

LIVERESPECT



COACHING HEALTHY & RESPECTFUL MANHOOD

EDUCATOR GUIDE
With Lesson Plans

A CALL TO MEN

The Next Generation of Manhood



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USING THE PROGRAM



CONGRATULATIONS

on your efforts to help the boys in your community become **respectful men!**

Before starting the group lessons, review the Program and Certification Process Guide to better understand the program's goals and objectives, and for tips to help guide your discussions with the boys in your group. We also recommend that you review the lessons and activity sheets so that you feel comfortable with the topics and messages, and to ensure that the materials are appropriate for your group.

GROUP AGREEMENT

Creating a group agreement is an essential step in creating an environment for productive discussion. Use the information below at the start of Lesson 1 to establish ground rules for communication. Because the program is delivered in a group setting over nine lessons and covers sensitive topics, it is important to establish some agreements so that everyone feels safe and respected. On chart paper, create a sign listing your group's agreement and post it in a visible location during each session.

TO START: Ask the boys what the group needs in order for everyone to feel safe in this space.

If the boys do not verbalize the following ideas, be sure to add them to the list.

- **Respect**—Treat each other and ourselves with dignity, even if we disagree. Respect each other's opinions. No putting one another down or calling each other names. Be open to new ideas.
- **Ask Questions**—Be curious.
- **Listen**—One person speaks at a time. Listen to one another.
- **Confidentiality**—Everything that is said during these conversations should stay in the room except if it presents a safety issue or if someone feels uncomfortable.
- **Seek Support**—Don't hesitate to talk to an adult when the need arises.
- **Be Honest**—Express yourself and discuss or respond to what you hear in our society openly and appropriately.
- **Have Fun**—We're going to learn a lot from one another and as long as we follow our agreements, we can have fun along the way.

EXPLAIN: Over the next several weeks, we will be talking about messages that society sends us about manhood, masculinity, relationships, and sex, and there may be times when we use sensitive language or language we wouldn't normally use. This is allowed as long as we are using language to further the conversation and not to tease, make others uncomfortable, or show off. It is never okay to curse at one another or when talking about someone. We will be discussing serious topics and everyone is expected to act maturely.

Ask boys:

- Can everyone agree to this list?
- Is there anything missing or anything that you don't think is realistic?
- Is everyone okay with having their names attached to the group agreement?

Let the boys know you will keep the group agreement posted and can add to it at any time.

USING THE PROGRAM

LESSON TIPS

The “Barriers and Concerns” section of the Program and Certification Process Guide includes helpful tips for addressing the serious topics covered in the lessons, as well as the emotions they may bring up. We suggest that you review that section before starting the lessons with your group. Highlights are noted below. It is important to keep in mind that the program is **not** an indictment of manhood. It is an invitation to promote a healthier, more respectful manhood.

PROMOTING HONEST AND OPEN DISCUSSION: The lessons ask boys to think and talk honestly about what they have learned about manhood and masculinity. Therefore, boys may express ideas and use language that might be deemed inappropriate in other classes or settings. It is important not to shut down these moments. Instead, use these comments and language as learning tools and opportunities to explore why they used the language, and to ask the other boys if they have heard these opinions before and what they think about them. When applicable, try to connect inappropriate comments to the man box and male socialization to reinforce the origins of these comments. (See the Program and Certification Process Guide for information on the man box.)

CONFIDENTIALITY: Due to the sensitive nature of the lessons, if your school’s policy supports it, consider having the boys agree to keep discussions within the group except when issues of safety are involved (if someone is being hurt, is in danger, or is hurting others). Remind the boys, however, that if they ever feel uncomfortable in a situation inside or outside of the classroom, they should tell you, a parent, or a trusted adult. Also explain that you have a responsibility to report instances in which someone is being harmed or is harming others.

ADDRESSING HARASSMENT AND GENDER-BASED VIOLENCE: Boys may say that they are not violent or abusive toward girls or women, or that men are victims of violence as well. Explain to them that violence against females is mostly committed by males, but most males are not violent. However, men are often silent about the violence and abuse that other men commit toward women and girls, which sends a message that abuse is okay. This means that all men can play a part in preventing violence and changing attitudes and behaviors. Likewise, it is important for you to identify and address statements blaming the victim. It is not the victim’s fault. Responding is important because this may be the first time boys have seen sexism and male dominance challenged in a healthy way.

SENSITIVITY TO PERSONAL EXPERIENCES WITH ABUSE: Some boys in the group may have had personal experiences as a victim or witness to domestic violence, dating violence, and/or sexual assault. Tell them that if they need extra support or feel upset during the discussion, that they can talk with you, or speak with a counselor in your school or community. Let them know that it is normal to feel emotional when discussing topics like this and that you are there to talk about these feelings. If a boy discloses that he is being abused or is in an unhealthy or unsafe situation at home or in a relationship, then follow the mandated reporting policies within your school.

TALKING ABOUT THE LGBTQ COMMUNITY: Although the program focuses primarily on sexism, heterosexism and violence against the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community are also based on ideas of male dominance and rigid notions of masculinity. Gender-based violence doesn’t just impact women and girls, but also males who are perceived as not “masculine” enough or females who are considered to be “too masculine.” It is important to address homophobic statements that boys may make and explain that these beliefs are part of the man box and may escalate to violence.

CHALLENGING GENDER SOCIALIZATION: Sharing your experiences and emotions and asking the boys in your group to do the same as you discuss the man box and gender socialization is not an easy task. Challenging male dominance and stepping outside of the boxes we’ve been taught will be difficult. Keep in mind that everyone has been affected by society’s gender rules, male dominance, and sexism. This is not about blame. It’s about raising awareness, learning to address any potential negative behaviors, and acquiring tools to develop healthy, respectful relationships and behavior. Being open and sharing your personal stories, challenges, and inconsistencies with the man box or gender rules you’ve been taught will help boys relate and give them a sense of support.

“STEPS TO CERTIFICATION AND TAKE ACTION CHALLENGE” FORM

On page 38 of this guide, you will find a “Steps to Certification and Take Action Challenge” form for mentors. Make copies of this template and complete the form after you finish each lesson with your group. The form includes evaluation questions to help you assess the boys’ responses to the lesson, as well as your own. It also features a challenge for you as a mentor to consider how you can use the lesson messages to become a more successful role model and help the boys you work with break out of the man box.

THE MAN BOX



GETTING STARTED

OBJECTIVES:

- Establish a group agreement on conduct for reference throughout the program
- Gather the boys' ideas on gender roles using a pre-assessment quiz
- Identify rules society has taught us about the roles of men and boys and women and girls

MATERIALS:

- Copies of "What Do You Think?" pre-assessment quiz
- Copies of "The Man Box" activity sheet
- Slips of paper
- A large box (large enough to tape pieces of paper on)
- Tape

TIME REQUIRED: 90 minutes

TIPS FOR COACHES: Remind the boys that the goal of the program is to help us all learn to have healthier, more respectful relationships. Encourage and model positive group discussion.

GROUP AGREEMENT: Refer to pages 3 and 4 of this guide to establish the initial group agreement. Give reminders throughout the program that the goal is to share ideas in open discussions and for everyone to listen and participate respectfully.



BREAK OUT OF THE BOX

1. To start the unit, explain to the group that the goal of the program is to help us all learn to have healthier, more respectful relationships. Encourage group discussion throughout the program.
2. Next, create a group agreement and rules with the boys and discuss your expectations for the group sessions. (See pages 3 and 4 of this guide.)
3. Post the agreement in a visible location for reference throughout the program.
4. Distribute the "What Do You Think?" pre-assessment quiz. This is a tool that will help gather the boys' thoughts on the program topics and guide the lessons. This assessment is anonymous to encourage honesty. This same assessment will be used at the conclusion of the program to track progress.
5. Collect the completed pre-assessments and review the boys' responses to get a sense of their thoughts on gender socialization, and keep for later use.
6. Place the empty box in the front of the room. Distribute the slips of paper and ask the boys to write down words that demonstrate what it means to be a man. These may be the same terms that they used on their drawings from the pre-assessment quiz.
7. Create your own word strip(s) defining manhood and then tape it (them) to the box as an example. Some examples of words you might use include strong, tough, breadwinner, big, etc.
8. Ask volunteers to share their words with the group. As they share, have them try to explain the words and why they are associated with manhood. When each volunteer is finished, have him tape his word strips to the outside of the box.
9. Explain that:
 - The box represents the man box, which is full of definitions of manhood that can box men in and limit what they can and cannot do or feel.
 - The way we are socialized to think about gender is that there is a right way and a wrong way to be a male or a female. No one is to blame—we've all been taught this.
 - The box can negatively impact boys and men by forcing them to always be on guard and ready to "prove" their masculinity and manhood.
 - The box also teaches boys that one way to have power is to taunt other boys for being "girlie" or feminine. These messages lay the foundation for male dominance and sexism, as they create associations between femininity and inferiority.
10. If there are words that represent violent behaviors or name-calling listed outside of the box, explain that these words are associated with punishments for breaking these rules. They are also reminders to all males and females that they need to stay in the box in order to be safe.
11. Have the boys complete "The Man Box" activity sheet and discuss their responses. Ask the boys if they feel the same rules apply to women.
12. Share with boys the man box rules that follow to determine how many of the phrases were on their lists. Talk about any rules that they may have omitted and ask them what restrictions they create for boys and men, and what possibilities could exist without the rules.

THE MAN BOX



BREAK OUT OF THE BOX

THE MAN BOX

- No pain
- Powerful
- Women are objects
- Strong
- No feelings
- Protector
- No fear
- In charge
- Decision maker
- Aggressive
- No emotions (except anger)
- No weakness
- Tough
- Athletic
- Courageous
- Women are property
- Dominating

MAN BOX RULES

- Don't be vulnerable.
- Don't be too loving.
- Don't act like a woman.
- Don't be too caring.
- Don't ask for help.
- Don't be too committed.
- Always be in control.
- Don't be too nice or too kind.
- Don't show weakness.
- Don't show emotions.
- Act like a man.

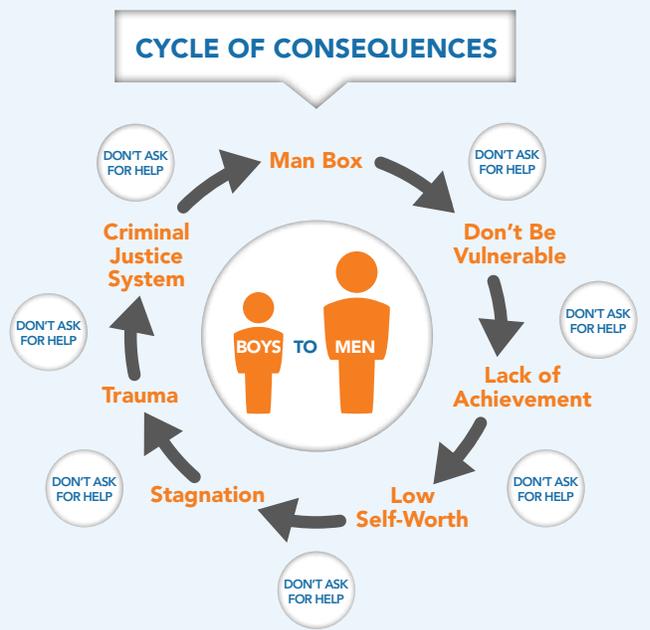
13. If they don't address the following, make sure it is included in the conversation:

- Believing that some people are “less than” others leads us to dehumanize or objectify them—which means we see them as objects and less than human. This puts all of us at risk for violence and makes the world more dangerous for our families and friends.
- The man box does not allow us to be fully human. It requires boys and men to shut down parts of themselves and their emotions for fear of being insulted, teased, etc.
- The man box limits boys and men by pressuring them to always be on guard and ready to prove their manhood.
- It also prevents boys and men from asking for help and using the support of others to succeed.

14. Next, ask them to discuss some benefits of breaking out of the man box. Answers may include feeling free to share feelings, not having to defend themselves, and having more equality between men and women.

15. Introduce the “Cycle of Consequences.”
(See the Program and Certification Process Guide for additional details.)

- Explain to the boys that the cycle represents the possible negative effects of the man box and its rules.
- The cycle is perpetuated by the notion that boys and men cannot ask for help.
- Boys are taught not to be vulnerable. This can create a lack of achievement if boys don't ask for help if needed.
- In turn, this can cause a feeling of low self-worth if someone feels stuck. That can lead to stagnation, or not having goals or a direction. In turn, that can cause trauma. The cycle then shows that some boys and men wind up in jail because they are trapped by the man box and its rules.



THE MAN BOX



BREAK OUT OF THE BOX

16. If the conversation becomes negative toward society, women, or men, or if the boys question or brag about the man box attributes that demonstrate lack of respect or value, remind them that we have all been taught society's rules and the goal of the lessons you'll be doing over the next few weeks is to help raise awareness about these topics. It's important that they understand that the program is not about blaming society or bashing men. Instead, it is about becoming aware of potentially negative behaviors associated with society's gender rules, learning to think more critically about situations, and learning tools to help promote healthy, respectful relationships and behaviors that value others. Remind them that we all want to be valued, safe, and treated with respect, and we want the same for our family and friends.



FLIP THE SCRIPT

“ I can change what I've been taught.”

Encourage the boys to observe the men around them, including themselves, and see if the man box holds them back. Think about what makes it difficult to venture from the man box to the possibility box. One element that can prevent the move to the possibility box is fear. Acknowledge the fear and encourage the boys to discuss what they are afraid of or what might prevent them from breaking out of the box. The fear of being perceived as “not man enough” or “less than a man” is the glue that holds the man box together.

WHAT DO YOU THINK?

DIRECTIONS

Do not put your name on this questionnaire—it should be done anonymously. Your answers will be used to help guide group conversations. Read the directions for each section below.

READ the job titles and label each according to your **first thought** about who does the job. If you think of it as a man's job, label it **"M."** If you consider it a woman's job, label it **"W."** Or use **"E"** for either. Remember to label them based on **your immediate response** to the job.

<input type="checkbox"/>				
TEACHER	BUILDER	SINGER	DOCTOR	ATHLETE
<input type="checkbox"/>				
MODEL	BABYSITTER	ARTIST	COACH	POLICE OFFICER

ANSWER the following questions by circling Yes or No or writing your answer on the lines.

- Have you ever been told to "man up" or "act like a man"? Yes | No
 What do these phrases mean? _____
- Is it okay for a girl to ask a boy to a dance? Yes | No
- Have you heard the phrase, "Who wears the pants in the family?" Yes | No
 What does this mean? _____
- Are there rules and expectations for how men and boys should act and behave? Yes | No
- Are there rules and expectations for how women and girls should act and behave? Yes | No
- If you answered "Yes," who makes these rules? _____
- Do you think there is a gender barrier in society? Why or why not? _____

DRAW a picture on the back of this sheet answering the question, "What do you think a man looks like?" Using short labels (one or two words), identify five aspects of a man in your drawing.

THINK ABOUT IT!

Which labels on your drawing could apply to females as well?

THE MAN BOX

DIRECTIONS

Step 1: Think about the words that describe what it means to be a man. Write rules associated with these words in “The Man Box” below.

Example: If “strong” is a word that describes a man, what is a rule that might be associated with that word?
Don't ask for help.

Don't ask for help.

THE MAN BOX

Step 2: Look at the box labeled “The Possibility Box.” If there weren't any man box rules, what would be possible? Fill in possibilities for how a man could comfortably behave if the man box rules didn't exist.

Example: *Ask for help when you need it.*

Ask for help when you need it.

THE POSSIBILITY BOX

THINK ABOUT IT!

- What challenges, such as emotions or expectations, stand in the way of moving from “The Man Box” to “The Possibility Box”?
- What would you be afraid of or what might prevent you from breaking out of “The Man Box”?

SOCIETY'S GENDER RULES



GETTING STARTED

OBJECTIVES:

- Examine the rules society has taught us about the roles of men and boys and women and girls
- Recognize gender-specific terms: man/woman, boy/girl, male/female, masculine/feminine
- Define the terms "gender," "socialization," and "gender socialization"
- Raise awareness about gender socialization and its effects

MATERIALS:

- Copies of the "How Our World Works" and "Society's Gender Rules" activity sheets

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: Insults received when stepping out of society's boxes are often derogatory to women

and send the message that being female is inferior. The LGBTQ community is often treated the same way. Sexism and homophobia have taught boys to guard against being perceived as feminine or nonheterosexual. While this program focuses on sexism and stereotypes of men and women, violence against the LGBTQ community is also based on the concepts of male dominance and masculinity. Gender-based violence impacts women and girls, as well as males who are not perceived as "masculine" enough or females who are considered to be "too masculine." Address homophobic comments that might arise so that the boys understand how these beliefs are connected to the man box and may escalate to violence.

GROUP AGREEMENT: Review the group agreement with the boys and remind them that you want them to participate, feel comfortable sharing, and be respectful of each other.



BREAK OUT OF THE BOX

1. Explain to the group that the goal of these lessons is to help us learn to have healthier, more respectful relationships. Encourage group discussion during the lesson.
2. Distribute the "How Our World Works" activity sheet.
3. Read the passage aloud as the boys follow along.
4. Ask the boys to underline gender-specific terms (men/women, boy/girl, male/female, him/her) during or after the reading.
5. After reading, pose the following questions for discussion:
 - According to this reading, is the group in control male or female?
 - How do you know?
 - What would it be like to grow up in this world as a male or a female?
 - How are women restricted in this world? How are men restricted?
 - Would you rather be male or female in this world? Why?
 - Does this world reflect our world? Why or why not?
6. Ask the boys to reread the passage, changing the underlined words to their gender counterparts. For example, change "man" to "woman" and "female" to "male."
7. Through group discussion, review the boys' initial responses to the questions in number 5 and see if the answers change once the gender changes.
8. Write "gender" on the board or chart paper and ask the boys the following questions for discussion:
 - What is the first thing that comes to your mind when you see the word "gender"?
 - Is gender the same as biological sex?
9. Explain that gender is not about being biologically male or female. Gender is about the traits and behaviors associated with being male and female in our society.
10. Write "socialization" on the board or chart paper and ask the boys if they have heard of this word. Ask them to find a definition for the word.
11. Explain that socialization is the process by which we learn the norms, values, and ideals in our society.
12. Write "gender socialization" on the board or chart paper and ask the following questions for discussion:
 - Are we born predisposed to certain behavior, or are we taught this? If we are taught, from where, whom, or what?
13. Explain that gender socialization is about how we learn, from a young age, cultural roles or what society

SOCIETY'S GENDER RULES



BREAK OUT OF THE BOX

considers appropriate ways that males or females are supposed to talk, walk, sit, stand, have fun, behave in relationships, etc.

14. Distribute copies of the "Society's Gender Rules" activity sheet and ask the boys to complete it.
15. When they are finished, discuss answers to the "Think About It!" questions:
 - What names are boys or men called if they step out of the box or deviate from society's gender rules?
 - What might happen to boys or men who step out of the box or deviate from society's gender rules?
 - What names are girls or women called if they don't follow society's gender rules?
 - What might happen to girls or women who don't follow society's gender rules?
16. Explain that insults received when stepping out of society's boxes are often derogatory to women and send the message that being female is inferior. The LGBTQ community is often treated the same way. Sexism and homophobia have taught boys to guard against being perceived as feminine or nonheterosexual.

17. If boys question the history of gender rules and why they became common, explain that it goes back to a system in which women were the property of men. While this was a long time ago, the beliefs associated with this system that gives power and privilege to males over females and considers male traits superior to those of females form the foundation of the man box and gender rules in our society. Remind boys that the goal of the lessons is to focus on today and now, not to rehash history.
18. The group may also ask, "What's the problem with gender rules?" Have the boys consider who benefits from the rules. Remind the boys that gender rules can create power issues, which can lead to negative or demeaning treatment of women and girls. The rules can also prevent males and females from being all they can be or all they want to be. Again, remind them that talking about the rules is not about blame. It is about exploring the rules and their potential consequences, so we can think critically about power and help reduce violence and disrespect.



FLIP THE SCRIPT

“ I will be more aware of society's boxes.”

Over the next week, ask the boys to observe how men and women are treated when they step out of society's boxes. Encourage them to try not to participate in making negative comments about, or punishing anyone for, stepping outside of society's boxes or not following society's gender rules. Further, if it's safe, they can try to speak out when they notice others punishing someone or speaking negatively about him or her for not conforming to gender rules. Not supporting negative behavior, asking a friend to stop acting in a negative way, or offering a kind word to someone who is criticized are supportive tactics.

HOW OUR WORLD WORKS

DIRECTIONS

Read the passage below and highlight or underline the gender-specific terms (men/women, boy/girl, male/female, him/her, etc.) in the passage. The first paragraph is done for you as an example.

When you turn on the television and hear about world leaders, you mainly see the pictures and names of women. Men and women are different, with men being understood as naturally more nurturing and sweet, while women are thought of as naturally more direct and strong. When a baby is born, it is common for men to stay home and take care of the baby.

Because males are seen as more vulnerable than females, they are often encouraged to do quieter activities, like playing with dolls and cooking. On the other hand, females are encouraged to be active, strong, and athletic from a young age. If females play with dolls or back down from a fight, they are often teased for acting like “little boys.”

Professional female athletes can make millions of dollars and many little girls dream about going pro.

Fans watch women play basketball, football, and baseball—and almost every female in society owns a piece of clothing with her favorite female athlete’s name on it.

When both men and women speak, they often use the word “womankind” to describe human beings. Books, plays, movies, and religions refer to life as the story of “womankind” and to God as “she.”

In school, children have been taught about the brave female heroes throughout history who have shaped society. Schools teach that the “founding mothers” and all the female leaders after them have created the laws and institutions that exist in society.

When men get married, the tradition is that their last name becomes that of their new wife. Children’s fairy tales often tell the story of

a young boy searching for his princess to save him. Most movies, commercials, videos, and magazines are made by and for women, and the roles for men often require them to wear hardly any clothing and act silly. Media that is made for men often focuses on how they can please or attract a woman.

When men walk down the street, it is not unusual for groups of women to stare at their bodies and comment on how they look. Most men say that they feel uncomfortable when this happens, but women often tell them that it is just a compliment. Many people say that is just how girls act and boys should expect it. If a woman doesn’t act this way, both men and women often immediately question her sexual orientation or tease her about being “gay.”

THINK ABOUT IT!

- Would you rather be male or female in this world? Why?
- Does the world depicted in this passage reflect our world?
- What if the roles of males and females in this world were reversed?
- Change the gender-specific words you underlined to their counterparts. For example, “women” becomes “men,” etc., and then reread the passage. Which version—the original or the one with the gender references flipped—is more like the society we live in?
- Where do you hear references to gender-specific roles in your daily life?

SOCIETY'S GENDER RULES

DIRECTIONS

In the chart below, describe society's gender rules about how boys or men and girls or women should act or behave. **Remember: This may not be what you believe—it's about what society has taught us.**

	BOYS	GIRLS
How are you supposed to behave in sports?		
How are you supposed to behave in business?		
How are you supposed to behave on a date?		
What kinds of emotions are you supposed to have?		
How are you expected to express your emotions?		
What types of childhood toys are you expected to play with?		
What kinds of activities are you expected to participate in?		
How are you expected to look and dress?		
How are you supposed to act sexually?		
Who are you expected to be sexually attracted to?		

THINK ABOUT IT!

- What names are boys or men called if they step out of the box or deviate from society's gender rules?
- What names are girls or women called if they don't follow society's gender rules?
- What might happen to boys or men who step out of the box or deviate from society's gender rules?
- What might happen to girls or women who don't follow society's gender rules?

MAN BOX TEACHINGS



GETTING STARTED

OBJECTIVES:

- Review the terms “gender” and “gender socialization”
- Examine the rules society has taught us about the roles of men and boys and women and girls
- Recall times when boys were socialized to behave like men and determine what that means
- Encourage boys to understand gender stereotypes and the limitations the man box imposes

MATERIALS:

- Copies of the “Man Box Teachings” activity sheet

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: Due to the sensitive nature of this activity, reiterate the importance of the group agreement. Boys should only share what they are comfortable sharing. Remind them that if they ever feel like they are in an unsafe situation, they should speak to you or another trusted adult. Also remind them that if anyone is in an unsafe or harmful situation, you will need to report it according to your school’s policies.

GROUP AGREEMENT: Review the agreement and group rules. Give reminders throughout the program that the goal is to share ideas in an open discussion. Everyone can listen and participate respectfully.



BREAK OUT OF THE BOX

1. Write “gender socialization” on the board or chart paper and use the following questions to review Lesson 2:
 - Have you tried to be more aware of society’s gender rules?
 - What have you noticed about yourself and the man box?
 - What have you noticed about other young men and the man box?
 - Have you recognized evidence of gender socialization?
 - Have you spoken out if it was safe when you noticed others punishing someone or speaking negatively about him or her for not conforming to society’s gender rules?
2. Share a story from your own childhood that demonstrates the man box, or an incident in which you learned gender stereotypes. For example, maybe you were told not to cry or to act tough in a difficult situation. Describe for the boys what happened, what you learned about manhood, who taught you, and how you responded to the lesson. How was some of your behavior decided for you by gender socialization? Discuss the gender-based social rules that support you and those that do not.
3. Ask for volunteers to share their own manhood stories in which they learned about the man box and its rules. Review the rules from page 6 to remind the boys.
4. Distribute the “Man Box Teachings” activity sheet.
5. Help the boys complete the chart and practice their skits. If they cannot think of examples, brainstorm as a group.
6. Write “gender socialization” on the board or chart paper and use the following questions to recap Lesson 3:
 - Is the subject of this skit familiar to you?
 - Is this something you think can change, will change, or needs to change?
 - How hard would it be for **you** to make this change in **your** life? Why?
 - If you could change this man box rule, what behavior could you exhibit instead?
7. If boys need help with these questions, look back at the man box on page 6 and ask them if they feel restricted by the rules. Or do they feel comfortable showing emotion, asking for help, saying when they’re scared, letting others see them being kind, etc.? Do they fear that they may be judged negatively if they do any of these things? Explain that stepping out of the box and being true to yourself doesn’t mean you’re not strong or confident. It takes courage to step away from society’s gender rules and stereotypes. That’s a positive trait.

MAN BOX TEACHINGS



FLIP THE SCRIPT

“I was taught gender socialization. I can teach myself to be free.”

Ask the boys to choose one man box rule they would like to get rid of for themselves. Encourage them to try to stop following that rule for at least one week. Suggest that they have a defined behavior in mind to exhibit in place of the rule they are giving up. Remind them that it takes a lot of courage to break out of the man box. The man box was created long before they were born and was taught to everyone by society. No one is at fault for this, but collectively, we can help change it.

MAN BOX TEACHINGS

DIRECTIONS

Complete the chart below by recording something that has happened or that you have experienced that taught you about the man box, or the rules about what it means to be a man or a boy according to society's gender rules.

	WHAT HAPPENED?	WHAT DID IT TEACH YOU ABOUT THE MAN BOX?	HOW DID YOU RESPOND?
An experience from when you were a young child			
Another experience from when you were a young child			
A recent experience (in the past two years)			
Another recent experience (in the past two years)			

TEAM UP WITH ONE OR TWO OTHER BOYS IN THE GROUP. Act out a skit depicting a scenario from your list. First, act out the skit as it happened, and then create an alternate ending in which you break out of the man box. Act out your skit again with the alternate ending.

THINK ABOUT IT!

What would you do differently if there were no man box?

THE MEDIA CONNECTION



GETTING STARTED

OBJECTIVES:

- Identify media messages about gender roles and sexuality
- Define the term “objectification”
- Examine the concept of objectification in media—print ads and song lyrics
- Help raise boys’ awareness and sensitivity to negative portrayals of women

MATERIALS:

- Copies of the “Media vs. Reality” activity sheet
- Three or more sample magazine ads featuring women, or men and women
- Examples of song lyrics reflecting man box stereotypes
- Magazines
- Tape or glue

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: The purpose of this activity is to think about the messages within the media and whether they impact how people think, act, and feel. Exploring media is not meant as an attack on males. Males are not doing anything wrong by listening to music or buying magazines that demonstrate man box stereotypes. The purpose is to help boys see the invisible boxes that shape behavior so they can make informed decisions. As males socialized in our culture, they have been taught to expect objectification, humiliation, and dehumanization of females. That is not something that they should feel ashamed of, but instead something for them to notice and think about critically.

GROUP AGREEMENT: Review the agreement before starting the lesson.



BREAK OUT OF THE BOX

1. Remind the boys that in the last session they looked at personal experiences that exposed them to and reinforced lessons about the man box. Explain that it’s not just people who train boys and girls in gender socialization; it’s the media as well.
2. Ask them to share forms of media that state how men and women should behave and/or be treated. Examples include: television shows, commercials, movies, music, video games, comic books, advertisements, magazines, toys, clothing, etc.
3. Ask the boys if they have heard the term “objectification.” What does it mean? Share the following definition: seeing or treating someone as an object rather than a person.
4. Show them sample ads you selected. Use the following questions for discussion:
 - Are these ads putting men and women in gender socialization boxes? Why or why not?
 - Are there examples of objectification in these ads?
5. Explain that some of the ways people are objectified are by only showing parts of their bodies, using their bodies as objects, presenting their bodies in an unrealistic way, or presenting their bodies as things to be used with little regard for their humanity or personality.
6. Ask the boys why these types of images are so common and what messages they are sending about males and females. Explain to the group that females have also been socialized to think that their value lies in their sexuality, attractiveness, and ability to attract men, and there is an industry that exists to keep them focused on their appearance. Studies show that the sexualization and objectification of girls in the media can lead to many negative emotional, physical, sexual, and psychological health consequences for girls, including eating disorders, depression, and low self-esteem.
7. To further explore the concept, share lyrics from popular songs you or the boys found that also demonstrate objectification. The lyrics might reflect violent treatment of women, a man’s control over a woman, homophobic connotations belittling feminine traits, or demeaning treatment that indicates women have less value. As an alternative, ask the boys for a list of their favorite songs and have them evaluate the lyrics to determine if they include any gender stereotypes.
8. Once the boys have a good grasp on the concept of objectification, pass out magazines and the “Media vs. Reality” activity sheet. Have each boy find an ad that objectifies women, tear it out of the magazine, and attach it to the activity sheet. Then have them answer the questions on the sheet. Next, have the boys share their ads and their thoughts about the ads.
9. Explain to the group that when boys see images like this on a regular basis, they learn to accept that

THE MEDIA CONNECTION



BREAK OUT OF THE BOX

women are objects. When young men and boys view women as objects, they perpetuate the ideals of the man box. This type of attitude and view of women can lead to violence as men learn to think of women as inferior.

10. The group may challenge this activity by saying that the women in the ads are actresses or models, are choosing to be objectified, and are being paid. Explain that these are valid comments since

these are more often than not the roles available to women. However, explain that the media can desensitize us and make it hard for males and females to differentiate between reality and fantasy. For males, the ads support the notion that females in general are objects rather than humans. But on the flip side, females, who are taught by society that their goal is to attract men, can be criticized for mimicking the media. What is okay for the media is not always okay for the general female population.



FLIP THE SCRIPT

“ I can see beyond objectification and view women and girls as human beings who are valued and respected. ”

Ask the boys to spend the week observing their thoughts about the girls and women they encounter. Encourage them to identify what they like about these girls and women as people. Ask them to be conscious of images around them that fit into the man box and promote gender socialization.

MEDIA VS. REALITY

DIRECTIONS

Research and find a print ad that demonstrates objectification. Attach this sheet to your ad and answer the following questions.

1. What's happening in the ad?

2. Does the ad reflect real life? Why or why not?

3. What does this ad want me to believe about women and men?

4. Does the ad objectify women and men? Why or why not?

5. If the ad objectifies women, how might it be changed to show the woman as a human being rather than as an object?

THINK ABOUT IT!

- What happens when you see images like this every day? Does it have an impact?
- Do these images reinforce the ideas in the man box? How?
- Might the messages within these ads contribute to a violent culture?

UNDERSTANDING OBJECTIFICATION



GETTING STARTED

OBJECTIVES:

- Review the definition of “objectification”
- Contrast the difference between objects and people
- Help prevent boys from viewing girls and women as objects

MATERIALS:

- Copies of the “Object vs. Person” activity sheet

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: Advertising images bombard males and females with stereotypes and put pressure on people to look, act, and think certain ways. They can support the idea that females are only important as seen through the eyes of males. They can also send confusing

messages by presenting “ideal” women, but when girls try to look like this in real life, they can be called names. Girls are told they are supposed to be sexy and attractive, but there is a thin line between “hot” and “slut.” The objectification within the ads teaches us to view women as “sex objects.” Objects don’t have feelings or families, and they are not human. Once we start to relate to a group of people as “sex objects,” we view them as less real and less valuable than full humans. This makes committing violence against them more possible.

GROUP AGREEMENT: Review the agreement before starting the lesson.



BREAK OUT OF THE BOX

1. Ask the boys to review what they learned and discussed about objectification during the last class.
2. Draw two boxes on the board. Write “object” on top of one of the boxes and “person” on top of the other box and use the following questions for discussion:
 - What are the most important things about a person?
 - What are the most important things about an object?

As they talk, write their words in the appropriate boxes on the board. Boys might respond that personality, kindness, friendship, intelligence, and respect are important traits for a person, while worth and looks are important for objects—objects don’t have feelings or families.

3. Next, ask the boys:
 - When you talk about girls with your friends, what do you talk about?

When it comes to talking about girls, boys might say they discuss personality, kindness, and looks. Remind the boys that attraction is normal, but it is important to be respectful.

4. As the boys respond, ask them to consider whether these conversations categorize girls and women as people or as objects. Follow up with these questions for discussion:
 - Which girls and/or women do you avoid objectifying in your life?
 - Why don’t you objectify these particular girls or women?

Boys will likely reply that they avoid talking about their mothers, sisters, and female relatives as objects because they view them and value them differently from other females, especially females they don’t know.

5. Distribute the “Object vs. Person” activity sheet and have the boys work together to complete it. Walk around the room and listen in. Consider having the boys present their debates.
6. Wrap up by asking the boys what they learned from each other during their objectification debates and their responses to the questions on the activity sheet. Encourage the boys to think about the importance of valuing *all* girls and women as they do their female family members so that they have one set of standards.



FLIP THE SCRIPT

“Objectification of girls and women is all around me, but I can interrupt that thinking in my own life.”

Ask the boys to try to interrupt themselves from objectifying girls or women in their everyday lives. Guide them to notice how girls or women are being objectified in the media and around them. Encourage them to do something different than usual when they find themselves in a situation in which girls or women are being objectified. If boys feel that girls like to be treated like objects, remind them that all girls should be respected and valued regardless of how they look or act.

OBJECT VS. PERSON

DIRECTIONS

Sometimes we view people we don't know differently than people we know. This can impact the way we treat them or act toward them. In the spaces below, describe how you might treat a girl whom you think of as cute and might objectify, and a female relative whom you respect as a human. Is there a difference?

A girl on the street or
at school you think is cute

Your mother, sister, grandmother,
or other female relative

FIND A PARTNER AND DEBATE THIS STATEMENT: If a guy objectifies girls or women, it has a big impact on guys and the girls or women.

THINK ABOUT IT!

- Notice how girls or women are being objectified in the media and in the world around you.
- Do you treat females in the two groups differently? If so, why do you think that is?
- What can you do to treat all women with value and respect?
- How can you stop yourself from objectifying girls or women in your everyday life?
- What can you do differently when you find yourself in a situation in which girls or women are being objectified?

UNDERSTANDING SEXUAL HARASSMENT



GETTING STARTED

OBJECTIVES:

- Define the term “sexual harassment”
- Identify examples of sexual harassment in daily routines
- Encourage boys to identify respectful ways to interact with women and girls in real-life scenarios

MATERIALS:

- Copies of the “Sexual Harassment” and “Respectful Behavior” activity sheets
- Copies of the “Myths and Facts About Sexual Harassment” and “Breaking Out of the Man Box” handouts

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: At the end of this lesson, you will distribute the “Breaking Out of the Man Box” handout. This will be used again in Lesson 9. Ask the boys to read through the sheet. Encourage them to create a safe space in their immediate environment by taking a stand against sexual harassment. The resource sheet provides subtle and nonaggressive ways to support people who are being bullied or harassed. Remind the boys of the importance of personal safety when getting involved.

GROUP AGREEMENT: Review the agreement before starting the lesson.



BREAK OUT OF THE BOX

1. Explain that when you objectify a person you treat him or her with disrespect and exhibit a disregard for his or her humanity. One way that people are treated with disrespect and disregard is through sexual harassment.
2. Ask the boys to define sexual harassment based on what they see and hear on the streets or in school hallways, and write these words on the board. Once you have a good definition on the board, read the following definition aloud: **Sexual harassment is any unwanted** sexual attention, requests for sexual activity, or other verbal or physical conduct of a sexual nature that makes a person feel **threatened, uncomfortable, or unsafe**. Sexual harassment can be physical, like grabbing, pinching, or touching someone. Or it can be verbal, like name-calling or starting rumors, making jokes, or propositioning someone. It can also happen online—not just in person.
3. Pass out the “Sexual Harassment” activity sheet. Allow the boys to get into groups to fill out the sheet. Ask them to discuss each of the four categories of sexual harassment and provide examples of sexual harassment they have witnessed, heard about, or even engaged in themselves.
4. After they have filled in the boxes, review their responses and use the following questions to lead a discussion:
 - How do you think the person being harassed feels?
 - Why is harassment considered violence?
5. Is this harassment the type of behavior that happens between two equals, or is one person taking a dominant and controlling role over another? (Emphasize the statement about gender-based violence from the activity sheet.)
 - Does it make a difference if it happens to someone you know or someone you don’t know? Why?
5. If boys don’t make the connection themselves, explain that the man box characterizes men as being aggressive, dominant, and unfeeling, and supports the view that women are objects or the property of men. This dehumanizes females and creates a culture where harassment or violence occurs and often goes unreported. It is important to emphasize that it’s not the victim’s fault—no one deserves to be harassed or attacked, regardless of what he or she is wearing or what his or her reputation is. Refer back to the discussion in the previous lesson to reinforce the importance of having one set of standards that values all females, whether they are family, friends, or people you don’t know.
6. Next, review the “Myths and Facts About Sexual Harassment” handout with the boys. Explain that sexual harassment is a way of taking control of another person and harming him or her through bullying and aggressive behavior. Explain that control is a way of avoiding being vulnerable.
7. Distribute the “Respectful Behavior” activity sheet. As a group, review the boys’ responses to the activity and “Think About It!” questions.

UNDERSTANDING **SEXUAL HARASSMENT**



FLIP THE SCRIPT

“ I can help the girls and women in my life feel safe and respected. ”

Pass out the “Breaking Out of the Man Box” handout. Ask the boys to read through the sheet. Encourage them to try to make their immediate environment safer by taking a stand against sexual harassment. For some, this may mean not participating in sexual harassment, for others this may mean speaking up when they witness sexual harassment. The handout provides subtle and nonaggressive ways to support people who are being bullied or harassed. Remind the boys that personal safety is important—they should get help if a situation is unsafe.

SEXUAL HARASSMENT

DIRECTIONS

In the boxes, write examples of each of the categories of sexual harassment that you've observed in reality or on TV. What was the outcome? How did the victim respond? Or how do you think the victim would respond? Write these answers under "Outcome." Use the definition of sexual harassment below when writing the examples.

Sexual harassment is any unwanted sexual attention, requests for sexual activity, or other verbal or physical conduct of a sexual nature that makes a person feel **threatened, uncomfortable, or unsafe**.

Sexual harassment is also a form of **gender-based violence**—violence or the threat of violence against someone based on their gender or sex. It includes any act or threat that inflicts physical, sexual, or psychological harm on someone because of gender.

Physical Contact:	Outcome:
Sexual Comments:	Outcome:
Sexual Propositions:	Outcome:
Unwanted Communication:	Outcome:

THINK ABOUT IT!

- What is the connection between the man box and sexual harassment?
- How could breaking out of the man box help prevent sexual harassment?

RESPECTFUL BEHAVIOR

DIRECTIONS

Fill in the blank boxes below with respectful ways of handling the following situations.

SCENARIO	RESPECTFUL RESPONSE
<p>You see an attractive person on the street or at school and you want to say hello.</p>	
<p>You have a friend you want to ask out on a date.</p>	
<p>You are at the park with a bunch of your friends and one of them whistles and makes comments as someone attractive walks by.</p>	
<p>You are in class with someone whom you have asked out and who has already said no.</p>	

THINK ABOUT IT!

Look at the scenarios and your responses above and answer these questions:

- Do any of the scenarios reflect unwelcome behavior that could make the person feel harassed, offended, humiliated, or intimidated?
- Do your responses demonstrate respect for the people involved?
- Do you see behaviors in your responses that are unwanted or unwelcome?
- Are any of the behaviors of a sexual nature?
- Do you think any of your responses could make the person feel harassed, offended, humiliated, or intimidated?
- Would you like it if you were subjected to that behavior?

MYTHS AND FACTS ABOUT SEXUAL HARASSMENT



MYTH



FACT

-  **Girls “ask” to be sexually harassed by the way they dress.**
-  Both males and females often dress in ways that are stylish and that they think might impress or attract other people. But this is no excuse for harassment, intimidation, or disrespect. All people should be treated with respect and dignity regardless of what they are wearing. This myth is an example of victim blaming. Victim blaming is when the victim is held partly responsible for the mistreatment committed against them. It is a harmful response that puts the focus on the victim rather than the perpetrator.
-  **Sexual harassment is just “boys being boys.”**
-  Making someone feel uncomfortable or threatened is not something that boys “naturally” do—it is something they are taught to do by the man box. It is learned behavior that can be unlearned.
-  **Sexual harassment is not a big deal—some people are just too sensitive.**
-  Sexual harassment is not about someone being too sensitive or not knowing how to take a joke. It is a form of bullying that can interfere with the victim’s physical and psychological health. Sexual harassment can lead to many negative consequences for victims, such as missing school, academic decline, suicidal thoughts, and self-harming behaviors.

-  **Sexual harassment only happens in the workplace.**
-  Sexual harassment can happen anywhere—at work, at home, on the street, or in school. Sexual harassment can happen to anyone regardless of age, sex, nationality, or race. Sexual harassment is prohibited in school environments under Title IX of the Education Amendments of 1972.
-  **It’s just flirting!**
-  Flirting and sexual harassment are not the same thing. Flirting is an activity that both people participate in and agree to. Sexual harassment is not about trying to get to know someone. It is about using power to make someone feel threatened, uncomfortable, or unsafe.
-  **Girls like to be sexually harassed.**
-  Sexual harassment is not fun or enjoyable for the victim. It makes the person feel unsafe, uncomfortable, or threatened.
-  **Males can’t be sexually harassed.**
-  Anyone can experience sexual harassment.

BREAKING OUT OF THE MAN BOX

The following tips can help you break out of the man box and prevent sexual harassment.

SAY SOMETHING

When you see or hear man box behavior, you can say things like:

- “Hey, that wasn’t an okay thing to say or do.”
- “I don’t think you should say or do those kinds of things.”
- “No, that’s not cool.”

You can also ask questions like these:

- “Why would you say or do those kinds of things?”
- “How come you said that?”
- “Do you know that is a form of violence?”



STAND UP

If you see someone being bullied, harassed, or treated in a disrespectful manner—and if it is safe for you to do so—you can step in on behalf of that person by:

- Trying to interrupt the situation by asking the person who is doing the bullying or harassing for the time or directions. Sometimes, just changing their focus can stop what is happening in the moment.
- Offering the person being bullied or harassed support by apologizing for how others are behaving and asking what you can do to support him or her.
- Calling someone who can help in the moment.
- Telling the abusive person to stop.
- Getting help from coaches, counselors, or teachers at your school.

Remember: If you see physical violence happening or about to happen, do not try to stop it. Call 911 or find an adult to help.

RAISE AWARENESS

In your school and community you can raise awareness against sexual harassment and gender-based violence by:

- Starting a school committee or club.
- Organizing a poster, T-shirt design, or PSA video contest.
- Coordinating an assembly or school-wide campaign to raise awareness about gender-based violence.
- Organizing an assembly that teaches others tips for a healthy, respectful manhood.
- Inviting teachers and administrators to meetings about violence in the school.
- Participating in Denim Day, a national sexual violence prevention and education campaign (denimdayinfo.org).

UNDERSTANDING SEXUAL ASSAULT



GETTING STARTED

OBJECTIVES:

- Define the terms “sexual assault,” “consent,” and “coercion”
- Help boys understand what sexual assault is

MATERIALS:

- Copies of the “Myths and Facts About Sexual Assault” handout
- Copies of the “Consent, Coercion, or Nonconsent?” activity sheet

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: Due to the subject matter, this lesson is designed for *high school boys only, not middle school*. Please review the content and handouts for appropriateness for your group.

GROUP AGREEMENT: Review the agreement before starting the lesson, and remind boys that the stories shared during discussions are for the group only.



BREAK OUT OF THE BOX

1. Ask the boys to summarize what they learned during the previous class about sexual harassment. Make sure they identify different types of sexual harassment, including: physical touch, sexual comments, sexual propositions, and unwanted communication.
2. Ask the group to define sexual assault and write the words they use on the board. Once you have a good definition on the board, read the following definition aloud: **Sexual assault** occurs when someone touches any part of another person’s body in a sexual way, even through clothes, without that person’s consent. Sexual assault can be committed against someone by a stranger, an acquaintance, a friend, a romantic partner, or a family member. Sexual assault is an act of aggression and power.
3. Pass out the “Myths and Facts About Sexual Assault” handout. Ask the boys to read it to themselves. Then ask volunteers to read facts that they thought were surprising. Use the following questions for discussion:
 - How many of you did not know the facts?
 - Do you agree with the facts?
4. Explain that healthy sex and sexual interactions only happen with the consent of both partners. Ask for a definition of “consent.” Then write the following definition on the board: **Consent** is clear permission between intimate partners that what they are doing is okay and safe. To consent to something—like being sexual—means you confidently agree to do it based on your own free will without any pressure or influence, including alcohol.
5. Ask the boys which of the words in the definition are absolutely necessary in understanding the definition. They should identify such words as “clear permission”; “confidently agree”; “free will”; and “without any pressure or influence.” If those words are not identified, make sure you identify them and review how those words relate to consent.
6. Explain that the word “no” isn’t the only way that an intimate partner might show he or she does not consent. They could also use body language and words of hesitation and avoidance. It is a myth that it’s okay if the person doesn’t say no. Their words and body language should be giving clear permission, or clearly saying yes.
7. Emphasize also that “no” does not mean try harder, or that the person is playing “hard to get.”
8. Ask the boys:
 - After someone has demonstrated nonconsent and a person attempts to manipulate or persuade the other person to change his or her mind, or create fear, what is that called? (After giving the boys an opportunity to answer, write “**coercion**” on the board.)
9. To wrap up, pass out the “Consent, Coercion, or Nonconsent?” activity sheet. Ask the boys to read the statements and descriptions and determine if each phrase demonstrates consent, coercion, or nonconsent and write it under the appropriate header. Once they’re done, review each phrase and ask volunteers to explain why they put it under the category that they did. Correct any misconceptions the boys may have.

UNDERSTANDING **SEXUAL ASSAULT**



BREAK OUT OF THE BOX

Answers:

- **Consent:** "Let's do it"; "Yes"; "I want to"
- **Coercion:** "You shouldn't have come here if you didn't want to"; Asking three or four times in a row; "You did it before, so you should do it again"; "Just do it for me"
- **Nonconsent:** "No"; "Maybe we shouldn't"; "I already said no"; Stiff body language; Frowning; Silence; "I'm not ready"; "Maybe we should stop"; "Can we slow this down?"; "I'm so happy you're here"

10. As a group, discuss the boys' responses to the "Think About It!" question and their observations on how men or boys treat women and girls. Boys might be confused about how they can help prevent violence against women and girls or how this is their issue. Explain that by valuing women and girls as you've been talking about throughout these lessons, as well as by speaking up against violence when the boys feel it is safe, they have the chance to be leaders against gender-based violence and set an example for their peers.

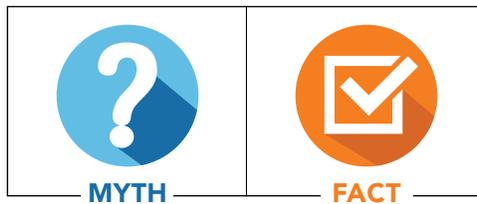


FLIP THE SCRIPT

“ I respect the feelings and free will of others. ”

Encourage the boys to look out for ways they, or the boys or men around them, may be ignoring expressions of nonconsent from girls and/or women. If they feel comfortable, encourage them to speak up and say something like: "She said no." Or "She looks uncomfortable, stop harassing her."

MYTHS AND FACTS ABOUT SEXUAL ASSAULT



Sexual assault occurs when someone touches any part of another person's body in a sexual way, even through clothes, without that person's consent. Sexual assault can be committed against someone by a stranger, an acquaintance, a friend, a romantic partner, or a family member. Sexual assault is an act of aggression and power.

? Sometimes girls ask to be sexually assaulted because of the way they dress or act.

✓ No one asks to be assaulted. Everyone has the right to dress and act how he or she wants to dress and not experience violence. This myth is an example of blaming the victim.

? Usually sexual violence is committed by someone who is a stranger to the victim.

✓ Most sexual assault victims know the perpetrator. About 78 percent of female victims said the sexual assault involved a family member, intimate partner, friend, or acquaintance.¹

? Once someone starts to engage in sexual activity, they cannot change their mind.

✓ Everyone has a right to change his or her mind during any moment of a sexual experience. A person's body belongs to him or her only. Saying "yes" to one form of sexual activity does not mean saying "yes" to another.

? Rape is just "rough" sex.

✓ Rape is a violent assault that is acted out sexually, which affects an individual's sense of safety and control.

? Sometimes "no" means "yes."

✓ If someone says no, that means they do not consent to sexual activity. If you are not sure whether someone wants to engage in sexual activity, ask him or her and respect his or her answer. "No" does not mean "try harder."

? Girls are quick to claim sexual assault or rape.

✓ Sexual assault and rape are underreported. It is estimated that about 65 percent of sexual assaults and rapes are not reported.²

? It is only sexual assault if the victim was threatened with a weapon or has visible injuries.

✓ Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. The force may include weapons or intimidation, drugs, alcohol, or any other tool that diminishes the person's judgment.

? Men can't be sexually assaulted.

✓ Men can be sexually assaulted regardless of their size, strength, appearance, and sexual orientation.

¹ www.bjs.gov/index.cfm?ty=pbdetail&iid=4594

² www.bjs.gov/content/pub/pdf/cv13.pdf

CONSENT, COERCION, OR NONCONSENT?

DIRECTIONS

Read each sentence or description listed. Does it demonstrate consent, coercion, or nonconsent? Write the words under the appropriate header below.

"Maybe we shouldn't." "I'm so happy you're here."
 "Let's do it." "Yes." "You shouldn't have come here if you didn't want to." "I already said no."
Stiff body language **Silence**
 "I'm not ready." **Frowning** **Asking three or four times in a row.**
 "Maybe we should stop."
 "Can we slow this down?" **"No."** "You did it before, so you should do it again."
 "I want to." "Just do it for me."

CONSENT

COERCION

NONCONSENT

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THINK ABOUT IT!

How are people around you ignoring expressions of nonconsent?

INTERRUPT THE CYCLE



GETTING STARTED

OBJECTIVES:

- Summarize the lessons of the program to date
- Introduce the concept of domestic violence
- Contrast the terms “dating” and “domestic violence”
- Encourage boys to develop tools to help interrupt the cycle of gender-based violence and harassment

MATERIALS:

- Copies of the “Interrupt the Cycle” activity sheet

TIME REQUIRED: 45 minutes

TIPS FOR COACHES:

- Before facilitating this lesson, think about one way that you can help boys raise awareness about and help prevent gender-based violence and man box behaviors in your school and/or community. Let the boys know that while the group meetings may be stopping, they can continue to work on being healthy and supporting one another. As you will be asking them to come up with ideas to continue the work, it is important that you first reflect on what is realistic and possible. It is also important that at the end of

this lesson, boys who are interested in developing the project or idea have arranged another time to meet.

- Support the boys if they are hesitant about stepping outside of the man box. Remember that standing up to sexism and male dominance is not something that men in our society are supported for doing and that they might be teased, harassed, ostracized, called names, etc. Discuss with the boys that just as they may have felt defensive when talking about these issues, other people may also have strong reactions and try to keep the boys in the box and perpetuate gender socialization. Remind the boys that safety should always be their first priority and guiding principle.
- Remind the boys that just as they didn’t create the man box and male dominance, they also can’t stop it alone. Support them in trying to step outside of the box and encouraging their peers to do the same so that they develop healthy, respectful relationships.

GROUP AGREEMENT: Review the group agreement before starting the lesson, and encourage boys to share their opinions and to be respectful of each other.



BREAK OUT OF THE BOX

1. Ask the boys to summarize what they have learned during the program. Use the following question for discussion:
 - Who can change some of the problems discussed during the program?
2. Explain that as boys who have been educated on issues of gender socialization and gender-based violence, they can set a good example for others. They now know facts and information that their peers may not be aware of. They are in the unique position of being interrupters of situations of sexual harassment, sexual assault, and gender-based violence.
3. Explain that most boys and men are not abusers. They are good people who want to have healthy relationships. However, many times boys and men witness or are aware of incidents of harassment, assault, and violence. Speaking out against violence can help send the message that it’s not okay.
4. Explain that dating violence happens between people who are dating, but do not live together, and domestic violence happens between people who live together. Issues of sexual harassment and assault occur in dating and domestic violence situations, but they tend to happen over longer periods of time and can escalate in severity.
5. Discuss the concept that dating violence has traditionally been seen as a female problem and a problem that women strive to solve, even though women are not the ones who display the violent behavior—men are. So, men and young men have the responsibility to help stop the behavior.
6. Write the following words on the board: physical, emotional or mental, verbal, sexual, financial, digital.
7. Using “physical” as an example, ask boys to provide an example of physical harassment, assault, or violence that they have witnessed, heard about, or participated in. Then ask them to consider ways they can flip the script on that scenario.
8. Distribute the “Interrupt the Cycle” activity sheet and separate the boys into groups. Encourage them to come up with ways they can interrupt the cycle for each of the six categories listed above. Boys will brainstorm how they can respond if they observe inappropriate behavior or hear demeaning comments against women and girls. When the boys are done, ask for volunteers to share their responses so that the boys can learn tools that will help them.

INTERRUPT THE CYCLE



FLIP THE SCRIPT

“The cycle of harassment, assault, and violence against women stops with me.”

Ask boys to spend the week looking for ways to safely interrupt cycles of harassment, assault, and violence. Remind them that it is not always safe to enter certain situations; however, they can make a tremendous difference in just shifting their behaviors or the language they use with their peers. Encourage them to have at least one conversation with a peer that shifts an assumption about male dominance.

INTERRUPT THE CYCLE

DIRECTIONS

Use the scenarios below to demonstrate ways you can safely interrupt instances of sexual harassment or assault, or gender-based violence that you might witness.

SITUATION	I COULD RESPOND BY...
Physical: A guy shoves a girl into a locker.	
Emotional or mental: A guy is very controlling and tells his girlfriend what to wear and who she can and can't hang out with.	
Verbal: A guy says negative things about and to his girlfriend constantly. He calls her names and threatens her.	
Sexual: A guy touches a girl after she tells him to stop.	
Financial: A guy controls what his partner spends money on.	
Digital: A guy reads his partner's emails and texts, and posts pictures of her online.	

THINK ABOUT IT!

- Would you feel comfortable using the responses you wrote above?
- Do you think you can make a difference to help end violence against women and girls?

HEALTHY MANHOOD, HEALTHY RELATIONSHIPS



GETTING STARTED

OBJECTIVES:

- Review the principles of the man box
- Encourage boys to create tools they can use to break out of the man box and develop healthy, respectful relationships

MATERIALS:

- Copies of the “Man File” template
- Copies of the “What Do You Think?” assessment quiz
- Copies of the “Breaking Out of the Man Box” handout
- File folders
- Glue or tape, scissors

TIME REQUIRED: 45 minutes

TIPS FOR COACHES: At the end of this lesson, you will distribute the “Breaking Out of the Man Box” handout, which was used in Lesson 6. Ask the boys to read through this sheet again. The handout provides subtle and nonaggressive ways to support people who are being bullied or harassed. Brainstorm additional ways boys might take a stand against sexual harassment. Remind the boys of the importance of personal safety in these situations.

GROUP AGREEMENT: Review the agreement before starting the lesson.



BREAK OUT OF THE BOX

1. Ask the boys to state what they learned about the man box and what aspects of it they think are harmful to them. Review the information from Lesson 1 if needed.
2. Write “healthy manhood” on the board. Ask for volunteers to provide words they think of when they hear this phrase. Here are some suggestions to get them started:
 - believes in equality and treats all people with respect
 - isn’t afraid to show emotions, including sadness, fear, and joy
 - stands up for equality in a nonviolent way
 - is kind, nice, and caring
 - is strong—emotionally, mentally, socially
 - does not dominate, control, or intimidate others
 - listens to others
 - learns from others
 - uses his power to change society and support others
3. Write “healthy relationships” on the board or chart paper. Ask for volunteers to provide words they think of when they hear this phrase. Here are some suggestions to get them started:
 - negotiation and fairness
 - nonthreatening behaviors
 - respect
 - trust and support
 - honesty and accountability
 - economic responsibility
4. Pass out large, colorful file folders, pens or markers, and two copies of the “Man File” template to the group. Explain that they will now replace their man box with a man file. Explain that file folders are places where information is put in and taken out as time passes. A man file is a personal set of guidelines that is consistently revised as each individual man learns and grows.
5. Have each boy open his file folder and write “healthy manhood” on the top left side of the folder, and “healthy relationships” on the top right side of the folder.
6. They will then cut out the images and glue or tape one underneath “healthy manhood,” and the other underneath “healthy relationships.” Ask the boys to brainstorm words that will guide their healthy manhood and healthy relationships and write them in the corresponding outline.
7. When the man files are complete, have the boys share them with the larger group. Use the following question for discussion:
 - What do you think will be most challenging about using the man files?

Remind the boys that issues with the stereotypes of manhood did not start with them and will not stop with them alone. Boys, girls, men, and women in their lives may have a negative reaction to their attempts to step outside of the man box. Encourage them to connect with a friend and/or talk to a receptive adult, and to stay focused on their goal of having healthy relationships.

HEALTHY MANHOOD, HEALTHY RELATIONSHIPS



BREAK OUT OF THE BOX

8. Speak with the boys about organizing a group to act as peer leaders to help raise awareness among other boys in the school or community about healthy, respectful manhood. Or consider coordinating a T-shirt campaign to encourage respectful relationships and the prevention of gender-based violence. The boys could work in teams to create T-shirt design options that reflect what they've learned and what they would like to see change in their community.
9. To wrap up, have the boys complete the "What Do You Think?" quiz and allow them to reflect on what they've learned. Review their forms and compare them to the quizzes from Lesson 1 to see if the boys' views have changed.
10. Check in with the boys periodically after completing the program to see how they are doing and if they have questions.



FLIP THE SCRIPT

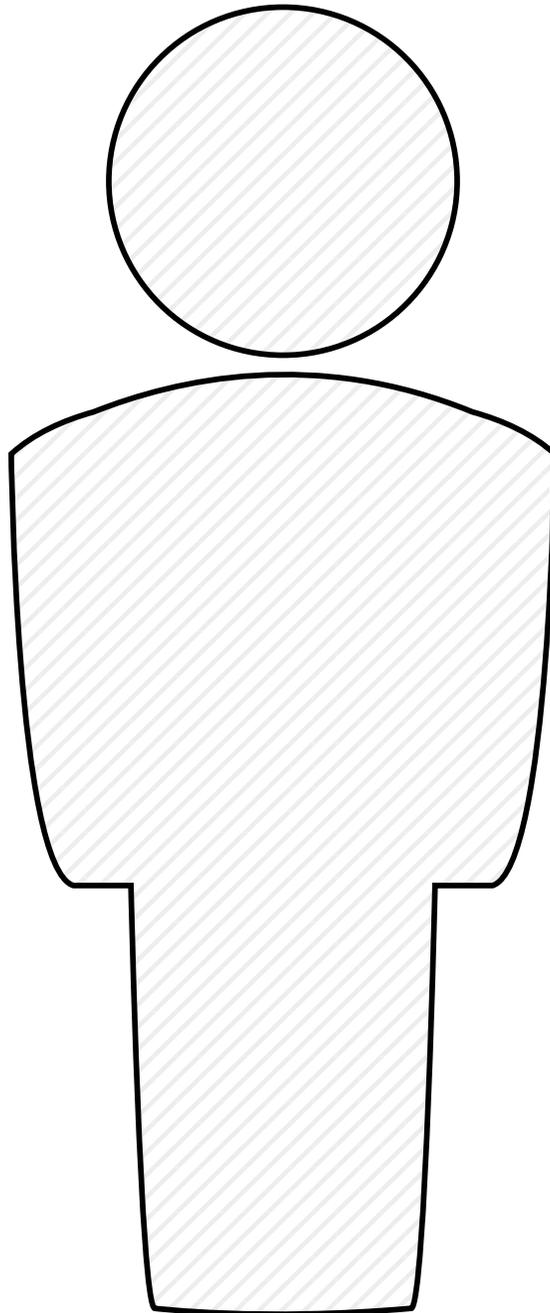
“ I make respectful choices about how I treat myself and others. ”

Ask the boys to consider how they will keep growing and learning. Will they gather in a group, seek out a mentor, or reread their man file on a regular basis? Emphasize that behaviors that are learned can be unlearned. Remind them that their presence demonstrating healthy manhood and healthy relationships will make positive ripples in their community that reach out into the larger world.

MAN FILE

DIRECTIONS

Make two copies of the outline below and glue them to the inside of a file folder, putting one on each side. Write “healthy manhood” on the left side of the folder above the image. Write “healthy relationships” above the other image on the right side. Inside each shape, write words or phrases that will help guide you in being a respectful man.



STEPS TO CERTIFICATION AND TAKE ACTION CHALLENGE FORM



CONGRATULATIONS

**on your efforts to help
the boys you mentor
become *respectful men*.**

To complete the certification process, make copies of this evaluation form and fill it out after you finish each lesson.

Also, complete the "Take Action Challenge" to determine what you can do as a coach and mentor to help shift social norms that define manhood and create a world where women and girls are safe and valued.

HOW DID IT GO?

1. Circle the number of the lesson you implemented:

Lesson 1 2 3 4 5 6 7 8 9

2. How did the boys respond to the lesson? For example, were they engaged and involved in discussions?

3. Do you feel that the lesson objectives were met? Yes | No
If NO, why not?

4. How would you rate the success of this lesson?

Very successful Successful Unsuccessful

If UNSUCCESSFUL, why do you think that was the case?

5. Did you experience any challenges with this lesson? Yes | No
If YES, what were the challenges?

6. What did you discover during this lesson?



TAKE ACTION CHALLENGE!

Think about the lesson's messages about healthy, respectful relationships and manhood. How can you incorporate these messages into your own life to be a better role model? Below, describe how you will take action to break out of the man box.

“ Envision the world you want for your daughters, girls, and other young women in your life. How would men and boys act and behave in that world? Join us in creating a world where all men and boys are loving and respectful, and all women and girls are valued and safe. ”

—A CALL TO MEN

LIVERESPECT

A CALL TO MEN
The Next Generation of Manhood

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