

Social change can be very difficult. The following details both the struggles of turning awareness into action, as well as the steps a man may take to overcome these difficulties.

Roadblocks to Social Action

Inner Roadblocks

1. **Denial.** Feeling doubt or scepticism that there really is a problem.
2. **Guilt.** Feeling painfully self-aware or ashamed about how sexist one's own attitudes or behaviours are.
3. **Overwhelmed.** Feeling that the issue is too big. The person doesn't know where to start.
4. **Belief that activists are fanatical.** Misconceptions about that activists must be extreme, violent, heroic and irrational.
5. **Powerlessness.** Feeling that the system will never change because those in power will not allow it.
6. **Stereotypes.** People might assume that men who do anti-violence work are gay or survivors themselves.

Outside Roadblocks

1. **Time constraints.** Feeling that one does not have enough time to commit to social action.
2. **Lack of resources.** Feeling that one cannot become socially active because of insufficient funds or skills.
3. **Isolation.** Inability to connect with other activists or the issue because of seclusion.
4. **Encouragement to conform.** Society encourages people to conform to existing social structures rather than to work to improve or change them.

Supports for Social Action

1. **Educate yourself.** Read books; listen to survivors; watch films; attend programs that provide opportunities to learn about the issue.
2. **Recognize the need for change.** Then, become motivated by this recognition and the urgency of this need.
3. **Imagine what is possible.** Imagine that the change has already happened. Retrace, step-by-step how this issue improved.
4. **Believe that change is possible.** Know that every person can make a difference.
5. **Know the beginning is the hardest.** Social change may occur at a seemingly glacial pace, until a critical mass of supporters has been reached.
6. **Build relationships.** Create a support network by seeking out like-minded individuals or groups who are already working for social change.
7. **Begin slowly.** Begin with one issue and one activism strategy. Perhaps write a letter. Avoid criticizing your self.
8. **Be prepared for inner change.** Inner change means purposefully altering your own lifestyle to fit ideals.
9. **Know activists are committed, not fanatical.** Activists are average, caring citizens who are committed to living out their visions of a more just world.
10. **Be active as a life choice.** Commit not for the results, but because life is an expression of personal values and beliefs.

Ending Sexual Violence: What Every Man Can Do

1. **APPROACH** gender based violence as a men's issue involving men of all ages, histories, socio-economic and ethnic backgrounds.
2. **EXAMINE** your attitudes about women and girls. Think about the women in your life and what role(s) you want them to play. Genuinely respecting these women may require you to examine and challenge any sexist beliefs you hold.
3. **LISTEN** to women; learn from their experiences. Get educated about the depth and nature of women's oppression and the root causes of violence. Read feminist works.
4. **CHALLENGE** and reject gender stereotypes that link "being a man" with dominance, aggressiveness and a sense of entitlement to power.
5. Practice **CONSENT**. Learning how to explicitly negotiate consent builds sexual closeness and intimacy, and is an important part of every healthy relationship.
6. Be **RESPONSIBLE** for your choices and actions. If you are abusive, seek help. If you know someone who is being abusive, help him take responsibility for his abuse. Let him know that violence is wrong.
7. **BOYCOTT** sexism. Avoid magazines, music, movies, computer games, or other media that abuse women or depict them as sexual objects.
8. Recognize and **SPEAK OUT** against any sexist, racist, homophobic behaviours and violence that you witness.
9. Become an **ALLY**. Support and advocate for women's rights.
10. Don't agonize – **ORGANIZE!** Talk to other men about men's roles in preventing violence and invite them to become allies for change.

"By pro-feminist men we mean active supporters of women's claims against male violence and for equal opportunity, political participation, sexual autonomy, family reforms and equal education."

- Kimmel and Messner in Men's Lives (1992)

Guideposts for Social Action

1. Identify the issue.

Choose one issue (sexual aggression, wage gap, sexual harassment, pornography, engaging men, etc.) that most sparks your interest. Consider why you chose it, then build a complete picture of the issue and how it affects you personally.

2. Imagine a different future.

Imagine your life after the issue has improved or is resolved. Then retrace, step-by-step, how this was achieved. What policies were put into place? What did you do to make this change happen? Write the steps and create a plan.

3. Create an inventory of skills, resources and limitations.

What are your talents? What prevents you from being an activist? What are your personal barriers and how can these be overcome? With these thoughts out, you will know how much time and personal resources you can commit to social action activities.

4. Find allies.

Empower yourself by connecting with others who are interested in being a visible ally. Develop a sense of community by finding organizations or people who are already working on the issue (for example, sexual assault centres, men's groups).

5. Choose a strategy or campaign.

There are many campaign methods. It is important to decide which one best utilizes your talents and the talents of your allies. To do this, consider:

- **knowing your targets and your opposition** – figure out who, in your community, has the power to make decisions? What do they value? What arguments will convince them?
- **building bridges** – whether working with allies or targeting the opposition, a goal must be to listen, intently, in order to build relationships and work towards social action.
- **preparing thoroughly** - Before educating others, learn, read, ask questions, reflect on, and deepen your own understanding of the patterns and effects with respect to the issue.
- **expressing your position** – be specific and express your message clearly.

6. Maintain hope.

Working for social change may be a long, difficult and involved process requiring patience, perseverance, and respect for individuals and the process itself. Fun, humour, warmth, a common vision and creativity are all equally important tools and motivators for social action.

Is Anyone Listening?

The Scene:

Two groups, loyal to opposite sides of the same issue, are scheduled to meet. Both enter the meeting believing that their position is morally superior and undeniably correct. Neither wish to listen; both expect the other to bend.

The Result:

- Little is accomplished and no one leaves happy.
- Opportunities for growth and change are missed because two groups with opposing views will not listen to each other.

Action Step:

A proven strategy for social change is the building of relationships with the opposition. To build a relationship one must be willing to listen, intently, to what the opposition is saying: what do they value? What do they fear? How have they come to their position?

People who are addressed aggressively will raise their defences. People who are listened to and feel heard will drop their defences. When people are treated with respect and are told that their opinion matters they become less argumentative, and more likely to listen to and incorporate other points of view.

By showing a sincere desire to understand, and by acknowledging that the opposition's position is based on personal experiences, powerful circumstances can occur and help create win/win situations.

Listening is a powerful tool and can lead to a softening of attitudes and more tolerant views. If both parties are respectful, trusting and striving to understand, creative solutions can be developed and both sides may be able to meet their needs.

Good listening is not a passive skill. It takes effort and attention. How do you know you are truly listening? Try the following suggestions:

- ✦ **Share air time equally.** How many times do you speak? For how long? Keep track of yourself, then count how many times and how long other people speak.
- ✦ **Pay full attention.** Be conscious of how often you are actively listening to what other people are saying as opposed to just waiting your turn thinking about what you'll say next.
- ✦ **Support and validate.** Although it is important for you to express your position, it is equally important that you support other people's ideas and feelings. Practice supporting and validating people by asking them to expand on ideas and get more in-depth.

ACTIVE LISTENING

- ❖ When people are listened to well, they tend to listen to themselves with more care and make a greater attempt to express themselves so as to make clear exactly what they are feeling or thinking. Group members tend to listen more to each other, become less argumentative, more ready to incorporate other points of view. Listening reduces the threat of having ideas criticized.
- ❖ Active listening is an important way to bring about changes in people. As a matter of fact, some of the most successful forms of counseling and psychotherapy rely on listening skills. Despite the popular notion that listening is a passive approach, research evidence shows that sensitive listening is one of the most effective ways of achieving group development.
- ❖ Active listening is an interactive process for improving the degree of understanding between two or more people. Good listening is not a passive skill. It takes effort, attention and intervention.
- ❖ By consistently listening (actively) to someone, you are conveying the idea that you are interested in them as a person, you think what they feel is important, you respect their thoughts, even if you do not agree with them. You are communicating that you value their contribution, that you understand, that you think they are worth listening to and finally that you are the kind of person they can talk to (you are trustworthy).
- ❖ It is difficult to convince someone that you respect them simply by telling them so. However, by listening actively, you are behaving in a respectful way.



Advocacy Lobbying

Lobbying is the process of convincing an individual or group of people (usually politicians, policy makers) that it is to their advantage to act on an issue. Lobbying is one of the ways an activist attempts to affect federal or provincial legislation.

Lobbying involves influencing legislation. It includes:

- Meeting with lawmakers and legislative committees.
- Media activity including news conferences, editorials, and assisting reporters with articles or stories.
- Building broad and diverse coalitions.
- Letter writing campaigns to policy makers.
- Grassroots activity such as rallies, etc

Many people think that to be a “lobbyist” you have to move to Ottawa and take up residence on the doorstep of Parliament. **This is not so.** In fact, just by telephoning or writing a simple letter or e-mail to express your concerns to your MP or provincial representative, you have become a lobbyist. There are many ways to influence the policy making process, and they are easier than you think!!

Political activism starts first by exercising your right to vote for your candidate of choice and then holding him/her accountable to the promises made during the election campaign. What you think and say really does count so don't hesitate to make it known.



Steps to Effective Lobbying

Identify the issue.

- Fighting the broad topic of violence against women can be overwhelming.
- To be more effective, narrow your topic to a concise concern. For example: you could examine sexual harassment policies, or write an editorial about the importance of consent.
- Research and organize your subject thoroughly. Determine which information is most convincing and appropriate. Be ready to give references. Also, research your opponent's point of view and the views of the general public.
- Establish your agenda and goals. Be specific in your requests: what do you want your targeted individual or group to do? What is the minimum you will accept? Are your goals realistic?

Recruit allies.

- Search for individuals and groups who are also working on your issue. Ultimately, the more people committed to change, the more effective the lobby.
- Meet with possible allies to determine their fit with your campaign.
- Consider joining an action group. Many groups are already lobbying the government.

Determine the best person or organization to approach.

- Make sure you are communicating your issue to the right decision-makers. Appeal to their ideology or logic. Members of Parliament, Ministers, and policy-makers are effective targets.
- Remember that you are important to your elected official because you are a constituent; your MP wants to know your view so she can represent you in Parliament.

Present your issue effectively.

- Know your audience. Know their position on the topic and prepare accordingly. Be ready for difficult questions. Have answers ready for questions you may be asked.
- Keep your message brief. Policy-makers and Members of Parliament are busy so ensure you can deliver your message (verbally or in writing) in five minutes or less.
- Be specific in your requests. Let them know exactly what you want them to change or how you want them to vote. A broad discussion will not be as effective.
- Handout a fact-sheet with basic information that sums up your major points.

Follow up.

- To demonstrate your commitment to the issue and the seriousness of the matter you must follow up and repeat your request.
- If commitments were made in the meeting, repeat your understanding of them.

Lobby Strategically

- Sometimes you will use lobbying as a way to simply find out where your elected officials stand on the issue you are campaigning on. Other times you may lobby after generating public support for your issue; you visit to see if your elected official has gotten the point. Ideally you'll lobby more than once on an issue – so that the official comes to see you as an authority on that issue.

Module 10: Creating Closure

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10.1 Creating Closure **Facilitator Information**

Why Create Closure?

Why is creating closure important?

Closing or ending the workshop in a positive way is very important, especially when the workshops have been highly emotional or challenging. Participants need the opportunity to reflect on what has been learned, and to sum up ideas and feelings so that they may leave with an overall sense of accomplishment, connection, and pleasure.

"Though I am different from you, we were born involved in one another."
- T'ao Chien

How does the facilitator create closure?

Generally, an effective closing activity should:

- **Summarize** the activities and information learned. The focus should not be on what you have told the participants, but rather on what the participants are taking away. Help participants reflect on the group's discoveries and insights so that they can take what they have learned and apply it to their daily lives.
- **Validate** the effort given to the issue. This is the time to thank the group for their participation. Because the issues presented in the workshop are often difficult to manage emotionally, this is also a good time to encourage participants to take care of themselves.
- **Foster a connection.** Acknowledge the relationships developed because of the workshop and the sense of community that was created. Give participants an opportunity to debrief and express themselves. Encourage continued exploration of the materials presented and discussed during the workshop.
- **Encourage Self Care.** The issues in these workshops are often difficult to manage emotionally. The end of a workshop is a good time to pass out the self-care assessment and encourage participants to take care of themselves.
- **Evaluate.** It is important to identify the areas in the workshop that were helpful and the areas that need improvement. This provides a chance for participants to reflect on what has been learned, and leaves trainees with an overall positive feeling about the training.
- **Review local resources.** Included in the resources should be a local 24-hour crisis line and information for further education on the issue.
- **Include a closing activity.** An effective way to create a satisfying ending is to have some sort of closing activity. Options for such activities can be found in the following pages.

10.2 Creating Closure Activities

A Penny for Your Thoughts

Objectives

- To close the workshop on a positive note.
- To hear the participants' feelings and thoughts on the workshop.

Materials

- A penny
- Flipchart and markers (optional)

Time

- 10 – 15 minutes

A great way to end a workshop is by having a “round.” “Rounds” not only create a sense of togetherness, comfort, and support, but also give the facilitator an opportunity to hear perspectives on the workshop. This form of activity gives each participant an opportunity to express himself without interruption.

1. Ask the group to sit in a circle.
2. Introduce one or more closing statements (please see below for topic ideas). The statements can be written on a flipchart.
3. Begin the round by choosing and completing one statement yourself. When you have finished, pass a penny (or another symbol) to the person to your left and invite him to share his thoughts.
4. Participants' individual expressions continue in this way “a round” the entire circle. Continue to pass a penny as each person speaks.

Topics for Rounds of Closure (or create your own):

- | | |
|---|---|
| <ul style="list-style-type: none">• What I found most interesting about today...• What surprised me the most about today...• What I will remember best about this workshop...• I felt challenged by...• I learned about myself... | <ul style="list-style-type: none">• I learned from one of the participants...• I appreciated about this workshop...• I feel...• I am still wondering...• What this workshop helped me figure out...• I am clearer about... |
|---|---|

Trust Lean

Objectives

- To close the workshop on a positive note.
- To show participants the importance of supporting each other.

Materials

- None

Time

- 10 – 15 minutes

This widely adapted closing activity can be very empowering and works best with groups where there is a sense of safety within the group.

1. Ask participants to form a circle, standing shoulder to shoulder.
2. Ask for a volunteer to stand in the centre. This person will be “the Faller.” Participants who are standing in a circle will be “the Catchers.”
3. Explain the following guidelines to participants. They will help avoid any injuries.
 - Tell *the Faller* to stand upright, feet together and arms crossed over his chest. Explain that this is the falling position. Let him know that he must try to keep his body stiff, and that it is okay to close his eyes if he is comfortable doing so.
 - Tell *the Catchers* to place one leg in front of the other, and to extend their arms. Explain that this is the supporting or “spotting” position.
 - Establish clear communication calls. For example: Faller: "I am ready to fall. Are you ready to catch me?" Catchers: "We are ready to catch you. Fall away." Faller: "Falling." Catchers: "Okay."
4. Begin the activity. Ask the Faller to lean back when he is ready, and ask the Catchers to support him as he leans back. If the Faller is comfortable doing so, ask the Catchers to gently move him around the circle.
5. Give all participants a chance to be in the middle.
6. Debrief by sharing common thoughts and feelings. Ask participants:
 - What made you feel trusting / supporting?
 - What made you feel less trusting / less supporting?
 - How important is trust and support in working towards violence prevention?
 - What barriers prevent men and women from working together to eliminate violence? How can these be overcome?

Variation

Depending on the group, this activity can progress into **Trust Boosters**. A volunteer lies on the floor with his arms across his chest and his eyes closed. As a group, other participants position themselves at the volunteer's head, shoulders, middle, hips, knees and feet. Have them place their hands under the volunteer in a supportive and secure way. At the facilitator's signal, every participant lifts the volunteer all at once to waist level and rock gently, keeping the body very level. If the volunteer is secure, relaxed and comfortable, try turning the volunteer around (the whole group walks half a circle) or lifting to shoulder height. Ask participants to lower the volunteer very slowly, and help him up. Debrief by asking every person how they felt. Another variation is **Trust Falls or Dives**. Same as above but the volunteer falls from a chair or a table and is caught by the whole group.

One Thousand Words

Objectives

- To provide participants with an opportunity to reflect on their feelings and experiences.
- To close the workshop in a positive manner.

Materials

- Cut outs of pictures or images
- Flipchart and markers

Time

- 20 minutes

A well-known saying states that “a picture is often worth a thousand words.” This closing activity encourages participants to reflect on the material covered in the session, and helps them make the connection between the insights of the workshop and “the outside world.”

Before the activity

- Select an assortment of “inspirational” pictures from magazines (for example, scenery, with people or animals, abstract, black and white, color.) Make sure you have a wide variety.
- Paste each image on a separate sheet of construction paper.
- Choose one or two of the following statements and write them on a piece of flipchart paper:

- a. What sticks out the most for me about this workshop is...
- b. When I look back on this workshop I will remember...
- c. For me, the most important thing about this workshop was...
- d. What I learned about myself from this workshop is...
- e. Something from this workshop that I am going to try to do after we leave is...
- f. Something I appreciate about this group / this workshop...

Launching the activity

1. Space the pictures or images around the room or on the floor.
2. Reveal the flipchart. Tell participants that you would like to end the session by taking some time to reflect on the group process and what they have learned from the workshop.

3. Give the group a minute to read the questions on the flipchart.
4. Next, ask participants to walk around the room, examining the pictures as they do so. Tell participants to choose a picture or image that speaks to them the most, or that represents something they learned from this workshop. Ask participants to return to their seats when they have done so.
5. Once everyone is seated, go around the group and ask each participant to show what they chose and to talk about why they chose this image.

Web of Connections

Objective

- To close a workshop and demonstrate the interconnectedness between participants.

Materials

- Large ball of yarn
- Scissors
- Flipchart paper and markers

Time

- 25 minutes

This widely adapted activity effectively creates a visual representation of community and support.

Before the workshop

- Select one or two of the following statements and write them on the flipchart:
 - From ____ (name of participant) ____ I learned...
 - What I appreciate or admire about ____ (name of participant) ____ is...
 - When I look back on this workshop I remember...
 - The most important thing about this workshop was...
 - What I learned about myself from this workshop is...
 - Something I appreciate about this group / workshop is...
 - I am glad I came to this workshop because...
 - What surprised me the most about this workshop is...
 - What I will remember the most about this workshop is...
- In addition, write the following statement on the same sheet of flipchart: “After today’s workshop, I feel more connected to the issue of violence prevention because...” An example is provided here:

- a. From ____ (name of participant) ____ I learned...
- b. When I look back on this workshop I remember...
- c. After today’s workshop, I feel more connected to the issue of violence prevention because...

Launching the activity

1. Ask participants to form a tight circle with you (standing or sitting). You will be holding a large ball of yarn.
2. Explain that the ball of yarn will symbolize the group's connections. Hold on to the end of the yarn and pass the ball around the circle until you receive it back again. Each person should be touching a part of the yarn and there should be a visible circle.
3. Ask the participants to read and think about the statements on the flipchart. Give the group a minute to do this.
4. Explain that each person will complete the statements when he feels ready to speak. Ask that no one speak until the person is finished. Listening intently to the experiences and feelings of the other participants is an important part of this activity.
5. The facilitator begins by answering all three statements. Whomever he names in the first statement will receive the ball of yarn when he is finished. Person 2 will then complete the three statements and throw the ball of yarn to whomever he named in statement one and so on until everyone has received the yarn. If necessary make the rule that a person cannot be named twice in the first statement.
6. At the end of the exercise the yarn will show an intricate web of connections that represent the sharing of feelings, ideas, and affirmations. It will also show a network of support and understanding.
7. Talk to participants about the importance of community. To feel secure in this world it is important to have a support network of men who understand what it is like to be a man and who wish to become an ally to women who are working to end all forms of violence. Point out that this workshop has begun the process of building such a network.
8. To end the activity, use the scissors to cut through the yarn so that each participant will leave the workshop with a piece of the web in their hand to remind them of the new connections they have made and the ideas they will take away from the session.

Sculptures

Objective

- To create a positive ending for a workshop

Materials

- Play dough (see recipe below. Or, if funds permit, purchase “Playdoh.”)

Time

- 25 minutes

1. Give each participant a section of dough
2. Ask the participants to make something that represents what they have learned from this workshop. It is a good idea for the facilitator to participate as well.
3. Remind participants that artistic ability will not be judged.
4. Give the participants about 10 minutes to create their sculptures.
- 5. Encourage discussion while they are working!**
6. When everyone is finished ask participants to talk about their sculptured symbols.

An alternative to this method is to have everyone pick a name of another participant from a hat. Then ask each participant to create a gift for that person. The gift could symbolize something that the gift giver learned from the gift receiver, or something the gift giver wants to give the gift receiver to boost his confidence and his ability to be strong without being violent.

Use the following recipe to make enough play dough for 10 participants.

a. Mix the following ingredients:

- 4 cups flour
- 1 cup salt
- 1 $\frac{3}{4}$ cups water
- 2 drops food colouring

b. Divide the play dough into 10 parts or into as many parts as there are participants.